Copy.

Principal's Special Committee

Subjects for enquiry by the Committee of the Departments of the Faculty of Arts and Science. This list of questions is not a questionnaire and is only intended to suggest some subjects upon which the Committee may desire information and advice from the several departments of study in the College.

1. What are the most pressing needs of your department?

2. What, in your opinion, are the principal faults in the preparatory education and work of the students in your department?

3. Do you think that the better students in your classes are seriously retarded by the number of indifferent and poor students attending the same classes?

4. What suggestions have you to make for improving the honour courses in the College?

5. Should students be admitted to honour courses at the beginning of the third year instead of, as at present, at the beginning of the second year?

6. Do you approve of students taking all their honour work, including the full work required in the third and fourth years, in the same department?

7. Are you in favour of a larger fund for exhibitions and scholarships for capital students in the College? How do you think a fund of say $20,000 per annum should be administered for this purpose?

8. Are you in favour of a loan fund for deserving creditable students?

9. Should the requirements for admission to the College be raised, and if so, by what method?

10. Should the University set and examine its own matriculation papers and refuse to accept the school leaving certificates for admission to the College of all students resident in the Province of Quebec, and if so, should this practice be extended to other provinces and elsewhere, and if so, how far and by what methods of conducting examinations?

11. Should the Faculty have additional departments, for example, International Relations, Music, and the Fine Arts, Anthropology, Italian, Spanish?

12. What do you consider the principal advantages to be derived from the study of your subject?

December 30, 1930.

LaMcK/W.

Copy.

Principal's Special Survey Committee

This report should contain a careful history of the College during the last decade and this history may be conveniently set down under the following headings:-

1. Changes in the numbers and type of students during the last ten years. Requirements for admission.

2. Changes in the staff; a comparison between 1920-21 and 1930-31.

3. The reconstruction of the new building and its consequences. Why more space is needed now. Why morning hours are preferable for lectures on account of conflicts with laboratories in the afternoon and for other reasons.

4. Relations between this Faculty and other Faculties and Colleges in the University, including the Royal Victoria College, especially the preliminary training of students intending to proceed into the professional Faculties and its effect upon the College. The need of further suppost to carry on this work successfully in the interests of the whole University.

5. The correlation and sequence of studies; continuation and fringe subjects, honour courses.

6. Finances; comparison of the approximate per capite per annum costs to University consolidated funds in this and other faculties.

This history carefully written out would then, I suggest, form a proper basis for any other matters of policy which the members of the committee may wish to report upon, such for example, as salaries, promotions, library facilities, exhibitions, scholarships, etc. The University is also very much in need at the present time of a publication fund and a University magazine.

I hope that the committee may be prepared to return to work early next week.

Ira A. MacKay

Feruary 20, 1931.

Dean, Faculty of Arts and Science.

address to boys
Slang and the slovenliness of speech

McGILL UNIVERSITY

FACULTY OF ARTS AND SCIENCE

REPORT OF THE SPECIAL SURVEY COMMITTEE, 1930-31

McGILL UNIVERSITY

FACULTY OF ARTS AND SCIENCE

REPORT OF THE SPECIAL SURVEY COMMITTEE, 1930-31

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McGILL UNIVERSITY

FACULTY OF ARTS AND SCIENCE

REPORT OF THE SPECIAL SURVEY COMMITTEE, 1930-31

This Committee appointed by the Principal included the following members:- Dr. F.M.G. Johnson, Chairman of the Department of Chemistry and Dean of Science; Dr. Cyrus Macmillan, Chairman of the Department of English; Dr. W.D. Woodhead, Chairman of the Department of Classics; Professor F. Clarke, Chairman of the Department of Education; Professor W.T. Waugh, Chairman of the Department of History; Dr. David Keys of the Department of Physics. Professor Carleton W. Stanley of the Department of Classics attended as the Principal's personal representative, and the Dean of the Faculty acted as Chairman of the Committee.

The Committee held its first meeting on January 12th, 1931, but was not able, on account of unforeseen circumstances, to meet again during the months of January and February. During the months of March and April meetings have been held and the Committee now wishes to submit the results of its deliberations.

Statistics are of little value in times of uncertainty and least of all in educational problems. Numbers really mean nothing in University education. As a rule the members of a University engaged in teaching or research prefer small or moderate numbers. Overcrowded classrooms, laboratories and libraries are usually unprofitable both to the University and to the community. Figures, too, may often be grossly misleading. No valid conclusions, for example, can be drawn from the number of students and the number of instructors in the several departments, that any one subject is of any greater value than any other subject. Educational values can never be measured by numbers. For the administration of a University, however, which has to provide ways and means and facilities, correct

statistics are obviously essential, and it is for the information of the administration that the statistics in this report are offered. The Committee suggests, however, with deference, that the claims of administration should not be overemphasized. No amount of efficient administration can create a fertile mind and it is upon mental fertility that the whole life of a university depends. The figures offered in the following report cover the period in this Faculty from 1921-22 to 1930-31 and do not include the School of Commerce although this School is at present an integral part of the Faculty.

Changes in the number and type of students in the Faculty during this decade.

The Faculty has changed greatly during this period and the following tables may indicate some of these changes.

Registration in the Faculty of Arts, 1921-22 to 1930-31.

	B.A.		B.Sc.		
	Men	Women	Men	Women	Total
1913-14	236	111	46	2	395 + 143 Partials
1921-22	208	160	53	30	451 + 118 Partials
1922-23	252	170	71	33	526 + 126 Partials
1923-24	296	191	98	34	619 + 119 Partials
1924-25	398	219	115	33	765 + 120 Partials
1925-26	465	255	117	34	871 + 51 Partials
1926-27	490	329	134	27	980 + 68 Partials
1927-28	484	339	172	33	1028 + 71 Partials
1928-29	485	355	129	33	1002 + 86 Partials
1929-30	364	341	207	35	947 + 84 Partials
1930-31	326	327	230	46	929 + 108 Partials

Some significant observations may be made upon this table. Of the 451 undergraduates attending during the year 1921-22, 60 had failed in at least one subject required for matriculation, while of the 929 regular undergraduates attending during the present session, 1930-31, none were below the total required for matriculation. The total number of regular students, therefore, in 1921-22 was 391 and in 1930, 929. It may also be noted that the type of student classified as partial students has greatly changed during this period. In 1921-22 a very large percentage of the 118 partial students had failed badly in their entrance examinations. In the year 1924-25, however, the practice of admitting as partial students candidates who had failed in their matriculation examinations was wholly discontinued, and there are, therefore, only very few students of this class in the Faculty at present. The 108 partial students registered in 1930-31 are almost exclusively from the affiliated Theological Colleges, the School for Social Workers, the Conservatorium of Music and the McGill School of Physical Education, and are all, therefore, doing full-time work in the University. We have really no partial students of the old type in the Faculty at present. We may also add that these figures take no account of students registered in the Graduate Faculty attending regular classes in this Faculty and no account of approximately 1000 students taking part-time intra-mural work in the afternoons and evenings. These afternoon and evening lectures are offered by the Committee on Extension Studies in the University, but the lectures are given by the regular members of the teaching staff and these students receive the same care and attention as regular undergraduates. If this report, too, is to give a fair measure of the administrative work of the Faculty it should not overlook the very large attendance at public lectures, debates and dramatic and musical entertainments in the Moyse Hall. Indeed, the facilities of an educational kind offered to part-time students and to the public has become a very distinct feature of the work of this Faculty during the last five or six years, and we need scarcely add that this work has added heavily to the teaching

and administrative duties of the College.

The following table (see page 5) shows the attendance of students in the second, third and fourth years of the several departments of study in the Faculty from 1921-22 to 1930-31. These figures are taken from the examination lists at the end of the year and, therefore, do not include students who discontinued their attendance during the year or who were unable to take their regular examinations at the end of the year through illness or other causes. The number of students who discontinued their studies during the present session is 46 and the number who will be unable to take their examinations about 15, and these numbers are normal. It should be pointed out, too, that the figures for the first year are not included in this table because the first year is very much overcrowded and all students in this year are required to attend classes in Latin, English and Mathematics and the number of options allowed for other subjects is limited. The table on page 6 shows the registration in the first year for the last five years. The Committee would like to repeat again, however, that no very serious valid inferences can be drawn from these figures. They are mainly intended to show the general direction which the students take during their four years of study. There are also a few minor observations which may be made on the figures in this statement (page 5). Latin 2 or Greek 3 were compulsory subjects in 1922 and not in 1923 and hence the drop in attendance in the Classics department between these years. The decrease in the number of students in the Department of Botany between 1929 and 1930 doubtless resulted from the discontinuance of a large class in Evolution and Genetics, previously given by Professor Carrie Derick who has since retired. This class usually had about eighty or ninety students and was one of the most popular and instructive classes in the University. The very large increase in the number of students attending classes in Botany, Chemistry and Physics in 1925 resulted from the accession to these departments of a large number of students intending to enter Medicine after a period of two or three years preliminary study

Registration by Student Hours in Departments in Faculty of Arts, 1921-22 to 1930-31

(Second, Third and Fourth Years)

	Botany	Chemistry	Chinese	Classics	Economics	Education	English	Geology	German	History	Maths.	Hebrew	Philosophy	Physics	Psychology	French	Sociology	Zoology
1922	21	69	-	105[b]	136	30	231[c]	52	19	135	37	34	107 (+Psyc.)	57	See Phil.	184	-	20
1923	32	116	-	46	205	40	304	46	34[d]	140	62	38	129 (+Psyc.)	91	See Phil.	123[d]	36	33
1924	38	93	-	51	226	45	328	50	43	166	63	26	180 (+Psyc.)	63	See Phil.	154	28	25
1925	75[a]	164[a]	-	53	254	31	418	51	68	212	59	29	70	174[a]	161	159	71	57[a]
1926	95	231	-	73	368	30	346	55	62	240	60	47[f]	98	138	179	281	77	75
1927	134	283	-	73	398	42	417	79	68	283	74	30	138	140	236	329	104	95
1928	193	245	-	83	326	45	375	80	79	310	90	36	122	116	222	311	74	74
1929[e]	150	244	-	111	365	50	481	97	70	265	115	20	120	113	219	368	78	72
1930	85	217	-	103	327	34	488	72	50	176	106	32	129	117	223	336	90	81
1931	76	245	14	99	359	65	525	58	108[h g]	237	133	24	123	101	154	358	76	84

a Medical Courses in Arts.

b Latin 2 or Greek 3 or 4 compulsory.

c English 3 compulsory.

d Separation of French and German Departments.

e 1927-28 Applied Science students in 1st Year Arts.

f Double course Medical students took Hebrew to make up their fifth subject.

g German 3 a second year subject in 1930-31.

h Second Year students required to take German.

No Commerce students are included in these figures.

Total Registration - First Year B.A., B.Sc. and B.Com.

Year	Botany	Chemistry	Greek	Latin	English	French
1927	39	138	37	200	318	302
1928	33	172	30	203	378	361
1929	21	104	24	174	360	328
1930	15	158	23	172	377	327
1931	20	172	39	147	372	327

Year	German	History	Mathematics	Physics	Zoology
1927	127	247	274	146	43
1928	112	260	301	193	36
1929	76	219	321	174	25
1930	62	172	316	138	14
1931	101	151	290	149	20

in the Faculty of Arts and Science. This change will be dealt with more fully later on in this report. The general drop in numbers between the years 1927 and 1928 was probably caused by distinct overcrowding in the freshman year during the year 1927, and the consequent larger number of students who failed in their examinations at the end of the term and this overcrowding was at least in part the result of a change in the Faculty of Applied Science which required about 80 students to attend the first year in Arts before being admitted to that Faculty. Indeed this overcrowding of the first year by so many students who do not or cannot proceed to higher years has become one of the most pronounced difficulties in the work of the Faculty in recent years.

Changes in the Staff since 1921-22

The following table of figures shows the increase in the number of instructors during this period:-

(For Table see Page 8.)

No comment on these figures is really necessary. It may be pointed out, however, that the Departments of History and Classics and the joint Departments of Philosophy and Psychology have been notably strengthened during the last ten years, and that the Departments of Mathematics and English Literature, both basic departments, need further additions to their staff in the early future. These, however, are matters of administrative detail and need not, therefore, be elaborated in this report. It should always be kept in mind, however, that each department is sovereign in its own subject and ought, therefore, to be master of its own methods and the best judge of its own needs. There is no common measure of worth by which any individual or committee can estimate the relative importance or value of all the different departments of study in a college of Liberal Arts and Science. Friendly and helpful cooperation is the only practical principle to apply to these problems. Everything depends upon the training, experience and personal influence of the different professors and instructors engaged in the work of teaching and research. It really

DEPARTMENTAL STAFF FIGURES

Department	1921-22 Profs.	1921-22 Assoc. Profs.	1921-22 Asst. Profs.	1921-22 Others	1930-31 Profs.	1930-31 Assoc. Profs.	1930-31 Asst. Profs.	1930-31 Others
Botany	2	-	-	2	2	1	-	3
Chemistry	3	3	2	11	4	1	1	13 *
Classics	1	-	3	1	3	1	-	1
Econ. & Pol. Sci.	1	1	1	-	2	-	1	3
Education	1	-	-	-	1	-	-	-
English	1	2	-	1	1	2	1	12
French	1	1	2	2	1	-	3	2
German					1	1	-	1
Geology	2	-	1	3	3	-	2	1 *
History	1	-	-	-	2	1	1	3
Mathematics	1	1	1	-	1	1	-	1
Oriental Languages	1	-	-	2	1	-	-	2
Philosophy	1	2	-	-	1	2	-	-
Psychology					1	1	-	2
Physics	2	2	1	8	4	2	-	10 *
Sociology	-	-	-	-	-	1	1	2
Zoology	1	-	1	1	1	-	1	3
Total	19	12	12	31	29	14	11	59

* The staff in Physics, Chemistry and Geology also do all the work in these subjects in the Faculty of Engineering.

means very little in what department of study a student chooses to carry on his work so the work be well done. Indeed, it is probable that the division of education into subjects and departments is very much over done in many of our institutions of learning. There is really no arbitrary division of education into subjects either in the mind of the student or in the mind of the professor and unless the departments agree of their own volition to correlate their work carefully, the student must suffer.

Some Recent Changes in the Faculty

Three significant changes in the composition of the Faculty have been made recently, namely, the founding of two new departments, the Department of Education and the Department of Chinese Studies, and the division of the Faculty into two sections or groups, an Arts division and a Science division.

The Department of Education was opened at the appointment of Professor F. Clarke in the autumn of 1929. The importance of this department must not be overlooked. Relations between the schools and the University will be largely determined in the future by the work of this Department of Education. The principal aim of the Department of Education is to interest and train a few promising graduates each year who may become candidates for positions in the secondary schools of the Province. If even one half of the teachers in pivotal positions in the high schools were specially qualified graduates of this University, all problems mutually affecting the school and the University would solve themselves. As old problems are solved new problems will doubtless arise, but all progress in Education, as in everything else, is always problematical. The work of the University Department of Education, however, does not end with the training of teachers. It is also necessary to interest the University and the whole community in the importance of education. A local trustee, for example, who is a graduate of the University and soundly interested in education may be of more value than the local headmaster. An extended report on this department, contributed by

Professor Clarke, appears on page 90 in this report.

The foundation of a Department of Chinese Studies is an interesting change which has been made recently in this Faculty. Canada is situated on two seas, the Atlantic and the Pacific, and relations between the Dominion and the Orient will inevitably become of increasing interest in the future. Universities are essentially international institutions and the influence of universities on international relations is very much greater than is usually imagined. For example, it is reported that more than half of the Kuo-Min-Tang or Government Party in China at present are graduates from universities of the United States of America, and the influence, therefore, which these universities will have upon the future of China is very much greater than the influence of decades or of centuries of diplomatic and commercial relations.

During the present session the Faculty was divided into two groups or sections, a Science group and an Arts group. The by-law of the Faculty, approved by Corporation, creating this division reads as follows and speaks for itself:-

> "The Faculty shall hereafter be called the Faculty of Arts and Science. There shall be two groups in the Faculty, an Arts group and a Science group. The present Dean of the Faculty shall be Chairman of the Arts group. There shall also be appointed a Dean who will be known as the Dean of Science and who will be Chairman of the Science group. The members of the Science group shall be the members of the Faculty representing the Departments of Physics, Chemistry, Biology and Geology and any other scientific departments in the University or Macdonald College who may subsequently join. The students in the Science group shall be all students who register for the B.Sc. degree in the Faculty. The Faculty will continue to meet regularly as hitherto, and the groups may meet as their members may decide from time to time. The Committee also recommends that the Faculty concur in any move made or to be made by the Faculty of Applied Science to change its name to the Faculty of Engineering, either by law or by practice."

