

realised that graduate work should not only be higher in standard, but different in ~~type~~ character, to that done by undergraduates. This defect with its resulting insistence on units of study and lecture attendance is the cause of the material weakness of a good deal of the graduate study in the United States, and McGill has fallen into the same ditch.

Graduate study should imply the bringing of the student into personal contact with the problems of research, not merely telling him about them, but making him experience them for himself. Lectures may be necessary to fill in gaps in his knowledge, to ~~teach~~ teach him his technique, but they should be looked on as necessary evils and kept down to a minimum. Graduate study should not be a mere extension of undergraduate work, a succession of bigger and better lectures, but the opening up of new intellectual prospects to the students' eyes. The M.A. or the M.Sc. represents of course a smaller achievement than the Ph.D. but it should mean a journey into the same fields, a strengthening of the infant footsteps so that he may learn to walk alone.

Hence a member of the staff who is directing a student's graduate studies should not be expected to deliver lectures to him, nor should he be supervising him at all unless the student is working along somewhat similar lines of research to that in which he himself is interested. Consequently the professor may receive, as well as give, an intellectual stimulus, and the drain both on his time and energies be far less than in the more mechanical routine of lecturing.

This suggestion that the graduate student should be expected to seek knowledge for himself, instead of going on having it pumped into him, really lies at the root of all my suggestions, for they are intended to safeguard his liberty to seek it along the ~~the~~ lines which his abilities dictate, and yet assure the university that that liberty shall not be abused as the result of unintelligent supervision and shoddy research.

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