

we may call general students, that is to say students intending to proceed into the learned professions or to follow business employments after graduation. The percentage of students amongst us who intend to follow highly literary and scientific pursuits in the schools, colleges, universities and industries of the country is exceedingly small at present. Our student body is, frankly, I suggest, distinctly weak at its academic centre. It is no answer to say that similar conditions prevail in other premier Universities. I see no reason why McGill should follow other Universities downhill. It is true, too, with us, as with other Universities, that most students of this capital class are usually short of the necessary ways and means to give their whole time devotedly to their studies, and the only way, therefore, that I can think of encouraging them is by offering them the necessary assistance by competitive exhibitions and scholarships and by occasional loans from the University in deserving cases. I should like more than I can say to see a real competition for exhibitions and scholarships at the beginning of the first year, open to candidates from all parts of Canada and Great Britain. Impartial examination papers, open on equal terms to candidates from all good schools in Canada and Great Britain, could be easily prepared and sent to the principal examination centres for competition each year. I believe that the results of such a first class competition would have a very important influence on the schools of both countries. I suggest, too, that this is the best and fairest way by which McGill may solve the problem presented by the Headmasters Conference from Great Britain which visited Canada last year.

Members of Faculty there are only a few other very minor matters which I need bring to your attention in this report. I may point out, however, that the tendency of students in the first year to side-step Mathematics has, I think, become a distinct abuse and should be considered again by the Faculty during this session. Six students were this year promoted to a higher year conditioned in one whole course and one half course. It is very difficult to know, under the rules, what to do with this class of student. To compel them to repeat their whole year seems to me futile. To limit them