Since this by-law has been passed the Faculty of Applied Science has followed the suggestion made at the end of the by-law and changed its name from the Faculty of Applied Science to the Faculty of Engineering. The future of scientific education,

therefore, in this University will depend largely upon the work of the Science division. Hitherto the Science departments were largely in the nature of independent overseas dominions and this by-law is intended to unite their efforts more effectively, alike in teaching and research and in administration. The old and disturbing confusion between Science in Arts and Applied Science has also been eliminated by this change. All students hereafter, therefore, intending to study Science at McGill will enter the Science division of the Faculty of Arts and Science. A further report on this change, contributed by Dean F.M.G. Johnson, the Dean of Science under the new order, follows:-

The Science Division of the Faculty of Arts and Science

The possible advantages to be derived from a division of the Faculty of Arts into two Faculties, - a Faculty of Arts, and a Faculty of Science, - had been frequently discussed in recent years by many of its members.

It was suggested by Dean Ira MacKay that such a division would be a subject suitable for consideration by the B.Sc. Advisory Committee.

At a meeting of that Committee, in March 1930, it was resolved "That the B.Sc. Committee recommend the appointment of a Dean and a separate Faculty of Science, on the understanding that the status quo be preserved with the present Dean of Arts as the senior Dean of McGill College". This resolution was brought before the Faculty, which however thought it unwise to form a separate Faculty of Science.

A division into two groups was however agreed upon, and the following resolution passed for the approval of Corporation.

"The Faculty shall hereafter be called the Faculty of Arts and Science There shall be two groups in the Faculty, an Arts group and a Science group.

The present Dean of the Faculty shall be Chairman of the Arts group. There shall also be appointed a Dean who will be known as the Dean of Science and who will be Chairman of the Science group.

The members of the Science Group shall be the members of the Faculty representing the Departments of Physics, Chemistry, Biology, and Geology, and any other scientific departments in the University, including Macdonald College, who may subsequently join. The students in the Science group shall be all students who register for the B.Sc. degree in the Faculty, the Faculty will continue to meet regularly as hitherto, and the groups may meet as their members may decide from time to time."

With an addition concerning the relation of certain departments to to the Faculty of Applied Science, the above resolution was passed at a meeting of Corporation, held on October 2nd, 1930.

This division into two groups has much to recommend it. The teaching, particularly in the earlier years, is largely common to both groups. Cooperation is essential, but should be secured by this arrangement.

The Science group has much to gain by association with the Arts group and it is hoped the benefit may be mutual.

In the past there has been a feeling on the part of the Science departments that they were considered less important than those of the Humanities.

By the change in name of the Faculty this feeling should no longer exist.

The science departments with their own organization should, by greater cooperation with one another, develop more rapidly and more suitable courses should be possible of arrangement with benefit to the students.

In the past many students scarcely realized that science could be studied effectively in a Faculty of Arts. In a Faculty of "Arts and Science" this misunderstanding cannot exist.

That all students working toward a B.Sc. degree come under the direct jurisdiction of the Science group only, should insure greater attention to their needs.

The greatly increasing importance of Pure Science in the world to-day, necessitates a concentration of effort, perhaps not so necessary in the past, which cannot now be over emphasized. The value of Science to students of the Humanities has been long recognized, but it would seem, insufficiently. The student of Science also cannot lose by a knowledge of Arts subjects. With the Faculty of Arts and Science as now organized we may look with every confidence to a future of which it is hoped, McGill may later be proud.

Relations between this Faculty and other Faculties in McGill

The position of this Faculty in the University has been changed in a very radical manner during the last ten years as the following considerations will show.

In 1921-22 all Faculties in the University were on the same footing. Junior Matriculation admitted to all Faculties at that time. The Medical College offered a preliminary year in the Arts and Sciences, but this has since been discontinued. The situation at the present time, however, has changed entirely. In 1923-24 the Faculties of Medicine, Dentistry and Law made two years of preliminary study in the Faculty of Arts a pre-requisite for admission. In the same year the old continuous courses, usually called double courses, leading to the degree of B.A.,M.D. and B.Sc.,M.D., dating back as early as 1901, were completely reorganized. In 1929-30, however, all these preliminary and continuous courses were wholly discontinued. At the present time, therefore, three standard years in this Faculty leading to the degree of B.A. or B.Sc., including the basic medical sciences, Biology, Chemistry and Physics, are required for admission into Medicine. The Medical College sparingly admits students after two years of preliminary study, but these cases are exceptional and need not be mentioned here. The requirements for admission into Dentistry are the same as for entrance into Medicine, except that students are more freely admitted into Dentistry after two years of study. The old rule of 1924-25, requiring two years of study in the B.A. course for admission

to the study of Law, still remains, but practically all students intending to proceed into Law now complete the work for their B.A. degree, and no rigid rule is, therefore, any longer necessary on this point. All students intending to proceed into Applied Science, now called Engineering, require either Senior Matriculation or one year in the Faculty of Arts and Science, and about eighty students enter the first year each year at present with this purpose in mind. Preliminary courses of two years of work are also given in this Faculty for students intending to proceed into Domestic Science and Agriculture at Macdonald College, but the number of students registered in this work is small. We may add, too, perhaps finally, that much of the work in the School of Commerce and all of the work in the Royal Victoria College for Women is done in the regular courses in the Faculty of Arts and Science, and all students in the School for Graduate Nurses and the School of Physical Education are privileged to attend classes as they may be advised by the authorities of their own School.

The result, therefore, is that the Faculty of Arts has during these years really undertaken a very heavy burden of work in the interests of the whole University. All students proceeding to the professional or technical faculties are now carefully trained and selected before proceeding to their professional studies and this obviously means a heavy weight of work for this Faculty and corresponding advantages to the University. The Committee need not emphasize the cardinal importance of this preliminary or propaedeutic work. It is an axiom in education that almost everything depends upon the student's preliminary training before he proceeds into the professions. It is obvious, indeed, that by the time the student has come through the high school and his years of preliminary work in the University, his habits and methods of study and work have become so fixed that he is not likely to change them in later years. It is not, therefore, going too far, the committee suggests with deference, to say that the success of the whole University in the future depends foundationally upon the

success of the Faculty of Arts and Science.

=P.19

The New Building and After

One of the most outstanding events in the Faculty during the last ten years has been the reconstruction of the old McGill College building in 1926. Thanks to the Chancellor, the Principal and the Board of Governors, this work was designed and done in the most admirable manner. The front elevation with its sturdy classic portico and historic lantern tower still stands, a fitting monument to all McGill men of former years. Too great a compliment cannot be paid to the architects and all persons interested for retaining this front elevation. This present front has more of the simple homely antique character so becoming an Arts Faculty than could be secured by any new elevation without expending a large amount of money always needed for other and more important purposes. The interior planning of the building into classrooms, conference rooms and offices was designed solely for the purpose of obtaining the maximum of utility at the minimum cost. The new main hallway is distinctly becoming and beautiful. The Moyse Hall and stage, besides adding greatly to the interest of students in dramatics, debating and similar exercises, also adds distinctly to the public interest in the whole work of the College. Almost every day and evening of the week at present interested audiences from the community may now be seen gathering in the College building. In 1921-22 this feature of the work of the College was largely unknown.

The number of students in the Faculty, however, has doubled since 1921-22 and the Faculty is still, therefore, in need of elbow room if it is to move freely. During 1929-30 every classroom in the building was occupied from 9 a.m. to 1 p.m. every day in the week, and during the present session only one room has been unoccupied for one hour during three days a week. Twenty-nine out of fifty-two available classroom-hours between 2 and 6 in the afternoon are also occupied

during the present session. There are, therefore, twenty-three classroom-hours available in the building at present during the afternoon. It is impossible, however, to make use of this classroom accommodation and avoid conflicts with laboratory periods in the Science Departments, Chemistry, Physics and Biology. There exists an old treaty between the Arts Departments and the Science Departments that lectures shall have the right-of-way in the morning and laboratory periods the right-of-way in the afternoon, and the terms of this treaty cannot very well be invaded at present. Something has been done already to avoid these conflicts by dividing classes into sections and allotting the sections, where no conflicts occur, to the afternoon, and this practice, although unsatisfactory, will probably have to be extended in the future. The Committee submits, therefore, that unless the East Block of the building is reconstructed at an early period, it will be necessary to throw open some of the classroom and other accommodation in the Redpath Museum and Biological Building for common Faculty uses. There are at least two comfortable and commodious classrooms, one in the Museum and the other in the Biological Building, which are only occupied a few hours a week at present and should, therefore, be made available for other classes in Arts and Science. The Committee, however, expresses the wish that the East Block should be reconstructed as soon as the finances of the University permit.

Some Approximate Costs

It is exceedingly difficult to isolate the administration of one group or Faculty from a University organised under the unitary plan. Some approximate estimate of this kind must be made, however, if the administration is to know where the incidence of costs really falls throughout the constituent groups or Faculties included in the University. The problem, then, is to find out approximately the expense of maintaining the B.A. or Arts Group of students in the University at present. This group includes the following departments, namely,

Classics, Economics, English, French, German, History, Mathematics, Hebrew, Philosophy, Psychology and Sociology. The new departments of Education and Chinese Studies are supported by funds of their own and need not, therefore, be included in these estimates. Some preliminary observations, however, are necessary.

It is assumed, as is usual in University accounting, that lands, buildings and plant are provided for by University endowments. Only a small sum, namely $7,000, is included in these estimates for overhead administration. The costs for overhead accessory to the Arts Group are not large. All records of registration and attendance are kept and all equipment and supplies are ordered through the Dean's office. A careful Secretary-Treasurer to collect and deposit the regular fees payable by students and to purchase the small amount of necessary supplies and equipment would make this group practically self-contained.

No account is also taken in these estimates of Athletics and Physical Education as these activities have resources of their own and the 1300 students attending the College pay $17.00 per annum or a total of about $21,000 for the maintenance of student activities which are not entered in these figures. The Library problem is a more difficult one. It is, however, pointed out, hereafter in this report that there are only 120 seats in the Library available for the 1300 students in the College and the use made of the Library by the students is, therefore, regrettably small. The Redpath Library is really a public library maintained by the University and, therefore, like all other libraries of this kind should be free or wholly provided for by endowments which do not bear interest. It may be noted, too, finally, that no account is entered in these expenses resulting from part-time work in the afternoons and evenings, for extra-mural work, and for public uses made of the College premises, all of which add largely to the costs of caretaking, heat, light and general administration. With these observations, therefore, the following figures are submitted as a fair estimate of the cost to the University of this group:-

190.000

Expenditures

Salaries of Professors and Instructors	$ 175,000
Caretaking, heat, light, insurance, miscellaneous, not including the East Block	20,000
Supplies, equipment, stationery, stamps, etc.	5,000
Salaries of Administration	7,760
Additional for Overhead	7,000
Scholarships	3,500
Wages of Caretakers	2,400
Adjacent grounds	3,000
Total	223,660
Less ¼ for 226 students in Commerce and 100 graduates	55,190
Total for Arts Group	168,470

Fees

750 students at $150.00 each	$ 112,500

The percentage of interest paid by student fees is, therefore, 68%, and if the four Science departments, Botany, Zoology, Chemistry and Physics be added, the percentage per student is about 58%. The Committee has no figures on the costs in other Faculties, but they wish to submit, in view of what has been already said in this report, that the practice which obtains in some universities of bonusing professional and technical education at the expense of education in the Liberal Arts and Sciences is fundamentally unsound university policy. The principal aim of a university is to teach those subjects of study which are essential to all professions and to all forms of business and in every walk of life, Language and Literature, Mathematics, History, Philosophy, the purer Sciences and all the rest. The primary aims of higher education dare not be forgotten. If the Faculty of Arts and Science in McGill, for example, or in any other University, should become mainly a preliminary training Faculty for candidates proceeding into the professional and technical faculties, then that University would undoubtedly tend to fall to the level of a secondary school and become unworthy of being called a University. This Committee suggests that the University should have a permanent central committee on costs and appropriations.

The Admission of Students

Until 1929 the admission of all students to the University was directed by the Matriculation Board, a body appointed by the University Corporation. Since, however, virtually all students now admitted to the University enter through the Faculty of Arts and Science, this Faculty during last year created an Admissions Committee of its own. This Committee now fixes all rules and requirements for admission to the College. The conduct and supervision of all Matriculation Examinations still remain under the direction of the Matriculation Board.

The University holds a regular matriculation examination in June and September of each year for candidates coming from private schools and for all others who may wish to sit for these examinations. The results of the School Leaving Examinations for the Province of Quebec and all other certificates usually admitting to recognized universities in the other provinces of Canada are accepted as a basis for admission into this Faculty. Last year, that is in the autumn of 1930, 71 students were admitted into the first year by Matriculation, 163 by School Leaving Certificates from the Province of Quebec and 65 by other certificates. The Faculty, however, does not accept for admission all students who hold the usual certificates. For example, students who make uniformly low marks in all their subjects or who take their examinations piecemeal over a period covering more than a year are not now admitted. In March 1927 Faculty adopted the policy of selecting its own students for admission, or perhaps we should say of refusing admittance to candidates whose claims or requirements were not satisfactory. It is impossible, however, to say exactly how many candidates are refused admission annually since many applications are made in the form of enquiries and it is impossible to estimate how many would apply if the doors were wide open as in former years. The number of students, however, offering the usual Matriculation Certificate who were not admitted last year was about 150 and this number is normal for the last four years. The practice of refusing admission to students

who have failed in one matriculation subject, referred to previously in this report, and the practice of refusing admission to students whose qualifications are not satisfactory has undoubtedly raised the requirements for admission substantially.

The preparation of students for matriculation to the University is an obligation which rests upon the schools and the home, and the University, therefore, can do very little to improve the quality of its matriculation candidates without the fullest sympathy and help of the schools of the Province. This subject, i.e., close co-operation between the schools of the Province and the University, is perhaps the most important subject which this Committee considered in its deliberations.

The proposal to form a Twelfth Grade in some of the high schools of the Province was welcomed by the members of the Committee. It need scarcely be pointed out, however, that nearly everything depends upon the students in the schools who are allowed to proceed into this higher grade of work. If the proposed Twelfth Grade is intended for lame or slow students it will not be of any advantage to this University, but if it provides adequate opportunities for the preparation of capital students who might enter the University by an honour matriculation examination it will be of the very greatest advantage in every way. (a) insert In order, therefore, to meet this proposal, the Committee recommends that an Honour Matriculation Examination be instituted by the University, and that the present Senior Matriculation be discontinued.

The Course of Study in the University

There are two courses of study leading to a degree in this Faculty, namely, the General Course and the Honour Courses in the several departments. The General Course covers five subjects in the first year, five subjects in the second year and four subjects in each of the third and fourth years. Every student is also required at the beginning of his second year in the general course to elect two subjects which he must continue throughout the remaining three years of his work in the University and all other fringe subjects are arranged about

these continuation subjects as the student may elect or may be advised by the departments in which he has chosen to continue his principal subjects. The purpose of this plan is to require all students to follow some one definite direction in their studies and to arrange their collateral subjects accordingly. All students who do exceptionally well in this course are awarded Distinction or Great Distinction at graduation and the achievement of Great Distinction is one of the highest merits awarded to graduates of the Faculty.

Honour Courses are usually entered upon at the beginning of the second or sophomore year, but in exceptional cases may be elected at the beginning of the third or junior year. Students may elect honour courses in any one department or in any two related departments. No student is admitted to an honour course who has failed in more than one subject in his first year or who has not made at least a second class in the subject or subjects in which he purposes to carry on his honour studies, and all students who fail to achieve second rank after their first year in honours are required to discontinue their honour studies. First rank and second rank honours are granted upon graduation. The old practice of granting third rank honours was wholly discontinued a few years ago. It should be pointed out, however, that these rules are only minimum rules and that, subject to these rules, every department in the Faculty has the right to choose its candidates for honours and that all students electing honour work are subject to the direction and supervision of their several departments. A fuller report on this subject and upon the preparation of students for matriculation , contributed by Professor Carleton W. Stanley and Professor F. Clarke and accepted by the Committee, follows:-

Report on Matriculation and Courses of Study in the Faculty

(This Report is based wholly on the Minutes of Survey Committee Meetings.)

These sections involve two subjects:-

(a) University Courses in Relation to School Preparation

(b) Statement as to Pass and Honours Courses in the University Calendar.

(a) University Courses in Relation to School Preparation.

I. Junior Matriculation:- The form and contents of this examination were not considered in detail by the committee. While it was not agreed that present standards were satisfactory, it was concluded that the proper organization and conduct of the examination being so complex and involved, separate consideration of it, at a later stage, by some carefully selected body, was the wise course. The Committee was informed that steps are in progress to this end.

II. Senior Matriculation:- The Committee took the view that the arrangement, now existing, of allowing a Senior Matriculant to enter second year Arts, should be terminated. (A local High School had interpreted the institution of a XII Grade as a means of dispensing with First Year Arts. The interpretation had been generally condemned, and the experiment would probably not be repeated.) So far as Arts and Sciences was concerned, the examination might well be abolished.

