

The Principal ----3.

The adoption of this general conception of education will place much more work on the student, more particularly owing to the lack of convenient text-books in practically all subjects. In the opinion of your committee this very lack is by no means an entirely regrettable circumstance. The student, not being able to replace the unintelligent memorizing of lecture notes with the equally unintelligent memorizing of cram books, will have to turn to the sources of our law and will study for himself the processes of legal reasoning as exemplified in the works of the Roman juriconsults, of Pothier, of the modern French writers and in the decisions of our own courts. Add to this time for thinking, time and opportunity for discussion with the other students and with the staff, and every student will in his three years at McGill be able to lay the foundations of a good legal education.

While accepting and endorsing the above general principles of education, your committee realizes that the teacher must have a wide discretion in their application to his particular subject.

Before leaving this point we wish to add that we fully agree with you:

"that so far as concerns purely academic matters, the duty of the University to the undergraduate is not to fill his head with a mixed assortment of knowledge of various subjects, but to teach him how to work. For the young man who has not enough ambition to devote himself to making the most of such guidance, to working upon his own initiative in order to gain an education, there is no real place at a University. The University, on the other hand, is doing less than its duty if it fails to inspire such ambition in the minds of its students, and it should be our aim so to conduct our teaching that at least some of the men who come to McGill without any very definite idea, should, even during their first year, gain a conception of educational methods which will enable them to obtain the greatest benefit from their college course."