

Sir Arthur Currie, 2.

say, 400 students and a few creditable partial students, less than half will enter their final year for a B.A., B.Sc. or B.Com. degree, and in ordinary practice the number will naturally be much less than that. I must admit that the situation is distinctly disturbing. I am afraid that we shall never get McGill College on a first class footing so long as it is so freely turned into a repair shop for the professional schools in this way. As I have already stated repeatedly before the Faculty and Corporation, it costs the College as much to entertain one of these pre-professional students for a year as it does to entertain one of our own students for the whole period leading to a degree, and that for the simple reason that these students leave us in the later years when we have facilities to entertain them when the classes are broken up into smaller units. I cannot help thinking, too, that the overcrowding of classes in the first year must be seriously depressing the opportunities offered to our own bona fide students proceeding to an Arts, Science or Commerce degree. The work done in the early years, for example, in English, Mathematics, Latin, French etc., is so fundamental to the education of every student that unless this work is done thoroughly the chances of the students in more advanced years of study are seriously imperilled. In Latin and Mathematics, for example, a good student in the first and second years scarcely gets any assistance at all, as the instructor is compelled to repeat work already well known to any first class student; and in English Composition, too, it is humanly impossible to do anything appreciable with a class of 450 students. Facility in English Composition can only be acquired by practice and the