III. Grade XII in certain Quebec Schools* and Honour Courses in McGill.

With a XII Grade, or Post-Matriculation, instituted in a few of the Quebec Schools, the Committee saw clearly that certain readjustments would be called for in the First Year, to provide continuous progression and to avoid wasted time. The higher standards possible in certain Honour Courses were obvious. But not all Honour Courses could ever begin in the first year -- e.g., Philosophy and Economics. But even University studies which are not followed in school would feel the influence of a number of mature students entering the University each year.

2. This matter was talked of at all stages, and in connection with the great bulk of the special subjects discussed by the Survey Committee of the Arts Faculty. Early in the discussions mention was made of the proposed post-matriculation in certain schools, and it clearly emerged in these discussions that the absence of Honour Courses, beginning in the first year, in McGill, was an impediment to this desirable reform. It was shown that not even the private schools, inde-

* Called also "Post-Matriculation", "Continuation Year" or Sixth Form (in certain private schools). It was understood that the Committee of Protestant Instruction was providing for such a year in schools properly equipped for the work -- not only for intending honour matriculants, but also those who seek a rounded-off secondary education.

pendent as they are of the Quebec authorities, could have a sixth form, because no differentiation would be made, or could be made (in the absence of Honour Courses) between those who held ordinary matriculation standing and those who went on from this to do more advanced work in the schools.

3. The Committee also discussed the looseness of language about "Honours" work in the Arts Faculty. It was felt that an honours student should be from the first a student of high rank, capable of undertaking serious study in an exacting course of a progressive kind, and that the course should not be too narrow. It was questioned, for example, whether the term "honours student" should be applied to a student who did nothing but a single language in the two senior years; or again, to students who studied widely different, not to say incongruous subjects.

At the same time it was felt that breadth should not be secured at the expense of unity. Thus, in cases where Honours courses in two subjects were taken, not only should the two subjects be congruous, but the working out of the combined course as a whole should be such as to give it a unity of its own. Thus, Honours in Mathematics and Physics should mean not Honours in Mathematics plus Honours in Physics - each treated independently - but Honours in a single, coherent scheme of studies, determined in scope and organization by the interrelation of the two subjects.

4. It was unanimously decided that all departments giving honours courses be recommended to require a comprehensive examination at the end of the fourth year; that this comprehensive examination be conscientiously set to cover the whole work of the honours course followed by the student, and that with regard to honours courses in the third year, examinations could be eliminated or not, at the discretion of the department concerned.

5. The Committee discussed at some length the desirability of the utmost clearness of statement (in the University Calendar) about Honours Courses (1) from the standpoint of the student already in the Arts and Science Faculty

(2) from the standpoint of secondary school teachers and school trustees. As to (1), while it is quite true that provision is made for students making such sensible combinations as, say, Modern Languages (including of necessity German, French, English Literature) and History and English, there is no precise statement about special provision being made in these combinations for students entering in the first year with advanced training. As to (2), it was felt that here, even more, direction and guidance were needed. Mention was several times made of the attention paid by trustees, as well as headmasters and headmistresses, to the University Calendars of the Province.

Things in the calendar which might be quite plain to the Department concerned were far from clear to such readers. Seeing that the Mathematics Department are aware of the situation, and are taking steps to improve it, perhaps Mathematics may be cited as a case in point, without giving that Department an invidious distinction: the calendar's matriculation announcement, then, refers to "Intermediate Mathematics", whereas the calendar's section on Mathematics refers to a first year class taking "Advanced Mathematics". If "Advanced Mathematics" were the phrase in both places, and if it were made plain that the route to advanced first year Mathematics lay through advanced school Mathematics, it would be a great incentive to school boards to provide XII Grade mathematical teaching for a few good pupils and so raise the standard. As against such remissness of statement, it was shown how precision, in another part of the calendar, had actually influenced policy in several schools.

6. Some were anxious to have the possibility of a five years Honours course considered. In Chemistry, e.g., it might well be that through deficient preparation in Mathematics and in laboratory work in the schools, the sifting of Honours Chemistry students might have to be done in the first year's pass course.

It was also stated that a five years Honours course in Biochemistry was being drawn up. This proposal was endorsed by the Committee.

7. This led to more general considerations. No one argued that all

McGill departments rush to draw up Honours courses. It would be a bad thing to draw up a scheme which would not really be implemented - either from lack of staff, or lack of human material going into it. But the conviction seemed to be that if a few of the departments, dealing with subjects that already figure in the school curriculum, drew up and adhered to rules which would sort out well trained post-matriculation candidates, an immediate impetus would be given to the schools, not merely to institute a XII grade but to deal selectively with their students from an early stage. In these important studies a certain fraction of the best graduates might then be secured for teaching in the secondary schools. Professor Clarke felt sure from his observation of conditions that there would be this immediate quickening.

8. The best send-off that these new arrangements could have would be to offer scholarships in these Honour Departments.

9. The results that might be expected to flow from the establishment of Post-Matriculation or XII Grade in the schools, together with Honours Courses in McGill (from the foregoing it will be seen that neither one can be instituted without the other):-

(a) A much more solid and comprehensive education might be given to the selected McGill students.

(b) McGill professors would be occupied more than they are at present in genuine university teaching, instead of spending so much of their time in work that can be quite as well done in the schools.

(c) These specifically trained students in Classics or Mathematics or what-not, will find secondary school teaching much more interesting when sixth form students are provided them to stretch their mental muscles.

(d) The arrangement made the whole educational system selective, as it should be.

(e) The arrangement coordinated secondary school and college.

(f) If the chief High Schools of the Province had a supply of specifically

trained teachers in History, Modern Languages, Classics, Mathematics - and, later Sciences - they would speedily avail themselves of them, and differentiate in salaries between these and ordinary teachers. The inevitable result would be a regulation that secondary school teachers would be specifically trained in the subjects they teach.

10. The Committee realised thoroughly that independence must be allowed to such Departments as availed themselves of the new conditions to draw up their own requirements for such students, so as to allow them scope for special studies from the first.

11. The Committee also felt the far-reaching importance of the new arrangements in the common interests of schools and universities, and would, by whatever appropriate means, urge upon the Committee of Protestant Education the importance of adjusting the arrangements for the XII Grade so that a variety of opportunities for concentrated studies is made available for selected pupils.

It appeared from evidence brought before the Committee that defects of preparation in the schools were due less to inefficiency of teachers than to rigidity of organisation, such as to prevent full use being made of the teaching power actually available.

(b) Statement as to Pass and Honours Courses in the University Calendar

I. Honour Courses

1. In the general statement (which at present begins on page 148 of the full Calendar) there should be a clear distinction made between pass courses and the new Honours courses.

2. On page 152 of the present Calendar the first statement made under the heading of "Honours courses for the Degree of B.A." should be deleted. In the same section the third paragraph should be replaced by a clear statement as to what Honours Courses begin in the first year, and what in the second. In the same section the fourth paragraph should be deleted.

This not done in 1931 Calendar DM

3. It was complained that on p. 153 there was a good deal of loose use of the word "Honours". In the third paragraph on that page, e.g., there is a suggestion that Honours Courses are dependent on the number of hours spent upon a subject. So also in the fifth paragraph. In the sixth paragraph the term "cognate departments for honour courses" is used. It was complained that in the past this term had been used for almost any couple of subjects (on this subject v, supra A. III.3.).

II. Pass Courses.

1. There was a prolonged discussion of the regulations stated on p. 150 of the Calendar, and especially with regard to the fourfold division of continuation subjects. The question was definitely raised whether Sociology could be regarded as on the same level as the more basic subjects in Division II. After much discussion it was unanimously agreed that it could not, and that at the very least it ought to be deferred until the third year. There was a unanimous recommendation also that the School for Social Workers be abolished.

2. (The Course of B.Sc. in Agriculture pp. 159-160). The opinion was emphatically expressed and generally endorsed that this course should not be announced under the Faculty of Arts and Science.

3. It was generally agreed that the statement on p. 163 "the Faculty assumes no responsibility for arranging or directing courses for students intending at the end of the first, second or third years to enter one of the other Faculties" was perhaps unfortunate; but that the statement immediately following, directing these students to consult with the Professional Faculties before deciding fully on their work in Arts was very important: further, that the Professional Faculties be encouraged to state precisely (in the Arts and Science Announcement) what Arts courses they preferred their students to follow.

Signed: F. Clarke
Carleton Stanley

Scholarships in the Faculty of Arts and Science

Our scholarships in this Faculty are in a very miscellaneous, ragged and meaningless condition at present. Most of these scholarships date from thirty years ago when the purchasing value of money was very much higher than it is at present. The Beatty Scholarships awarded at matriculation are really the only scholarships which the Faculty has at present which encourage serious competition. Several other scholarships are awarded at matriculation but they are only for small amounts ranging from $75.00 to $150.00, for one year. Only three scholarships, the Jane Redpath Scholarship with a value of $115.00, the Barbara Scott Scholarship with a value of $115.00 and the Sir William Dawson Scholarship with a value of $60.00, are awarded at the end of the first year to a freshman class of nearly four hundred competitors. Six scholarships of an aggregate value of $750.00 are awarded at the beginning of the second year and ten scholarships of the aggregate value of $2355.00 at the beginning of the third year. These scholarships, however, offer very little clear outstanding distinction because they are awarded for so many local, technical and miscellaneous reasons. In some cases the terms of the original endowment are fixed and in others there are always old rules or departmental claims standing in the way. Some of these scholarships, too, are wholly charitable and scholarships should not be awarded for charitable considerations. Scholarships are awarded for scholarship. The proper way to aid deserving charitable cases is through an aid or loan fund for that purpose.

It is necessary, therefore, to find some principle upon which all scholarships funds should be administered and the Committee suggests the following principle. All scholarships should be so arranged that a certain number of successful students may be able to pay a substantial part of their college expenses by earning scholarships from year to year throughout their course at the University. The Committee, therefore, recommends that the present arrangement of scholarships in the Faculty be discontinued and that the amounts of all scholarships now awarded

in the Faculty, not restricted by the terms of their endowments, be consolidated and that the total sum be greatly increased and a new plan of making these awards be adopted by the Faculty.

A very large number of the students attending the Faculty at present are 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 or scientific pursuits in the schools, colleges, universities and industries of the country is not large. It is not necessary to say that similar conditions prevail in other premier universities. There is no reason why McGill should follow other universities down hill. When all is said the first and most engaging duty of every university is to provide men and women to recruit the high schools, colleges and universities during the next generation. McGill is in need of means of encouraging students of this type. The good student is an asset to his class. He sets the pace, he improves the standards, he sets an example to all the students who work in the university and he is always a great help and encouragement to his professors and fellow students. The members of the Committee believe, therefore, that a generous and wholehearted University fund for the award of exhibitions, fellowships and scholarships to outstanding students is one of the greatest needs of the Faculty at present. It is true, too, at McGill as in other Universities, that most students of this capital academic type are usually without the necessary ways and means to give their whole time devotedly to their studies. The Committee believes, therefore, that an adequate scholarship fund would act as an incentive to the high schools of the Province and elsewhere, would greatly improve the class of work done in the honour courses in the Faculty, would act as a feeder to the Graduate School and provide a measure of much needed assistance for a most deserving class of student too often forgotten in these days of high prices.

Three plans for awarding scholarships were presented to the Committee. The first plan suggested ten scholarships of $800 per annum tenable

for two years and twenty scholarships of $400 per annum tenable for two years, the second plan suggested eight scholarships of $800 per annum tenable for two years and twelve scholarships of $600 per annum tenable for two years, and the third plan, eight exhibitions or fellowships of $800 per annum tenable for two years and sixteen scholarships of $500 per annum tenable for two years. These plans, therefore, differed only in the amount of the scholarships. All three plans agreed that half of these scholarships should be awarded to candidates for honour matriculation entering the first year and half for candidates entering the junior or the third year, the latter to be awarded on the results of the two previous years' work and such further examinations or tests as might be advised. The scholarships awarded at honour matriculation would be open to candidates from all Canada, Great Britain and other British communities and examination papers would be set which would be fair to all first class preparatory schools. For example, all papers in language subjects, Latin, Greek and Moderns, would be by sight translation and the usual composition and grammar and, therefore, no prescribed text books would be necessary and so with other subjects. The whole plan of award, finally, would be administered by a strong committee of the Faculty and this committee would be left a wide discretion each year in making its awards. The Committee was unanimously in favour of this general plan and so recommends, the details of administration to be arranged later when the scholarships are available.

A Students' Loan Fund

The university student has as much right to finance himself as anybody else while gaining useful experience which will be of use to his community in after years. The committee believes, too, that the promise of a diligent and intelligent student to repay his Alma Mater any loans made to him when in residence is as safe a security as any on the market. Many universities in the United States have long since founded a students' loan fund and many of them report from time to time that they seldom lose a single dollar through bad loans. Sometimes the loans are slow being returned but they are nearly always paid in the end with

interest. Loans of this kind should be made in McGill chiefly to promising students in the third and fourth years, but these cases are always personal and no rigid rules for administrating the fund should be laid down. Each case must be dealt with on its merits and the fund would be under the management of a careful loan fund committee. The university student without adequate ways and means is always unfairly handicapped. The Committee, therefore, recommends that a fund for this purpose be set aside in McGill. Possibly each student to whom a serious loan is made should take out a policy of life insurance to save the University against loss in case of fatality, possibly, too, some scheme of student group insurance might be devised to protect the fund in these cases. (x)

The Library

The Library is the Arts students' workshop and its careful and effective administration is, therefore, a matter of cardinal importance to the Arts Faculty. The task of selecting books for a University library at the present time is exceedingly onerous and difficult. The publication of books is now largely controlled by publishing companies who publish books that entertain rather than instruct the public. Many priceless books are doubtless never published at all and some which are published are smothered in the mass of publications of a superficial kind. Ruskin divides books into two classes, "books for all time" and "books for a day", and only the first class should be purchased for a University library. The Committee, therefore, feels that the whole weight of University knowledge and experience should be brought to bear on the selection of books for the University library and, therefore, recommends that the Library Committee be replenished by a larger number of members chosen from the Faculty of Arts and Science. The Library Committee should be one of the most active and interested of all administrative bodies in the University and all University departments of study should be required to take a careful interest each year in the books selected in their several subjects. An extended report on the Redpath

Library, contributed by Professor W.T. Waugh and Dr. W.D. Woodhead, and accepted by the Committee, follows:-

REPORT ON THE REDPATH LIBRARY

To Dean Ira A. MacKay,
Faculty of Arts and Science.

Dear Mr. Dean,

At your request we have made some inquiries into the administration of the Redpath Library and the adequacy of its resources, and we beg to submit the following report.

The Redpath Library is the laboratory of the Arts Division of the Faculty of Arts and Science. The use made of its resources is thus of special interest to the Departments concerned with the Humanities. Yet, while a scientific Department always enjoys a large measure of control over its laboratory, the control of the Faculty of Arts over the Redpath Library is very slight. The Library is "under the general management of a Committee of Corporation", which has twenty-one members. Only two of these are representatives of the Faculty of Arts. It seems to us that the representation of the Faculty on this Committee should be greatly increased. The Committee, furthermore, should meet more frequently, and should take a more active part in the management of the Library. At present it meets only thrice a year; it is, we are told, ill supplied with information, and its control over Library policy is perfunctory. It might do much valuable work through the judicious use of sub-committees; but it rarely, if ever, appoints one.

The function of a University librarian and his staff is to purchase, house, and render accessible such books as the teachers and students of the university need for the prosecution of their studies. They must also, from the space at their disposal, provide some accommodation for readers. All other obligations and aims are of secondary consequence. A University Library is not a philanthropic institution. It may strive to instruct or divert the general public if it has

money and space to spare after fulfilling its main purposes: but not otherwise. Nor is it part of its duty to maintain what is pretentiously called a Library School. Apart from the value of the instruction given in such institutions, they are likely to absorb money, and certain to occupy space, that might be much more profitable employed.

At the same time, we do not agree with those who think that a University Library should keep every student constantly supplied with whatever books he needs, or with those who urge that it should offer reading-room accommodation sufficient for all students simultaneously. One frequently hears that the Redpath Library should possess a larger stock of "reference-books". With reference books in the proper sense of the term - encyclopaedias, year-books, atlases, and such like - it seems to be reasonably well supplied, though the works in question are not always as accessible to readers as they should be. The term "reference-book", however,is commonly misapplied to text-books. We should strongly deprecate the spending of money on the purchase of numerous copies of a single text-book. It should be impressed on every student that it is his duty to provide himself with the tools necessary for his work. In most courses at the University some indispensable text-book is named; and this,at least, should be purchased by every student concerned. Very many students are stubbornly reluctant to buy books, assuming it to be the duty of the University to furnish them with all the instruction they require, oral and written, a belief in which they are sometimes encouraged by their instructors. This attitude is rarely justified by genuine poverty. Most students will spend on amusements during the session many times the sum needed to purchase the text-books essential to the success of their work. Furthermore, rich students are no less remiss than others in this respect. The members of certain fashionable fraternities, we understand, make it a point of honour to buy no books relating to their studies.

Again, to many students academic work is something to be done on the University premises and nowhere else. A great deal of space in the reading-

room of the Redpath Library is taken up by students revising notes or studying mere text-books, though their own homes are near at hand and offer quieter and more comfortable accommodation. It is for many reasons desirable that the student should be delivered from the belief that the University is a kind of asylum where one does things which no sane man would think of doing outside.

It must be admitted, then, that certain unwarranted demands are made on the Library's resources. Apart from these, however, we doubt whether those resources are being employed to the best advantage.

To a hasty observer the main reading-room might seem to afford space for about two hundred students. And it is physically quite possible for 180 to sit at the tables provided. If so many are present, however, each reader will barely have elbow-room and will find if extremely hard to take notes from a small book. He will not be able to consult a large reference volume unless he is ready to inflict discomfort on himself and his neighbours. We estimate that the main reading-room offers adequate accommodation for 120 students engaged in serious work, certainly not more. It is thus utterly incapable of meeting the legitimate demands made upon it by undergraduates in Arts alone.

Adjoining the Blackader Collection there is a room which is allotted to graduate students. Twenty-four can be squeezed in. They are provided with seats at tables, not desks, are furnished with but one small drawer apiece, and have no shelves where they might keep material in daily use. We understand that the Department of Architecture has certain rights over this room, and that its students may at any moment claim two of the tables.

In various nooks and corners of the stack there are tables which are in theory reserved for professors. They are the only places in the whole building where a member of the staff can even attempt serious work. In practice they are mostly used by graduate students, with the countenance of the professors, who cannot but recognise that the graduates' room is so inadequate that unless permitted to sit at these tables many students could not prepare their theses at

all. Altogether, however, the tables in the stack furnish proper space for only nineteen readers, though they are frequently overcrowded.

No more space is at present accessible to the staff and students of the University for the purposes of study and research. Perhaps indeed the Periodical Room should have been mentioned above; but as it seems to be efficiently conducted, it may be dismissed with a word of commendation. There is, however, in the Library Building a great deal of space which has not yet been noticed. Much of this is of course occupied by the book-stack, which has long been too small, the result being that books are put away in all sorts of odd corners, no small number being huddled together in the Principal's stable.

In the circumstances, it is astonishing to find that one of the rooms opening into the stack is mainly occupied by a collection of music, which would find a more appropriate home in the Conservatorium Building. This room might not only house a considerable number of books of more general interest but also accommodate ten or a dozen readers.

The Gest Chinese Library fills space which(we wish to remark, and our language is plain) would be much more profitably occupied by books in frequent demand or by the sixty readers whom it is capable of accommodating.

A considerable area is devoted to Museums. At the moment the gallery of the large reading-room is occupied by an exhibition of birds, stuffed or depicted.* This gallery might afford room for forty readers. There is also, at the south end of the building, a large and well-lighted room continuously used as a Museum. We have never seen more than half-a-dozen people in it at the same time, though on occasion it is probably more frequented. It would provide ample space for 50 or 60 students.

Adjacent to the main reading-room is a room which serves as the headquarters of the University Book Club. It may be entered only by members of

* In fairness it should be mentioned that, according to the public Press, there are also some pictures of dogs, fish, leopards, and panthers.

that body, which consists largely of people who have nothing to do with the University. The Library, it must be recognised, receives some benefits in return for the hospitality which it offers the Club. But is is noteworthy that the Club-room, though small, was formerly deemed suitable as a reading-room for professors, who were expelled when circumstances forced the Club to surrender its previous quarters and seek a new home.

In addition to what has been mentioned, there are the officesoof the administrative staff. The Librarian himself has an office larger and better appointed than that of the Principal. His secretary occupies a separate room hard by. Between the Gest Library and the Cataloguing Room there are four rooms used as offices. In the Cataloguing Room each member of the departmental staff is provided with a big desk. There is a striking contrast between the airy spaciousness of this room and the stuffy congestion of the accommodation offered to readers. Those familiar with the Library catalogue may speculate why such elaborate equipment is required to produce such fruit. Opening out of the stack there is, furthermore, a room used as an office for the so-called Blacker Library. It is not evident why that collection should need a separate office for its administration. Adjacent to another floor of the stack there is the so-called Wood Room, a large and pleasant apartment. At present it is used partially as a store-room, occasionally as an office, and sometines, though rarely, as a class-room. When we went to see it, the door was locked. This room might seat twenty readers. It must not be forgotten that several members of the Library staff do all their work at or behind the desk in the main Reading-room.

The administrative staff of the Library numbers forty-one, seven of whom work only half-time. The space which it occupies in the Library must be nearly equal to that occupied by the general administrative staff of the University in the East Wing of the Arts Building.

It remains for us to notice the Library School. This possesses four rooms. It is characteristic that two of them are used as offices. There

is a lecture-room, cramped, little larger than one of the offices. There is, besides, a study-room, where each student is furnished with a desk containing three drawers. For the élite of the Library School this room serves the same purpose as the main Reading-room for the proletariat of the Faculty of Arts.

A survey of the use made of the Library Building might reasonably lead one to infer that it was designed for the benefit of, first, the Library staff; second, the General Public; third, the Library School. Next, but some way behind, come the graduate and undergraduate students. The teaching staff hardly enters into consideration at all.

We think that the space now devoted to public exhibitions should be allotted to readers, the present "Museum Room" perhaps to graduates. Similar (sue should be made of the Blacker and Wood Rooms. Is it presumptuous to suggest that the former might be reserved for members of the teaching staff? We also wish to record a protest at the use, under present conditions, of so much space for such superfluities as the Chinese Library and the Library School.

In reviewing the employment of the Library's pecuniary resources, it has to be borne in mind that there are many special funds which must be spent on objects specified by their donors. It is nevertheless true that a certain amount of money which might be otherwise used is expended on the Library's exhibitions or on the purchase of books and other things which, however valuable from the standpoint of the collector, contribute little or nothing to the advancement of learning. This, in our opinion, is to be strongly deprecated. It is moreover desirable that would-be benefactors should be impressed with the advisability of bestowing their gifts on the Library as a whole, instead of restricting them to some particular object.

It is evident that the existing scale of grants to the several departments of study is in need of re-adjustment. Some departments habitually exhaust their grant early in the year; others cannot spend it. Each department will no doubt say something about its needs, but it is notorious that the majority

are grievously hindered in their work by their inability to buy books that are really indispensable. Again, certain departments need a special grant to enable them to fill the many gaps in their collection which a long-continued lack of funds has inevitably caused. But if in the future there is any notable increase in the amount of money allotted to the Library, the teaching staff, we hope, will be allowed to exercise a decisive influence on its appropriation. Meanwhile, may we suggest that each department should receive a single annual grant, which it might spend on books, equipment, or furniture, at its discretion. There are in the Faculty of Arts several departments whose accounts for equipment and furniture usually show an unexpended balance at the end of the year. It would be greatly to their advantage if they were premitted to devote any such surplus to the purchase of books for the Library.

It is obvious that the University needs a very much larger Library Building. But we believe, for the reasons indicated above, that the Library's existing resources are not being employed as wisely as they might be. If in our criticisms and suggestions we have touched upon matters of common interest to all the Faculties, it is because their importance to the Faculty of Arts is peculiarly vital.

Signed: W.T. Waugh
W.D. Woodhead

The Departments

All the departments contributed brief reports of their own to the Committee. It is impossible, however, to summarize these reports successfully as each of the departments naturally discussed matters of interest from its own angle. The original departmental reports from the departments are, therefore, included in this report for future reference and without any special comment by the Committee.

Conclusion

During the ten years under review the Faculty of Arts has made notable progress. The years immediately following the war were years of difficulty in all universities. Following the discipline and anxiety of war-time, they were years of reaction against convention and of somewhat chaotic revolt against the old order. In all countries there was an unprecedented rush to the universities. Large numbers of men returned from overseas to continue their war-interrupted college courses. To meet the new demands, the majority of educational institutions, if not all, found themselves unprepared. Teaching staffs had been depleted during the war; class rooms were over-crowded; organization had been seriously impaired.

The increased burden in McGill, because of the changed and unexpected conditions, fell most heavily on the Faculty of Arts. During the three years previous to the period under review there was no Principal. One year before the beginning of this period the Dean of the Faculty, - who had filled this post for 17 years, - retired. He was followed for some time by a succession of acting Deans with no continuity of office. Many changes in the personnel of the teaching staff followed quickly, because of retirement or resignation or death. An almost new academic body in personnel, in increased numbers, in importance, came suddenly into being, and the Arts Faculty became the largest Faculty in the University. Its relationship to other Faculties was wholly changed and it became the gateway through which students passed into the professional schools.

Statistics already quoted indicate the unprecedented increase in students and in staff during these ten years. New Departments were established. The Department of Modern Languages was divided into two Departments, -- that of Germanic Languages, and that of Romance Languages. The Department of Psychology was separated as an independent Department from the Department of Philosophy; the Department of Sociology was created, and the Department of Education established

within the Faculty. Practically every Department in the Faculty was thoroughly reorganized. Gaps in the curriculum of each Department were filled by the establishment of long desired and necessary new courses, now made possible by additions to the staff. The requirements for a degree were changed and strengthened. Certain "elective" courses were permitted in the First year, and the system of "continuation courses" was adopted in the later years, thereby providing a certain amount of specialization for every student not taking Honours Courses. The standard for Honours Courses, has, we believe, been steadily raised in every Department. The number of students going forward to graduate work with a view to High School and University teaching has greatly increased.

Notable, too, has been the improvement in facilities for work. The old Arts building, with its small, comfortless class rooms, its unsafe stairways and over-crowded corridors was replaced by the new building. Increased laboratory accommodation was provided in the new Biological building. The addition to the Library gave more and much needed facilities to advanced students. The new wing to the Royal Victoria College, just completed, will provide additional living quarters for women students.

The Faculty of Arts has made definite progress in practically all divisions of its work during the past ten years. We believe that the giving of effect to the suggestions and recommendations made in this report will enable the Faculty still further to develop and will greatly increase its usefulness to the University and the country.

Respectfully submitted,

Thos. Johnson
Cyrus Macmillan
W. T. Nauth.
W. D. Woodhead
Carleton Stanley.
F. Clarke
David A. Keys
Ira A. MacKay (Chairman)

REPORT ON THE BOARD OF STUDENT ADVISERS

March 31, 1931.

The work of this board is divided into two parts:-

(1) The registration and advising of first year students on the days of registration.

(2) The advising of students during the session.

The first of these appears to be performed in a highly satisfactory and useful manner; but the second, although serving a useful purpose, is only partly successful, and is subject to difficulties and to criticism.

With reference to (1):The Registration.

A small registration committee advises each student in turn and directs his, or her, registration, after an interview, and an inspection of the information on his, or her, application form. Each student is assigned at this time to an adviser for the session, on whom he, or she, is advised to call from time to time, and particularly when in any difficulty in regard to progress or plans.

The registration work (under the immediate charge of Professor R. R. Thompson) appears to have reached a high state of efficiency, after many years of successive changes and improvements. At present it meets the full approval of the Dean, the Registrar, and, (as far as can be ascertained) the students. The success of the scheme is mainly due (1) to the standardization and simplification of the numerous details of registration procedure; (2) to the present provision of adequate clerical and stenographic assistance; (3) to the active support and approval of the Registrar, and (4) to the experienced services of the registration sub-committee during a rather gruelling period of four days.

With reference to (2):The advising of students during the session.

The majority of the staff has from six to ten students allotted to each of them as advisees. It is assumed that a student should be led to regard his adviser as a friend who will give him personal attention and advice gladly, rather than as a University official to whom he is compelled to give an account of himself. This part of the work of the board has so far met with only partial success and considerable failure. It is estimated, however, that a sufficient number of students take advantage of, and profit by, this scheme to justify its continuation even in its present form; but some members of the board question its utility, or find that consultations are rare. Others take an active interest in their advisees, and a few see them once a month or more.

An adviser may be unable to meet his advisees often, for

many reasons other than that of lack of interest in such duties. His time-table, his distant residence, his laboratory work, his book, his lack of contact with any first year classes, one or all, constitute obstacles to any attmept to make these "advising" duties really serviceable. It appears that it is possible and convenient for only a few to establish with their advisees, frequent and friendly contacts of a social character.

Recommendation for Improvement in Advising Board.

In January, 1926, the following recommendation was made to the Faculty of Arts. It was approved in general principle as a scheme worthy of consideration in the future, but it was decided at the time by a narrow margin of votes, to postpone any formal action in the matter. The experience of the last few years, and a comparison with universities where such schemes are in force, suggest that further attention should be called to this recommendation which is quoted, in part, below.

Extract from Report to Faculty, on January 8, 1926.

It is suggested that a smaller Board of about twelve be appointed to take charge of the advising of first year students.

These advisers would be expected to advise between thirty and forty students each, and to keep in relatively active touch with them throughout the session. In return for the heavy work entailed, and to insure the carrying out of their responsibilities in accord with a definite policy, it is suggested that they be appointed "Advising Tutors", and be given a salary for their work in this connection. The extension of such a scheme to include "Teaching Tutors", as suggested by Dean MacKay, should be made at the earliest opportunity.

(Discussion of this suggestion)

At present/some students receive no lectures from their own advisers. It is considered that a student will seek advice most readily from one with whom he has worked, and by whom some of his actual difficulties have already been solved. There is also a considerable demand for coaching services from men whose standing and capacity for doing such work are recognized and approved by the University. The combination of the posts of Advising Tutor and Teaching Tutor (or coach) might be effected in some cases, and in view of the separate revenue from coaching might easily lead to very desirable positions for certain instructors.

In the choice of "Advising Tutors" it is essential that the appointee should have (1) the necessary available time, as well as (2) a personal interest in doing such work, (3) competency in advising, and (4) a capacity for exciting the friendly respect of the student for his opinion. It is unlikely, therefore, under the existing scheme, and particularly in the absence of

"residential college" life, that efficient advising and close relations between students and advisers throughout the session can be obtained in more than a limited number of cases. This condition could hardly be improved by any scheme of regulations, or by any form of pressure brought to bear on a Board constituted like ours and consisting of a majority of the staff, some of whom live at hand, while others reside in Montreal West or further, some of whom are naturally interested in this type of valuable work, while others desire to spend all their available time in reading, writing or experimenting.

If, however, the Tutors are picked carefully, if they treat their work as a special task for which they have a detailed responsibility, and if they receive a return for what would undoubtedly be extra and special services of value, then the work of advising throughout the session would be, in our opinion, at once greatly improved and, further, the scheme would be ready as soon as ~~dormitory life~~ college residences can be established, to blossom into one that would be comparable with the tutorial arrangements of many other universities.

A. Norman Shaw.

Chairman of the Board of
Student Advisers.

March 31, 1931.

REPORT ON THE DEPARTMENT OF BOTANY

McGILL UNIVERSITY.

THE PAST.

When the present Macdonald Professor of Botany arrived on the Campus in 1912, the Department of Botany was housed in the top floor of the middle part of the Arts Building. The quarters were totally inadequate, but notwithstanding, they served for many years during the incumbency of Professor D.P. Penhallow as the Professor of Botany. The expansion of work following 1912 made it necessary to hold classes in the old Medical Building and later in the new Medical Building. During the period 1912 - 1918 inclusive 25 original papers were published. Beginning at 1918, the personnel of the department consisted in Professor Derick and Professor Lloyd, with a small amount of assistance. We were now shortly to be housed in the new Biological Building and when that was achieved a form of expansion became necessary owing to the necessity of adequate management of the new laboratories on the first floor of this building. Shortly afterward, Professor George W. Scarth was added to the staff and he became interested in the lines of work which were being followed and ever since his appointment he has worked efficiently and harmoniously with the Macdonald Professor in developing research in the field of general physiology. Mr. R.D. Gibbs and Miss Jane D. Spier later received minor appointments and both have done their full share in the work of the department. Some time after the retirement of Professor Derick, Professor C.L. Huskins was appointed Associate Professor of Genetics, so that the field previously represented by Professor Derick, in which she was an enthusiastic lecturer is now in the hands of a teacher and research worker of high standing.

The trends of work which have been followed in the department on the teaching side have always been those aspects of the science of botany fundamental in a general cultural training on the one hand and on the other fundamental to the training

of academic botanists. We have therefore stressed the pure science aspects largely to the exclusion of applied botany. This was in harmony also with the presence of Macdonald College, the purpose of which has been to stress the applied botanical directions of work. We have furthermore laid great importance upon the prosecution of research and this research has been carried on largely in the field of physiology, but to some extent in other parts of the science, and occasionally as researches in applied botany in connection with the important questions of lake and river water levels and in connection with the culture of bananas and rubber. In addition, more recently, research in connection with the pulp and paper industry has been prosecuted chiefly by Professor Scarth and Mr. Gibbs. This work seems to be highly appreciated by the people of the pulp and paper industry. The department has also had a measurable duty to perform in training advanced students for botanical work, and as a result as many professional botanists have been turned out as could be absorbed by the country. It has always been a guiding principle to keep in close touch with the Dominion Botanist in order to be informed as to the possible opportunities open for our students.

THE FUTURE.

It is, we believe, generally true that the developments of a department will normally follow an asymtotic curve, unless in the course of events one or more disturbing factors enter in. Such disturbance occurred after the close of the Great War. During the period following until the present moment a new curve of growth has been followed. It would seem that we now face a possible additional crisis in affairs which may have the effect of starting, not only in this department but in its sister departments in McGill University, still another curve of growth. It has seemed

wise to ask the various departments to face this possibility and to ask them to present their views of future possibilities of development, say, for the next ten years.

I. GENERAL DEVELOPMENT

The growth of this, like other departments, depends on (1) the careers to which a study of the subject is necessary and (2) the personnel of the staff. The general trend of development is first discussed under the heading of different careers.

1. High School Teaching. The majority of students taking advanced botany in most universities do so with a view to science teaching in schools, out of this body of students a few take honors and specialize for academic posts. Up to now this inducement has been lacking at McGill University since no botany is taught in the high schools of the Province of Quebec. It seems possible that this will be rectified in the near future with advantage to the department (see suggestions 2 and 3).

2. Agriculture. Most of the technical posts in agricultural botany come under pathology or genetics but plant physiology is as essential subsidiary to these as well as to agronomy and horticulture and should be a subject of greater study and research by agricultural students. Arrangements are in progress whereby the staff of McGill University and students of Macdonald College come into contact both in physiology and genetics (see suggestion 4).

3. Forestry. In view of the close association of McGill University with the pulpwood industry and of the work now being carried on in relation to woodland problems (viz. research in tree physiology, wood structure and log sinkage) it has been suggested by the secretary of the Woodlands Section of the Canadian Pulp and Paper Association that the paper companies might send some of their foresters to McGill for post-graduate study and research if some further facilities were offered. The appointment of a mycologist who would specialize in forest pathology would seem to be the most useful first step in this direction (see suggestion 5).

4. Botanical Survey Work. Though no careers at present offer in this field, the need for the work and the interest shown by the Research Council suggest that something may develop (see suggestion 6).

II. SPECIFIC SUGGESTIONS

1. Botany 1 and Botany 1M might be made one class. With little if any sacrifice of efficiency this would save teaching time. It is assumed that the amount of laboratory work would not be reduced for 1M but increased for 1.

2. Teaching of Advanced General Botany including Taxonomy: If the present proposal to teach biology and/or botany in the Protestant High Schools of the Province of Quebec comes into effect, an increase would result in the number of students, especially prospective teachers, who would wish to learn more than the mere introduction to the subject given in the half-term course in elementary botany. The present full-course Botany 2 could be developed as a more general course than at present but still specializing in morphology, taxonomy and evoltuion. This is also a good cultural course for Arts students in general.

3. Summer Course in Botany: If the summer school for teachers at Macdonald College (now proposed) is decided upon, the McGill University staff are prepared to teach botany, and have offered to do so.

4. Cytogenetics and Plant Physiology for Students from Macdonald College: It is proposed that genetics and cytology and plant physiology at McGill University be included in the curriculum of graduate students of plant science (field crops, horticulture, plant pathology) at Macdonald College, both as a minor and, in some cases, as a major subject.

5. Mycology and Forest Pathology: A good mycologist is needed at McGill University. At present there are no facilities for a Ph.D. course in mycology or pathology either at McGill University or Macdonald College. To avoid overlapping with Macdonald and for the reasons given in paragraph 3, a mycologist who would specialize in forest pathology is suggested.

6. Ecology including Taxonomy.

(a) Botanical and Soil Surveys: A great field of research almost untouched in Canada is the relation of vegetation to soil. Botanical as well as chemical experts should be engaged on soil survey work. Indicative plants (species which

indicate the various soil types) should be worked out as they have been in Europe.

(b) Botanical Analysis of Grasslands: The principal crop of Quebec is grass. Experiments on its improvement by the use of suitable seed mixtures and by manuring requires botanical analysis of the herbage.

(c) The appointment to the staff of an expert taxonomist with ecological interests would be necessary if the above lines of research were to be carried out.

The above lines of research are indicated as being those directions of study which will probably be of the greatest importance in the future and which this department might legitimately interest itself in. The carrying out of this program would, as has been seen, involve the appointment of two additional major members of the staff, namely (a) a mycologist who would have his principal interest in forest pathology and (b) a taxonomist-ecologist. These are the two elements of personnel which would round out the organization of the department, making it sufficiently complete and well-balanced for the full development of the academic aspects of botany without excluding certain important lines of practical botany of use to the community. It must not, however, be overlooked that the appointment of such additional members to the staff woudl involve an increase of the secondary personnel, probably of at least two minor appointments.

We believe that such appointments would be justified on the ground of research which should be done -- research which is of practical as well as theoretical importance and which is not being carried out at present in Canada. In view of the rather meager opportunities for earning a livelihood in the field of botany in Canada at the present time, we are not justified in being too optimistic in regard to the number of students which would be attracted. The development of governmental research and its correlations aside, this condition can be improved only if botany as a part of biology is made a requirement of the high school curriculum, not merely as a preparation for entrance into college but as a vital part of the preparation of high school students for life. It should be emphasised here that the economic outlet for graduates trained in botany in other countries has been found in this direction.

FELLOWSHIPS AND SCHOLARSHIPS

Recalling the arguments of the late President Eliot of Harvard University, we are of the opinion that the arguments applied by him to medical education are applicable to-day to the higher education of biologists. It is, we believe, necessary to regard graduate students seriously preparing themselves for the profession of teaching as working apprentices; that is to say, they should be studying not only their subject but should also be participating in teaching and receiving pedagogical training by way of preparing them for development in the field of teaching. We accordingly emphasise the acceptance of this principle, in which case it becomes evident that such students should receive a modest compensation for their work. This is the more important in view of the fact that it is very rarely that a man who is going forward to the higher degrees in biology has any resources of his own. If the principle is not admitted, it must be seen that the preparation for teaching and research in biology occupies the long period of at least seven years, and more probably eight or nine years. That a man should be unable to earn a modest living after he has completed his bachelor's course seems to us unreasonable.

The practical inference is that there should be provided a reasonable number of teaching fellowships for those proceeding to the Ph.D. degree and small scholarships for those proceeding to the M.Sc. degree. Having due regard to the economic outlet this department should at the present have not more than three such teaching fellowships and two or three scholarships. The teaching fellowships should be worth $1,000.00 apiece, assuming that the summer is to be devoted to research work -- an important consideration in the field of botany. The scholarships for those proceeding to the master's degree should be from $250.00 to $500.00 according to circumstances, namely, the standard of scholarship already attained and ability to take part in demonstrating and in the other work of the department.

We further believe that such appointments should be made with the same sort of care as is used in making other appointments in the department -- only the very best candidates should be appointed, people of that type of mind and character who would make academic persons of a high order.

MATERIAL EQUIPMENT

When the plans of the Biological Building were being disucssed, the Chancellor of the University asked the question as to whether the building as planned would be ample for the next twenty years' development. The answer which was given was in the affirmative. Half of the period has now elapsed and, contrary to expectation, the Biological Building is crowded to capacity. It would be scarcely possible to accommodate more people in this department than we have at present, except by using some available space in the basement, even so, the condition would remain on the verge of congestion. We therefore make the suggestion of additional members to the staff realising at the same time the material difficulties involved. It is also the fact that other departments find themselves crowded and are clamoring for more space. The difficulty can be got out of, we fear, only by additional building. Thus, for example, an institute for biochemistry would make additional space available in this building, namely, the space of one floor. The building of an institute for biology in the normally accepted sense, namely, zoology and botany, would release two floors.

SUGGESTIONS FOR IMPROVEMENT OF FACILITIES

Regarding the proposal for the building of an aquarium on the site north of the greenhouse, this department strongly urges that this scheme if carried out, should be considered in relation with the needs of the greenhouse. It is suggested that the new aquarium and the present greenhouse could be linked together by an additional greenhouse unit constructed for the better growth and care of larger plants. This could be carried out for a not very great additional cost and would make the greenhouse and aquarium more useful, both for teaching and from the point of view of the public. This idea is agreeable to the department of zoology and has been fully discussed inter nos. Incidental to this is the desirability of a tunnel communication between the biological building, greenhouse and aquarium.

The management of a greenhouse in this climate offers great difficulties owing to the very low relative humidity of the air in winter time. We have had much trouble from this condition. Such difficulty can be overcome to a large extent, we believe, by the installation of humidifiers at a cost of $1,000.00 to $2,000.00.

The greenhouse is unfortunately exposed to the public to such an extent that in the summer time when we put some of our plants out of doors in order to allow them to recuperate we are troubled with raiding. The only way in which this can be stopped is by the erection of a proper fence. This will probably be necessary for the aquarium also and would permit us to beautify and make more useful for teaching purposes the small area of ground which will be occupied by these buildings if the aquarium materialises.

We are in need of a constant temperature and physiological dark room and of a storage room for tubers, and these could be provided by excavating a cellar below the floor of the greenhouse laboratory.

The above plans involve the following expense:-

Two Professorships	Yearly	$ 10,000.
Two Assistants	max. "	3,000.
Greenhouse development.....	$ 10,000 or	15,000
Annual Budget increase (for apparatus and supplies) to.....	minimum	$ 4,000
	maximum	5,000

aside from minor expenses.

(Sgd.) F. E. Lloyd

REPORT OF DEPARTMENT OF CHEMISTRY.

This department is responsible for the instruction of students registered in three faculties; Engineering (formerly Applied Science), Arts and Science (formerly Arts) and that of Graduate Studies and Research. A small amount of teaching is also done for students of the Department of Pharmacy, the School for Graduate Nurses and the School for Physical Education.

FACULTY OF ENGINEERING

The numbers of students taking Chemical Engineering in each year for the past ten years is shown in Table I. The greatest number (73) attended during the session 1920-21. This large number was a consequence of the war. After 1923-24 the numbers have been fairly uniform, average 19.

It has been felt for some time that the curriculum for students in Chemical Engineering should be revised. To that end a small committee of the department has given careful consideration to this question and its recommendations are to be made shortly. Last spring the Principal agreed, with certain reservations, to add to the staff Dr. J.B. Phillips, a graduate in Chemical Engineering and a Ph.D. in Chemistry, now at the Massachusetts Institute of Technology. (His appointment will it is hoped take place in the fall.) he is here now. no paragraph

The applications of engineering to chemical problems have, we believe, not been adequately taught in the department in the past. With the help of Dr. Phillips we thus hope to remedy a serious defect in the present teaching of Chemical Engineering.

In the year 1932 and after Chemistry will be compulsory for entrance to the Faculty of Engineering. This change will greatly help in improving the curriculum, not only for students in the faculty generally, but particularly for those intending to take up Chemical Engineering as a profession.

FACULTY OF ARTS AND SCIENCE

In many universities the number of students taking elementary chemistry is large. This is also the case at McGill. Since 1920-21 the number of such students has only twice been less than 300. This session it is 436.

The number of students reading for an Honours Degree in Chemistry has never been large. Since 1920-21 the minimum has been 8 (1923-24) and the maximum 17 (this session). The training offered by the curriculum for the Honours Degree is probably the best preparation for students intending to pursue post-graduate work in pure chemistry, or for those intending to follow chemistry as a profession. Students begin the required courses in the second year. Since a high standing in the first year examinations is required for entrance, only those well trained before entering McGill, or possessed of ability above the average, are qualified to undertake the required work. The number of such students is therefore small.

FACULTY OF GRADUATE STUDIES AND RESEARCH

Dr. Maass has prepared the following report covering the years 1920 - 1930.

REPORT ON THE GRADUATE SCHOOL IN CHEMISTRY AT MCGILL COVERING THE YEARS 1920 to 1930.

This report is of a statistical nature and is designed to give an idea of the number of students in the Graduate School in Chemistry, the number receiving degrees, the positions held after the receipt of degrees, and certain details such as the number with Ph. D. degrees who remain in Canada. Besides this the question of National Research Council Scholarships is discussed as showing the place McGill University occupies as a Graduate School in Chemistry when compared with other Canadian Universities. Table II shows that the number of students in the Graduate School has increased in a more or less continuous manner reaching the maximum number in the present session. The term maximum is used advisedly since it is probable that with the present facilities a much larger number cannot be accommodated advantageously.

Before 1919 only four candidates had received the Ph. D. degree during all preceding years, so that this year may be taken in a sense as being the starting one as far as the Graduate School in Chemistry is concerned. It was about that time that it became recognised that four years of undergraduate work was inadequate to equip a student for the chemical profession, either in University work or in an industrial position involving research. Since 1919 sixty-four candidates have received the Ph. D. degree in Chemistry at McGill. The number per year is indicated in Table II, and a large part of the remainder of this

report is concerned with the subsequent careers of these men.

Table III indicates the nature of the positions held at present by these men. It is a matter of some pride that fifteen of them are now permanent members of the staffs of Canadian Universities, and six of American Universities, so that a third of the Ph. D. graduates hold University positions. Previous to 1919 the Chemistry Departments of the Canadian Universities had no McGill Ph. D. graduate on their staff. The Canadian Universities who now have one or more McGill Ph. D. on their staffs are the University of British Columbia, University of Alberta, University of Manitoba, Western University, Queens University, McGill University, Mount Allison, University of New Brunswick and Dalhousie University.

Another fourteen of the students under consideration are employed in laboratories of the Canadian Government, and most of the others are distributed in research positions in Canadian and American industrial corporations. In this connection, the fact that twelve are in the United States, and thirteen in Canada is due to the larger number of industrial research organizations in the United States. Added to this is the fact that only recently, that is within the last few years, have Canadian industries realised the necessity of engaging experts on their research staff. Several American corporations have signified their willingness to take McGill Ph. Ds. on their permanent staff at any time, provided they have the proper recommendations, a compliment to the McGill Graduate School, but one which, if followed, would mean the loss of specially trained men to the country. Of the twelve men now in indus-

trial work in the United States most have been engaged before 1927.

Of the fifty students in the Graduate School at present only ten percent are McGill graduates, the rest having obtained their undergraduate training elsewhere. The popularity of the Graduate School at McGill among students in Chemistry is indicated by the fact that in all branches of Chemistry over fifty percent of the National Research Council Student Scholarships (awarded since 1916) have been awarded to students who elected to hold these at McGill. The growth of the popularity is indicated by the fact that of twenty-four scholarships awarded in 1930 to students in Chemistry throughout Canada, twenty-two were granted to students of other Universities who elected to come to McGill.

Table IV shows the positions held at present by those of the sixty-four Ph. Ds. under consideration who held National Research Council Scholarships. This table indicates the positions held at present by these men.

It has been erroneously stated that these highly trained men find their way to the United States resulting in a loss on account of the money spent by the University in their training, and a loss to the Government in the case of students holding scholarships. Table V shows that relatively few, in fact only about twenty percent, have found their way to the United States, and as has been indicated before the majority of these obtained their Ph. D. degree before 1927. Five students were Americans who naturally would return to the United States. With regard to post-graduate scholarships the 1851 Exhibition has not been

popular among the students in the Graduate School in Chemistry. Having once started on their course towards the Ph. D. degree they showed a preference to continue here till the end rather than elsewhere. Since the large majority of those in the Graduate School come from other Universities this attitude has not been criticised by the staff of the Department. On the other hand scholarships available subsequent to the Ph. D. degree have been in great demand. In this connection the Ramsay Memorial Scholarship, open to applicants from any part of the Dominion, has only been held by members of the Graduate School at McGill since the foundation of that Scholarship in 1919.

Higher degrees have not yet been given in Chemical Engineering. With the addition to the staff of a qualified Chemical Engineer it should be possible to offer courses and research leading to such a degree. Certain facilities may have to be provided, but these are of such a nature that we can see no serious obstacle in attaining our objective in this direction.

As indicated by Dr. Maass in his report the recognition of the value of research in industry is fairly recent, that is by the industries themselves, although its value has always been recognised by those with scientific training. The growth of the graduate work in chemistry at McGill is similar to that in many of the better American Universities, but quite exceptional in Canada. The extent to which expansion may be looked for or provided for requires consideration.

A development which we believe would aid the chemical industries of Canada is one which has already been successful at certain American Institutions, e.g. The Massachusetts Institute of Technology.

Students who have obtained a higher degree, preferably the Ph.D., can in many cases spend another one or two years in research on fundamental problems of value to particular industries. Such students should be supported by the industries interested, and their work carried out under the direction of a member or members of the staff. The value of such work lies, not so much in the research accomplished as in the increased value of the research worker to the industry directly concerned.

Attention is drawn to the fact that during the last ten years one hundred and forty-nine papers have been published by the staff and students in the Graduate School in Chemistry.

In connection with the development of graduate work in this department mention should be made of the Pulp and Paper Research Institute.

The first practical step towards the creation of the Institute was taken in 1920. The Institute was finally completed and formally opened in the fall of 1928. The Pulp and Paper Research Institute represents a cooperative effort of the Pulp and Paper Division of the Forest Products Laboratories of the Dominion Government, the Pulp and Paper Association, and McGill University.

The fundamental research carried out in the Institute forms an integral part of the post-graduate work in chemistry. Since the session 1926-27, nine to fifteen students have been engaged in researches in the organic chemistry related to cellulose, and in the present session an additional number of ten students are engaged in problems related to the physical chemistry of cellulose.

In view of the great importance of the pulp and paper industry in Canada, the value of post-graduate training along these lines cannot be over-estimated.

STAFF

TABLE

Session	1920 -21	1921 -22	1922 -23	1923 -24	1924 -25	1925 -26	1926 -27	1927 -28	1928 -29	1929 -30	1930 -31
Professors	1	2	2	2	4	4	5	5	4	5	4
Assoc. "	3	3	3	3	1	1	1	1	1	-	1
Ass't "	2	2	2	2	2	2	2	2	2	1	3
Lecturers	1	-	-	-	-	-	-	-	-	1	1
Total Senior Staff	7	7	7	7	7	7	8	8	7	7	9
Demonstrators	8	9	10	9	9	9	10	10	10	11	13
Total	15	16	17	16	16	16	18	18	17	18	22

The figures in the above table are of interest when taken with the figures in tables I and II showing the numbers of undergraduates and graduate students.

In ten years the senior staff has increased from 7 to 9, i.e. less than 30%. In the same period the increase in number of undergraduates has been from 499 to 626, i.e. about 26%.

The increase in senior staff has therefore been approximately in proportion to the increase in undergraduate numbers. When the number of graduate students is considered it is seen that

the relation is quite different, since such students have increased 500% in number. To meet this situation more undergraduate lectures are now given by the younger men, thus allowing those chiefly interested in research to devote themselves more particularly to such work.

It should be understood that the researches on which our graduate students are engaged are of a type considered suitable for the training of such men. The work though of scientific value is thus limited in scope.

Another type of research, more uncertain in its results but of greater scientific interest and possibilities, is thus excluded. Such work is however most desirable from many points of view, and could be made available by the appointment of one or more paid assistants or technicians of the type met in European Universities.

ACCOMMODATION, EQUIPMENT, ETC..

A considerable portion of the elementary teaching in chemistry is carried on in the older part of the Biological Building. This work could be done more effectively if space were available in the Chemistry Building to provide an elementary laboratory for 250 students. Several research students also carry on their work in the Biological Building. This work could be done to better advantage in the Chemistry Building.

Space is desirable for small experimental units for the teaching of Industrial Chemistry and Chemical Engineering.

Special rooms should be available for gas analysis, water analysis and micro-analysis. An optical room is also desirable. Office room for even the present senior staff is quite inadequate.

The shelf room of the Baillie Library has been increased recently. It is suggested that a library, common to both the departments of Physics and Chemistry, would have definite advantages. This could be accomplished by the construction of a suitable annex common to both buildings. In order to develop the teaching of the history of Chemistry a library to that end should be developed.

The Chemistry and Mining Building is now over thirty years old and cannot be expected in its present condition to satisfy modern requirements. Much of the electric wiring is of the old type and a source of fire hazard; the water pressure is insufficient on the upper floors; drainage, in some places, is inadequate; wooden lockers in the basement present a fire hazard; ventilation from hoods and elsewhere is quite insufficient. A building devoted largely to chemistry can hardly be too well ventilated and the Chemistry Building probably is one of the worst equipped in this respect in the University. A common room suitably furnished would have great advantages particularly for our graduate students. Such a room where students could meet and discuss their work with each other, and possibly with members of the Staff would be of great value to our Graduate Faculty work.

It is therefore recommended that:-

(a) The present Chemistry and Mining Building be devoted to chemistry only.

(b) Alterations to be made in the building to provide:-

1. A large elementary laboratory.
2. More research space.
3. Space for small experimental plant.
4. Improved library facilities.
5. Rooms for special analytical work.
6. Rooms for members of the staff.
7. Proper ventilation.
8. A common room.

(c) The Building be rewired where necessary.

(d) Water pressure and drainage be increased.

(e) Wooden lockers be replaced by metal lockers.

(f) Certain laboratories be remodelled.

(g) A small refrigeration plant be installed.

GENERAL.

There are many obvious developments which would be welcomed by this department when funds are available.

Chemistry is becoming more specialised daily, and while this department largely confines its work to what are generally considered to be the fundamental branches of chemistry, certain other branches such as electrochemistry, photochemistry, etc. might with advantage be considered in the future.

This department would like to make it clear that its suggestions involving financial expenditure are made with a keen realisation that many other departments have similar needs. For this reason such suggestions have been purposely limited. It must be a matter of extreme difficulty to decide whether this department or that has the greater need.

It is respectfully suggested therefore that the appointment of a permanent small University Committee be made. The duties of such a committee would include the formulation of policies concerning the aims of McGill and the making of decisions consistent with such aims.

It is believed that a university with a definite objective has a greater chance for success than one in which Faculties and Departments each strive for their own welfare, more or less regardless of that of others.

Only those matters largely peculiar to this department are considered in this report. Subjects of broader interest such as: school training; scholarships; Sabbatical year; honours degrees; etc., are, it is believed, better considered in reports from Faculties.

TABLE I.

UNDERGRADUATES

TAKING COURSES IN CHEMISTRY

COURSE	SESSION 1920-1921	1921 1922	1922 1923	1923 1924	1924 1925	1925 1926	1926 1927	1927 1928	1928 1929	1929 1930	1930 1931
CHEMICAL ENGINEERS III YR	39	28	18	8	9	11	14	7	8	9	8
IV YR	34	33	31	16	9	7	8	10	9	9	7
TOTAL	73	61	49	24	18	18	22	17	17	18	15
ELEMENTARY CHEMISTRY (all faculties)	362	360	345	345	332	348	262	330	262	384	436
HONOUR STUDENTS IN ARTS	12	11	14	8	11	13	13	12	12	11	17
CHEMISTRY II, III, IV, (other than engineers and honour students)	37	32	41	44	57	135	121	133	147	160	140
ADVANCED COURSES (other than engineers and honour students)	15	11	22	15	12	16	16	27	20	17	18
TOTAL	499	475	471	436	430	530	434	519	458	590	626

TABLE II.

YEAR	1919 1920	1920 1921	1921 1922	1922 1923	1923 1924	1924 1925	1925 1926	1926 1927	1927 1928	1928 1929	1929 1930	1930 1931
Total number of Students in the Graduate School	8	8	10	15	18	24	26	31	32	35	38	50
Number obtaining M. Sc. degree	2	3	2	5	7	4	6	5	3	6	5	
Number obtaining Ph. D. degree	3	2	0	7	3	5	6	6	8	15	9	

TABLE III.

Positions held at present.	Specializing in Physical Chemistry	Specializing in Organic Chemistry	Total
Permanent member of staff in a Canadian University	12	3	15
On staff of Government Laboratory in Canada			
(a) Forest Products	3	1	4
(b) Research Council	2	6	8
(c) Biological Station	1	1	2
On Research Staff of a Canadian Industry	4	9	13
Further study at foreign University holding scholarship with intention to return to Canada	1	3	4
Permanent member of staff in an American University	4	2	6
On the Research staff of an American Industry	5	7	12
	32	32	64

TABLE IV.

Ph. D.'s who held National Research Council Scholarships.

Positions held at present.	Specializing in Physical Chemistry	Specializing in Organic Chemistry	Total
Permanent member of staff in a Canadian University	12	2	14
On staff of Government Laboratory in Canada			
(a) Forest Products	2	1	3
(b) Research Council	2	6	8
(c) Biological Station	1	1	2
On Research Staff of a Canadian Industry	4	7	11
Further study at foreign University holding scholarship with intention to return to Canada	1	3	4
Permanent member of staff in an American University	1	1	2
On the Research staff of an American Industry	5	5	10
	28	26	54

TABLE V.

TABLE SHOWING DISTRIBUTION OF PH. D.'S BETWEEN CANADA AND THE UNITED STATES.

	Specializing in Physical Chemistry		Specializing in Organic Chemistry	
	Permanent position in Canada	Permanent Position in U. S. A.	Permanent Position in Canada	Permanent Position in U. S. A.
Ph. D.'s	23	9	23	9
Ph. D.'s who held National Research Council of Canada Scholar-ships.	22	6	20	6

TABLE VI.

Positions held at present.	Maass	Johnson	Ruttan	Whitby	Hatcher	Hibbert	Total
Permanent member of staff in a Canadian University	9	3	2	1			15
On staff of Government Laboratory in Canada							
(a) Forest Products	2	1		1			4
(b) Research Council	1	1	2	3		1	8
(c) Biological Station	1					1	2
On Research Staff of a Canadian Industry	4			3	4	2	13
Further study at foreign University holding scholarship with intention to return to Canada	1			2		1	4
Permanent member of staff in an American University	4			1		1	6
On the Research staff of an American Industry	5		1	4		2	12
	27	5	5	15	4	8	64

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McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF CHINESE STUDIES

March 31, 1931.

Principal's Special Survey Committee,
Arts Faculty,
McGill University.

Dear Sirs,

In reply to Dean MacKay's letter of March 2nd, I beg to submit herewith the report of the Department of Chinese Studies. Since this Department was only established this academic year, it is impossible to follow the headings of historical development as required by your Committee. My report is, therefore, aimed at giving a general account of the work of this Department from the date of my arrival in Montreal, September 15th, 1930, to the date of the report, March 31st, 1931.

Respectfully yours,

Kiang Kang-hu

Office Room and Equipment.

An office room for the Department was not assigned until the first part of February of this year. The new office is now situated on the main floor of the Arts Building (Room 11), with a window facing the University Campus. Office equipment such as desk, chairs, book shelf, filing cabinet, typewriter and telephone have been installed during the past two months. The room is large enough to hold a small seminar class of four or five students and to receive visitors.

Department Library.

The University has the largest and finest collection of Chinese books in this country, known as the Gest Chinese Research Library, which consists mainly of works on old literature and of good editions, and therefore it is necessary to supplement these with modern and contemporary publications. Dictionaries and encyclopedias for constant reference are needed in the Department office, as the removal of such books from the Gest Library is inconvenient and impractical. The Department is fortunate in having acquired an annual allowance of $200 for Chinese books and periodicals. It is hoped that in the years to come the Department will build up a separate reference library. Unnecessary duplication of works already in the Gest Library will be avoided as far as possible.

A list of books to be purchased this year was submitted to the Dean's office last October. Owing to the roundabout way of ordering, most of these books have not yet arrived. A direct order hereafter from the University Library to the publishers may be more satisfactory. It usually takes only two months to get any contemporary publication from any part of China.

Courses Offered.

The Department intended to offer three classes and one seminar course. Chinese 1 is a general lecture course, in English, on Chinese Culture serving as an introduction to advanced study in any special field. The course is divided into four parts:- first, Chinese History and Geography; second, Chinese Government and Social

Institutions; third, Chinese Philosophy and Religions, and fourth, Chinese Literature and Art. Originally it was hoped that the whole course would be completed in one University year, with three lecture hours per week. But, as the actual work goes on, it is found that many preliminary explanations are absolutely necessary and that a slow but thorough process is more desirable. Consequently, the lectures of the first year cover only the subjects of the first two parts; and those of the second year will deal with the subjects of the last two parts. However, it is not at all necessary to follow the order arranged and each year's course can be treated as complete in itself. It is expected that all the students of this year will return for the second year, and that a larger number of new students will also enroll, as the topics of lectures in the last two parts of the course, as outlined above, will be more interesting and beneficial to the student of Oriental subjects than those of the first two parts. It is hoped, too, that students from other Departments and other Faculties may be encouraged to visit this class, as it requires no preliminary study and is intended to show Chinese Culture as a portion of human accomplishment and to supply a source of knowledge which is generally omitted from and sadly lacking in the plan of Western university education.

Chinese 2 is the combination of two language courses, one on the spoken form and the other on the written form. Since the enrollment is very small, both forms have been taken up with the students at the same time. The work has progressed remarkably. With only two hours per week, students have acquired a full knowledge, in reading and writing,of about 500 useful characters. The first Chinese Reader for Mass Education has been finished and both the Chinese Phonetic Keys to Pronounciation and the Standard Romanization System have been learned. In the spoken form the Chinese National Language (formerly known as the Mandarin) is used, and in the written form the modern simple literature. An effort has been made to eliminate the difference between the two forms and to bring them together as closely as possible.

A seminar course was offered to advanced students for research on special topics with reference readings in both Chinese and Western languages. So far no applications have been received.

Enrollment of Students.

At the first few meetings of Chinese 1 more than 30 persons were present. Afterwards it was discovered that at least one-third of these were from outside the University. Upon receipt of the Registrar's notice of fees which amounted to about $50.00 per term, nearly all of these dropped out of the class. The University students who took it as an extra, too, showed a very irregular attendance. Besides, there were many students who applied for enrollment but were refused. At the end of the year the class has become quite small. A small class is all right and even preferable for a language course; but for a lecture course, it is always more interesting and inspiring, for the lecturer as well as for the listeners, to have a larger class. I wish to impress upon both the University authorities and students the fact that Chinese 1 should be regarded as a part of the general college instruction in world civilization and not only as a special subject for those who are preparing to go to China or to deal with the Chinese. Since the course is given in English and no prerequisite is needed, why should not an ordinary student be permitted to enroll? It would be more satisfactory, of course, to have the best students, who are always few in number, but unless a large number of students are admitted and the best selected from amongst them, these students cannot be obtained. I venture to express the hope that the academic authorities will make it easier for students to enter this class next year and that a larger number of students will be allowed to attend. Encouragement of this sort by the authorities will surely make the entire atmosphere more favourable.

Inter-Departmental Work.

On January 16th, the first day of the second term, in a letter to the Dean, I submitted three suggestions for the betterment of working conditions in this Department, and one of them is the proposal of inter-departmental exchange lectures. Before and since that date, through personal contacts, I have been invited to lecture to three departments, namely, the Department of Sociology, the Department of Physics and the Department of Oriental Languages, and to two McGill Students' Societies, namely, the Chinese Students' Association and the Students' Christian Association. The dates and

topics of these lectures are listed below with other outside lectures.

It was too late this year to plan any extension work under the Department of Extra-Mural Relations. The co-operation of that Department has been secured, however, in organizing the Montreal Branch of the Hung Tao Society for the study of Chinese Philosophy and the promotion of Canadian-Chinese cultural relations. This Branch has a membership at present of over one hundred. Half of these members are from McGill while the other half are from the general public and include many prominent citizens. We have already had two monthly meetings. At each a regular lecture was given and Chinese tea and refreshments served. This is, I am told, the first and only organization of its kind in Canada. It combines two functions, namely, a university extension course and an international friendship club. A special section for the Chinese community in Montreal has also been organized. Already 65 members have paid their fees. This is also the first attempt in a Canadian University to extend education to the Chinese immigrants. All lectures are given in Chinese. Upon the request of the members who are all Cantonese and speak only the Southern dialect, a weekly class for the teaching of the Chinese National Language is being conducted besides the regular monthly meeting. My wife is assisting me in the language classes.

Outside Lectures.

Since my arrival in Montreal last fall, I have been asked to give many public lectures outside the University and outside the city. With very few exceptions, I have received no material reward for these lectures. Most of them were well attended and letters of thanks and appreciation came after each and every occasion. Some of the lectures were broadcast over radio stations. The following is a list of the dates and topics of all public lectures aside from my class work.

Dates	Topics	Organizations
Sept.28, 1930	The Chinese Youth Movement	Chinese Y.M.C.A.
Oct. 10, "	The First Chinese Revolution	Chinese Students' Ass'n.
" 23 "	The Cultural Relation Between China and Canada	Empire Club, Toronto.

Dates	Topics	Organizations
Oct. 28, 1930	China As Your Neighbour	The Twenty Club.
Nov. 6, "	The Student's Life in The Orient	Westmount High School.
" 6, "	My Nationalist Friends	Chinese Nationalist League.
" 18, "	Evolution of Chinese Literature	Women's Art Association.
" 28, "	Chinese Abroad	Chinese Benevolent Ass'n.
" 29, "	Chinese Pictorial Art	Montreal Art Association.
Dec. 15, "	The Traditional China	Central Y.M.C.A. Men's Club.
" 17, "	Truth and Advertisement	Montreal Advertising Club.
" 20, "	Taoism	Theosophical Society.
Jan. 24, 1931	Schooling on Holidays	United Church Sunday School Banquet.
" 27, "	The Hung Tao Movement	McGill Women's Union.
Feb. 4, "	The Clan System	McGill Sociological Society.
" 6, "	Chinese Contributions to Science	McGill Physics Society.
" 7, "	Chinese Literary Women	Women's Press Club.
" 8, "	Brotherhoods of The Orient	Calvary Men's Own Brotherhood.
" 10, "	The East and The West	Chinese United Church.
" 11, "	What We Can Learn From Each Other	Woodland Hall, Cowansville.
" 12, "	Why We Should Study Chinese Philosophy	Overseas Club.
" 17, "	The Common Beliefs of the Orient	McGill Oriental Society.
" 26, "	The Significance of Lion in Chinese Literature	The Lion's Club.
Mar. 4, "	Chinese Women, Ancient and Modern	Jewish Women's Council.
" 4, "	The Background of Chinese Philosophy	Hung Tao Society.
" 7, "	Chinese Culture Seen in Social Ceremonials	Chinese Reform Party Banquet.
" 15, "	The Life of Dr. Sun Yat Sen	Chinese Nationalist League, Ottawa.
" 15, "	Revolution and Constitution	Chinese Reform Party, Ottawa.
" 22, "	Outline of Chinese Ancient History	Chinese Hung Tao Society.

Research and Writing.

Aside from academic work and public lectures, my time has been largely devoted to research and writing. Concrete results from work of this kind cannot be expected at once. The following have been completed:-

Through the introduction of Mr. G.M. Gest, Mr. H.J. Vennes of the Northern Electric Company came to make an inquiry regarding sound producing and transmitting methods in China. I spent many hours going over Chinese works in the Gest Library and finding this information. One hour per week for about two months has been spent with Mr. Vennes in the translation and explanation of the Chinese texts. He took notes and made a report on all the findings.

Mr. Gest also requested me to gather information in regard to dental treatment from early Chinese literature. A research was made in all the medical works and encyclopedias in the Gest Library published before the 13th century. The information found has been translated and fills eight typewritten pages.

Three English articles have been written and published:- A paper of about ten pages, entitled "Prospect of Cultural Relations Between China and Canada", was published in the Empire Club 1930 Year Book. One of eight pages, entitled "Chinese Studies," was published in the March issue of the McGill News; and a short paper entitled "Time and Space to the Chinese Poets" was published in the McGilliad, Vol. II, No. 2.

Six Chinese articles concerning McGill University and the Chinese Department have been written and sent to various Chinese newspapers and periodicals for publication. Two were accepted by the Shun Pao of Shanghai, one by the Chinese Times of San Francisco, one by the Hsing Wah Daily News of Toronto and two by the Hung Chung Pao of Toronto.

Future Appointments.

If conditions are favourable the Department will surely grow from year to year. As for the class work, the lecture course Chinese 1 could be repeated with revisions and additional material every two years. The language course Chinese 2 must, however, open a new class each academic year; thus three if not four classes for students

of different years will be conducted all the time. This means that an additional appointment of one Chinese assistant instructor in both the spoken and the written languages will be necessary. There are many Canadians and Americans seeking positions in this Department. A special lecturer who can give the Western point of view on Chinese studies may be beneficial to the students. A secretary or typist to take care of routine matters is needed in the Department for part time, if not full time, work.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF CLASSICS

Copy Chin Ell

Dear Mr. Dean,

In reply to your question as to what I think are the chief advantages to be derived from the study of Classics, I shall attempt to outline them as briefly as possible:

(1) Philosophy, Science, Art, Literature, Law, and in fact all the complex elements which go to make up modern civilisation had their origin, for the western world, in the civilisations of Greece and Rome. A study of these ancient civilisations through the medium of the languages in which the peoples thought and wrote is then of the utmost value towards both the understanding of the foundations of the modern world and the interpretation of modern civilisation and institutions.

(2) In both form and content the literatures of Greece and Rome admittedly occupy a unique place; and the study of them is a training in judgment and taste for which no substitute has ever been found. The tendency of modern education to emphasize scientific studies at the expense of literary or humanistic studies is bound to produce a one-sided and ill-balanced civilisation. I know of no better corrective to this tendency than a careful and accurate training in the Classical languages.

(3) The value of a Classical training for those who intend to study and understand English literature can hardly be over-emphasized. In the English public schools the principle adopted was: Take care of the Classics, and English literature will take care of itself: and experience has amply justified this principle. It is difficult to conceive of an intelligent study of English literature that is not based upon an acquaintance with the literatures of Greece and Rome.

(4) The Deans of the Departments of Law and Medicine have openly expressed their appreciation of a classical training as a preliminary to the study of Law and Medicine. The Department of Philosophy devoted two of its eight courses to the study of Greek philosophy: and the Departments of Economics and of Education are also vitally interested in the study of Greek thought.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF CLASSICS

(5) Even to those students who do not pursue the study of the classical languages beyond the first two years, their classical training is of considerable value. The matter or content may disappear, but the form remains. They acquire a standard of literary taste and judgment which they are not likely to lose, especially if they have been taught, as we endeavour to teach them, to render their classical authors in good, idiomatic English. They learn from their classical studies to distinguish truth from falsehood, genuine feeling from sentimentality, a lesson which is of value in many fields besides that of literature.

(6) Above all I would insist that humanistic studies quicken the appreciation of spiritual as against material values, and teach students to judge by standards of quality rather than quantity. To bring them into contact with the freshening, invigorating thought of Greece is to open a new world to them, and contact with that world enhances their critical powers and teaches them to face problems for themselves and seek for their own solutions rather than accept unexamined the solutions of others.

All these things I hold to be the chief advantages to be derived from Classical studies.

Yours sincerely

N. D. Woodhead

THE FACULTY OF ARTS.

Remarks and suggestions for the
Principal's Committee.

Stephen Leacock.

I desire to speak of the Faculty of Arts as a whole and without reference to any particular department. In my opinion the general standard and status of the faculty is very much below what it ought to be and could be. In this matter it is not fair to compare the university with smaller and less fortunate colleges, lacking in financial support and serving only a limited area. The comparison should be with colleges such, for example, as Harvard and the University of Toronto, places resting on a wide basis of support, of tradition and environment. The Faculty of Medicine at McGill can compare with any college in the world of the first rank, the Faculty of Engineering with many, the Faculty of Arts with few.

The chief reason for this lies in the fact that our students when they come to us have not been to school long enough. They lack grounding in every general subject, not from inferior quality of teaching, but from inferior quantity of time. They come to us with a bare minimum of what is called pass matriculation and which is much the same in all large colleges. This pass matriculation includes simple arithmetic, algebra and some geometry, but no trigonometry and no advanced algebra: it includes elements of English, a little history and the elements of a science, a little Latin and the beginnings of a modern language. But the whole substance of it is below the level of general learning from which a college student of

V. p. 90.

any real capacity ought to take his start. We have mistaken the "irreducible minimum", the "iron ration" of the dull boy for the standard of acquirement of his gifted and fortunate superior.

No change can be made in this by a mere raising of the percentage of the pass mark. This is worse than useless. It forces an unnatural and mechanical perfection in the rudiments of a subject which is the exact opposite of the true method of advancing knowledge. It substitutes memory for thought, and apprehension of failure for intellectual interest in the subject.

In thirty years of work at McGill, I have found a widespread and apparently irremovable misunderstanding among my colleagues about entrance into the University of Toronto. There is, or was till this year, a "pass matriculation" similar to ours. But the better students, apart from financial pressure, do not content themselves with that. Those who have the advantage of good homes, good schools and good brains and wise parents, spend another year at school and present themselves for the higher examinations, the 'honour' examinations in either one or several subjects, - in older days at times in all of them. These men then become the typical students on whose knowledge and for whose needs the curriculum is planned.

When I went to college I had among my classmates and immediate generation Howard Ferguson, Mackenzie King, Arthur Meighan, and Hamar Greenwood: without looking up the records, I should think it unlikely that any of these men came in as pass students. If they did, it would only be with regret, because of lack of funds and would represent a handicap to be effaced by hard, overtime industry.

I have found the childish belief at McGill that the Arts student starts behind the Toronto man but overtakes him. But when? and why?

Enthusiasm of our Arts Faculty could with more justice be applied to the Ineter School Farmers

and how? does he overtake him? The Toronto man has put in a longer time at school, a whole year longer at least, is better equipped, works just as hard, and has the advantage of working with a group of honour men all trained as he is. Compare for example the Toronto student in Greek with three, or perhaps four years schooling in the subject, entering the college with two or three books of Homer, with a speech or two of Demosthenes and at least two books of Xenophon's Anabasis at his finger ends with the McGill student, who in his first year begins fumbling with the Greek alphabet and doesn't know enough Greek to read the sign outside a fraternity house.

As with Greek so in a lesser degree with the other subjects: when does a mathematician who enters college without Progressions, Permutations and Plane Trigonometry catch up to the man who has a year of advanced mathematics to his credit when he comes in.

In the subject of French alone there is no need of comparison, the Ontario school method of teaching French being such as to destroy any possibility of a student recovering from it.

In the same in the departments such as Philosophy, Economics etc. which subjects only begin in college and are not taught in the schools, there is a lack of general basis. Objection is often taken to the fact that some graduates in economics, perhaps a good many, write indifferent English and even spell indifferently. This is quite true. They come to us still unformed and uneducated. We have to take them as they are, and adapt our hand to the clay it works in. The truth is that few McGill students write well, and hardly any of them, except those from England, can read out loud, - I will not say well, - but even intelligibly. It is a plain statement of plain fact, said without exaggeration or humour, that if a McGill student in Arts

is invited to read out loud a page of English to a class of thirty or forty fellow students, the class cannot understand what he is saying. This is a fact of easy verification. In older days students read out loud at Matriculation: in older days parents at home tried to train their children to speak with a clear and cultivated speech. That is all gone. The radio and the broadcast and the Broadway singer have largely replaced the humbler and better self-culture of the home. The Faculty takes in its illiterate and mumbling students and finds it too late, or too early to train them.

The remedy for all this lies in the extra year of school. That means extra classes, extra teaching, extra money for the high schools of the province, - the foundation perhaps of a McGill University school as a model for others, - the extension of the present work of such schools as Lennoxville and Lower Canada to cover the higher ground. All this means effort, interest, co-operation, the sympathy of the staff and the support of the public. In the cheap slang of the day we should have to "sell" the idea of the extra school year to the community. But without it no shift of percentage, no intensification of our work can help: without it, we are behind and we stay behind.

A further difficulty, a further handicap on McGill, is the relatively poor material offered by our local environment. Our community here is mostly French and as such is outside our sphere: and the part of it which speaks English a very large proportion, as is natural in a manufacturing metropolis, belongs to the less fortunate ranks of mankind, people close to the poverty line and with scarcely any of the home traditions of books and education which, in other lands, like Scotland, have redeemed and illuminated poverty. Many again represent the refugee population of Central and Eastern Europe, shrewd perhaps in mentality but without the characteristic culture and aptitude and ideas

which, for good or ill, make up the British ideal of an educated man. The population from which we draw our students has only in a small proportion the heritage of English and Scotch upbringing passing down through generations, so largely enjoyed by the people of the Maritime Provinces and the rural parts of Ontario.

We need to look for outside material. For this a new opportunity offers. Toronto University has just abandoned to the schools the teaching of first year work except in honour classes. This will leave in all the large collegiates students who would enter Toronto as pass students of the second year. If we offered scholarships to these students and held examinations in half a dozen large Ontario centres we could get a great many excellent students as recruits for the honour classes of our first year. A good student would rather enter McGill with a scholarship as an honour student of the first year than enter Toronto as a pass student of the second year without a scholarship. A plan for this could be worked out by a scholarship committee.

It might be thought, and it is often said, that any plan for an increase in the ground covered by the faculty or the area from which it draws its students would meet with the physical difficulties of the lack of space and class rooms. It is often thought, but quite wrongly, that the Arts building is already crowded. This is not so. It is only filled at certain hours on certain days. For the rest of the time, for most of the time, it is relatively empty. There are certain times, it is true, - certain days and hours, which we do not intend to use for the regular work of the faculty: viz. Sunday, the afternoon of Saturday and all of the seven evenings. For these hours the building can be and is used for quite other purposes, extension lectures, students' societies and students' dramatic and social entertainments.

But there still remains plenty of time and space to expand and

even to double the work of the faculty. The Arts building is perhaps half full between 9 and 10 o'clock, fairly well filled from 10 to 11 and quite occupied from 11 to 1 on every Monday, Wednesday and Friday morning of the academic year. It is less filled on Tuesday and Thursday and Saturday mornings. At two o'clock every day it is practically empty and only a minor part of its space occupied from 3 to 4, from 4 to 5, from 5 to 6.

It would be possible for example to double the number of students in the first year and still find room for them by utilizing the afternoons. It may be objected that two O'clock is an undesirable, or even impossible hour, for study. It may be so, for persons over seventy years old. But it is not so for ordinary college students who adapt themselves easily to any hour provided they have not too many hours on end. I speak here from experience as I have lectured at two o'clock for thirty years. The idea that students fall asleep at two is ridiculous. Some students would fall asleep at any hour, and some lectures would put any student asleep at any hour. But speaking by and large two o'clock is just as usable for college as it is for daily life.

It would be possible greatly to increase the number of the students in the lower years and at the same time greatly to relieve the finances of the college. A simple calculation shows thus. We may assume that 35 students make a class: that a student reasonably takes 12 - 15 lectures a week and that a lecturer, in the lower years, reasonably gives 12 - 15. Putting the fees (net) at $150 an increase of thirty-five students would add $5250 a year to receipts. The overhead would remain the same. The only direct cost is the salary of the teacher: $5250 would pay for one first class professor and a junior lecturer. ?

An addition of 500 students would very much ease and simplify the budget of the faculty.

It might be objected that many of the present staff, accustomed to lecture in the mornings, would find it irksome and unusual to work with afternoon classes. But they would not need to. Age and service could at least bring that much privilege. If the big classes in the universal subjects, - English, mathematics, history, French, - were broken into sections the afternoon sections could be taught by the junior, newly appointed men, glad to teach anything to anybody for the sake of the job, still pliable and obliging.

I leave out here on purpose all questions of restriction on numbers to keep out an undue proportion of such and such a race, or creed. That discussion belongs elsewhere. I am here only attempting to answer the question, - If increased numbers apply for admission how many get in, that is, how many qualified students get in? I answer all of them till the building is full. With organization it can, I think, accomodate at least two thousand.

A mistaken desire has arisen for restrictions for restrictions sake. This seems all wrong. If we can draw good students we want them all. Classes, singly, must be restricted in the interests of good teaching, but not the faculty as a whole.

I repeat that the students must be qualified: and for this, I think, we need to re-establish a matriculation of our own. Of late years, in my opinion, we have on this point gone backward instead of forward, in amalgamating our matriculation to the school leaving examination and sharing with others, if not losing, the control over our own house. We need to have our own matriculation, framed as we want it, and stand or fall, sink or swim on it. In such a case we

Scholarships
would help here

can introduce honour examinations and scholarship tests as we wish them to be. We can, in so far as we succeed, force back upon the schools methods of teaching in accordance with our requirements. For example, we can re-introduce the priceless subject of English reading out loud, - abandoned in ignorance of its profound reaction upon the work of the school and on the appreciation of literature. We can escape from the barren and noxious method of translating English into modern languages, a method which forever forbids the real use of such a language by setting up an irremovable connection between the English form and the foreign..... All along the line with our own matriculation, we can teach as we want, demand what we want, and illuminate with the light of higher learning the gloomy field of elementary education. For all of this enthusiasm is wanted, the working of the spirit, not the mere framing of rules.....

Those who understand this last subject technically will say at once that we must accept Ontario and other provincial certificates and that therefore we cannot refuse a Quebec certificate and therefore our matriculation could not stand. This is not so. If our own matriculation governs all scholarships and all honours and shews the path of preferment, prospective students will take it. Common sense and the advice of their schoolmasters will urge them to do it. We must of course accept the Quebec certificate as also the Ontario one as a pro tanto method of entry to the pass school. But we would do the same for a certificate from Timbuctoo or for the students from the Mosque of El Ashar at Cairo.

I desire also to call attention to one last consideration, in its true meaning first in importance. It is a matter again of the spirit, and not of the rule, of the inner light and not of the organization of a

curriculum. We ought to try to revive in our students the idea of study, of study for learning's sake, in place of their present life, or at least in mitigation of it. At the present time the life of the McGill student is immersed in college activity. He spends his time in mimic journalism, mock committees, an infinity of Clubs of Everybody and for Everywhere, gatherings, votes, resolutions, entertainments, by the sum total of which his interest in study is overwhelmed. He cannot serve two masters. As I see them our students are being trained into sound, capable, business men, efficient to the last degree, able to slip into the ranks of the business world, and endowed with a spectator's knowledge of athletics that will never leave their future evenings dull. But scholars? people of letters and learning, who value thought for thought's sake, who ask in life something else than organization and committees. Are we making such?

In Canada we have all else but that: this wonderful country has produced men of action, business leaders, soldiers and men to lead them: has produced and is producing them, - but we need, if only in a lesser way as a means of tempering the hard metal of courage and efficiency, men of another kind, whom the older countries have always produced from generation to generation: men of thought.

To help to make such, - or to unfold and develop the powers we cannot ourselves create, - ought to be the highest aim, the ultimate meaning of this faculty.

February 18th. 1931.

Stephen Leacock.

McGILL UNIVERSITY

DEPARTMENT OF EDUCATION

Memorandum on the Training of High School Teachers

I. Introduction

This memorandum is, in the main, an attempt to state a policy to be followed by the University in the training of teachers for the High Schools of the Province of Quebec. There are many other functions that might be discharged by a fully-equipped Department of Education at such a University as McGill. But these must be left for consideration when the Department is more fully developed than it is to-day.

I confine myself to a consideration of the question of training High School teachers for good reasons:-

i. The Department of Education originated from the necessity for such training. I found arrangements to this end in operation when I joined the staff, and my first task was to take over responsibility for these and to explore possibilities of developing them.

ii. Better provision for training High School teachers is the most urgent duty of the University at the moment in respect of its relation to the schools. Quite apart from the wider public responsibility, the University has the strongest reasons of its own for taking action. Standards of University work have risen and continue to rise, and the power of any University to adjust itself to the demand that arises in this way, is determined by the quality and attainment of the matriculants who come in from the schools. N.B.

There are obvious limits to what can be done by extending either the duration of the period of study for a degree, or the duration of High School training. On both sides, - that of the University and that of the school, - the situation calls for wiser economy of the time that is even now available. This will involve in the schools better classification of pupils, more flexible organization of groups, earlier selection of the abler pupils for intensive training, and more specialization of teaching. Most of all, however, it will require a supply of well-trained teachers, particularly of teachers properly qualified for work with senior pupils.

Pending changes in Courses of Study, when they take effect, will facilitate some at least of these desirable adjustments. It is all the more important, therefore, that schemes should be instituted without delay for training a supply of teachers qualified to meet the new demands and capable of carrying further the desired re-modelling of school arrangements.

iii. A third reason for confining the present discussion to the training of High School teachers is the undeveloped state of the Education Department itself. At present I am single-handed and so have to limit my efforts to meeting the most urgent needs. Moreover, if the Department is to grow, I feel strongly that it ought to grow, not on the lines of a comprehensive blue-print plan, designed at the outset to cover all conceivable needs, but slowly and solidly in response to the proved needs of the situation. A satisfactory scheme for the training of High School teachers will afford a solid nucleus of work and organization, around which the later developments can grow.

II. Review of Previous Decade

The numbers of candidates from McGill who received High School Diplomas in each year of the decade are as follows:-

1921 - 19	1926 - 29		
1922 - 20	1927 - 30		
1923 - 32	1928 - 35		
1924 - 30	1929 - 46		
1925 - 17	1930 - 35	Total - 293.	

I have no means of judging at the moment, to what extent these figures indicate an over-supply, but there is good reason to think that the numbers who actually secured posts in teaching at High School grade would be much fewer than those here given.

Changes in Regulations

There have been few changes of any substance. The chief of these are:-

1. Requirement of a medical certificate.
2. Extension of Courses 1 and 2 in Education, as required for the Diploma from half-courses to full-courses (this became effective in 1930, rendered possible by the appointment of a Professor of Education in the Faculty of Arts).
3. A recent change should be mentioned here though its effect is subsequent to the decade under discussion. It consists in a modification of the requirements in respect of undergraduate courses demanded of candidates for the Diploma. The number is now reduced to five of English, French, Latin, History, Mathematics, Science; English and French are compulsory. Allowing one of the other four to be dropped leaves candidates free to qualify for B.A. or B.Sc. as they prefer. Candidates who take Honours are released from all restrictions after the First Year. The new regulation does provide for greater freedom and flexibility and there is less risk now that obligation to comply with requirements for the Diploma may involve mutilation of the degree course.

III. Criticism of Present Scheme

A candidate for the High School Diploma must fulfil the following conditions:-

1. A bachelor's degree including the courses prescribed by regulations.
2. Courses 1 and 2 in Education.
3. Year-courses (taken in Fourth Year) in French, Music and Drawing (at Montreal High School).
4. Performance of a minimum of fifty half-days of school practice. This is usually done in the September preceding and the May following the Fourth Year.

Of this arrangement it can be said that it is very much better than no training at all, and that it does seem to represent the best that could be done with limited resources and in face of the conditions of a profession so unattractive that increase of the weight and duration of training might have checked the supply of candidates.

But the scheme is thoroughly unsatisfactory in itself and not equal to the task of providing teachers capable of meeting the demands that a sound modern system of High School education must put upon them. It is no longer worthy either of McGill or of the Province of Quebec, and should be superseded by a more satisfactory scheme with the least possible delay.

The main criticisms to be offered are:-

1. The sharp separation of lecture-room study of education from practical

studies in the school. At present one Professor takes lecture-courses with no responsibility for work in the schools; another Professor takes charge of practical work in school with no responsibility for any lecture-courses. In a well-considered scheme there should be constant interplay back and forth between the studies of the lecture-room and the experiences of the school. Not a week should pass without a fair share of both. I am not able, with present resources, to take over from Dean Laird responsibility for the practical work in school, nor am I prepared to do so until a fully-considered scheme of training has been worked out.

2. The Simultaneous Pursuit of Degree Courses and Training Courses. The attempt to carry on work for a degree and work for a Teacher's Diploma simultaneously has always broken down unless extra time is provided. There is never time to do both properly and it is not unnatural that, since one or other must suffer neglect, the training work should be scamped.

With the present organization of degree courses at McGill, many students find that, if they are to preserve a wise balance of degree courses with proper integration, they must regard courses in Education as "extras". Hence they come to the study of their chosen profession already overloaded and fatigued, and unable to give proper attention to it.

Significantly enough, I find it is the better students who regret most keenly their inability to give proper time and attention to the study. They become painfully alive to large interests which they have neither time nor opportunity to pursue worthily.

Students less able and less keen carry out the work in perfunctory fashion, submitting to the inescapable operation of training rather than actively identifying themselves with it. Arising from this vain attempt to pursue general education and specific training concurrently, two other defects call for mention, the Want of Concentration of Studies, and the Immaturity of the Students.

3. Want of Concentration. This deficiency presents itself in two main aspects:-
   a). Lack of focus and integration among the elements of the training as a whole.
   b). Omission of certain necessary elements.

a). The present scheme is, almost literally, a thing of shreds and patches, the four parts into which it falls:- degree courses; courses in Education at McGill; courses in French, Music and Drawing at the Montreal High School; and practice-teaching, are in no sense co-ordinated or brought to a common focus, unless we are to regard the Regulations of the Protestant Committee as a sufficient co-ordinating agent. Each of the four elements stands by itself and there is no provision for real common control, or for cross-interpretation and cross-fertilization of one element by another. For example, Departments of the University that are concerned with school subjects, such as English, French, History, Classics, Science, and Mathematics, play no direct part, outside of their routine teaching, in training students to teach these subjects in the schools. Thus one whole side, - perhaps the most important side, - of the University's resources for the training of High School teachers is not brought to bear at all. Yet I have no doubt that these Departments would be willing and anxious to contribute to the training of High School teachers of their respective subjects if the scheme of training afforded the necessary scope and opportunity.

b). The scheme of training now in operation is conspicuously lacking in certain elements that ought to find a place in the equipment of the High

Write some time a plea to parents to join with us in persuading a better use of time.

School teacher. Some of these may be mentioned:-

i. A course in Educational Psychology. Much of this is technical and is properly to be undertaken by a Department of Psychology.

ii. A general study of the physical life of school-children, particularly as that is affected by school conditions.

iii. Training in the right use of the voice. This is not a matter of pronunciation merely, still less, (God forbid!) of "elocution". Students must be trained to use their voices artistically if possible, but at least economically, (without undue strain to themselves), and effectively, (without undue strain to their pupils).

It is still insufficiently realized that, as a rule, a good deal of training is necessary to secure this end. Even the student who enjoys natural gifts in this regard is the better for it. (N.B. With voice will go gesture and what may be called "teaching-deportment", in a word, the dramatic effect of the teacher).

iv. Most of all, perhaps, provision is needed for further study of teaching-subjects from a teacher's point of view. Even the student who has taken a good Honours degree in a subject is not, for that reason alone, qualified to teach it. He needs to undertake a certain amount of re-learning: to explore the bases of the subject; to turn it round, as it were, into the genetic order, - the order in which it takes form in the mind of a beginner; - and to study the collateral processes and agencies by which this central growth can be assisted.

Failure to do this means, too often, stiff and devitalized teaching, above the heads of pupils and failing to touch the real springs of learning in them. A graduate with an Honours degree in a subject has, indeed, the main equipment for teaching that subject, but it is a disastrous error to assume that he has achieved thereby all that is needed.

For none of these essentials is any assured provision made at present.

4. Immaturity of Students. It is impossible to survey the real task of education as the conditions of the future will determine it, and still to go on believing that it can be adequately met by immature and ill-equipped youths and maidens who are themselves little more than children.

Only a false and wholly inadequate conception of the work to be done can account for current assumptions in regard to the qualifications of those who do it. There is abundant evidence, for example, that the marked reluctance of capable men students to take up teaching springs from a feeling that teaching is not a real man's job, and this in turn, arises from the widespread popular misconception of what the work really means. It looks upon teaching as a species of nurse-maid work which no man would take up permanently if he is capable of anything more manly.

The only instrument that can combat this disastrous misconception with any hope of success is the University, and it can do so by laying stress on the achievement of intellectual and moral maturity as the primary condition of entrance upon a course of training as a teacher, - at least as a High School teacher.

This condition should take the form of insistence upon a bachelor's degree as a pre-requisite before training is commenced. I do not advocate this as ideally the best arrangement. It might be better to require a full course of five years from matriculation, organized as a whole to produce a High School teacher, and providing within itself opportunities for

taking a bachelor's degree with suitable courses. There are many arguments in support of such a plan but I do not propose to discuss them here. They may come up at a later stage of development. The immediate need is for the assertion of the view that concentration of training, and maturity of mind in candidates, require the postponement of the training course until the bachelor's degree has been achieved.

I find support for this contention in experience of the marked difference between Third and Fourth Year students under the present régime. I have not found Canadian students less keen or intelligent than students elsewhere. They lack, not natural ability and zest, but attainment, and maturity of mind. At present we let them go just as they reach the point at which effective training might begin.

(N.B. The foregoing criticism should be read as an attempt to indicate what further steps are necessary if a satisfactory scheme for the training of High School teachers is to be realized. It is not to be read as a criticism of what has actually been achieved so far, under very great difficulties.)

IV. Scheme of Training Proposed

The main lines of the scheme I propose should now be clear from the foregoing discussion. Though I speak here of arrangements only within the University itself, it must be realized that the schools are concerned also. Since the object in view is the training of teachers, not for the schools as they now are, but fitted to play an effective part in the readjustment of school organization and work to modern needs, the University will have to concern itself with movement in the schools also.

Wherever it can effectively do so it must provide leadership and guidance, and must associate itself actively with other agencies, - particularly with the Committee for Protestant Education - that are working for improvement.

Here, however, I confine the discussion to action that should be taken within the University. The main steps are:-

1. Separation of Training-Work from Work for the Bachelor's Degree

This step should be taken at the earliest opportunity. Wherever possible, I am already inducing students - particularly men-students, - to defer training to a graduate year, and the institution of an M.A. degree in Education has given me much assistance in this policy.

This procedure should become the normal one as soon as possible. I suggest therefore:-

i. That as from the beginning of the Session 1932-33, training in a graduate year be regarded as the normal arrangement for training High School teachers at McGill.

ii. That the present method (of training concurrently with undergraduate work) be continued for a period. The two types of training could co-exist though not without some difficulty.

iii. That notice be given that after a certain date all candidates for a High School Diploma will be required to undergo a year of graduate training. This provision might be made to apply to all candidates who enter the Third Year for the degree after the year 1934. Thus it would apply to candidates commencing studies for a bachelor's degree in 1933.

2. The Organization of Courses for a Full Graduate Year of Training

This would include:-

a). Courses I and II in Education as at present.

b). Special courses in the Teaching of High School Subjects. (Selected according to the needs of individual students.)

*c). Educational Psychology.

*d). Physical Life of School-Pupils.

*e). Voice-training.

f). Courses at Montreal High School as at present.

g). Practical teaching. This should be taken over by the McGill staff and should be organized so as to afford opportunity for constant interplay between school and University lecture-room. It should involve demonstration lessons, visits of observation, criticism lessons, and continuous periods of supervised teaching in both Elementary and High Schools.

Provision for Carrying out this Work

Courses marked * could be carried out by existing Departments at McGill. (other than that of Education). Additional work falling to the Department of Education would be involved in (a), (b) and (g), especially in (g). Some work might have to be duplicated and for much of the practical work and other work in Method, students would have to be divided into appropriate small groups. Particularly in maintaining contact with the schools, in arranging for practical work by students and in supervising work of various kinds, much time and effort would be required. This would involve assistance in the Department of Education.

I should be prepared to accept responsibility for carrying out the work of a graduate year of training on these lines, subject to the conditions:-

i. That I have the services of an assistant in the Department of Education.

ii. That items c), d) and e) are provided for:- c) by the Department of Psychology, e) by the Department of English and d) by the School of Physical Education or by some Department of the Faculty of Medicine.

N.B. It is important that an early decision should be reached on this vital matter. Although no final arrangement can be made in time for announcement in the next issue of the Calendar it is desirable that an announcement should be made at the earliest possible moment and that the change should be foreshadowed in the issue of the Calendar for the Session 1931-32.

V. Some Implications

It seems desirable to point out that the launching of such a scheme as is outlined carries with it certain inplications that would have to be taken into account if a satisfactory result is to be achieved. Some of these are:-

1. Prescription of Degree Courses

The schools are not yet so organized that students trained to teach certain special subjects could be reasonably sure of securing employment in teaching these subjects. Moreoever, specialist teaching is better done when the teacher's special knowledge has a generous background.

Hence something like the existing prescription of academic courses would have to be retained.

The teachers to be trained would fall into two main types:-

a). General Class-Teachers. These would be students who had taken a well-selected troup of studies for the General Degree, that would fit them to teach a variety of subjects up to an Intermediate Grade level and

perhaps one subject up to Senior Grade level.

b). Specialist Teachers. These would be teachers of such subjects as Science, French and Classics, qualified, after due experience, to take charge of the whole teaching of the subject as Head of a Department in school.

The addition of a Twelfth Year (to include post-matriculation work) to the school-course increases the need for teachers of this type. To produce them it may be found necessary to modify and extend some of the existing Honours courses at the University. Indeed, it is of vital importance that any projects for the re-organization of degree courses in the Faculty of Arts should have full regard to the needs of the schools. Such re-organization can never stand by itself, but must take full account of the intimate interdependence of good Honour courses and good High School teaching.

2. Participation of Departments in the Training of High School Teachers.

A Department of Education, however strong, cannot and should not undertake the whole responsibility for training the High School Teacher. Every Department that is concerned with a High School subject ought to contribute its own element of special training. Enquiry into the fundamentals of a subject, practice in technique, surveys of methods of treatment, advanced studies of various kinds: these are some of the ways in which a Department, say of English or History or Classics, or a Science, may and should assert itself. The scheme of training must make due provision for this.

3. Status and Salary of Teachers

Insistence upon a course of training that in its entirety extends over five years from matriculation will be difficult unless the employing authority offers some substantial recognition to candidates who have undergone this more thorough and sustained form of training. This applies especially to men teachers. Such recognition should take the form of:-

a). Status. This should come in the form of opportunity and scope for work such as the training has had in view. Moreover reasonable freedom and responsibility should be secured to a capable teacher in interpreting the course of study and in the application of teaching methods. Even allowing for the difficulties of doing this, and for the effects of a system of seniority in the allocation of work in the schools, present conditions leave much to be desired. Far too much weight is placed on sheer teaching-technique, and far too little on a masterly knowledge of the subject taught. The result is a mischievous idea of teaching as a uniform technique, in relation to which the teacher is an interchangeable part, capable of being transferred to any subject and any grade with the same degree of working efficiency everywhere. Thus it is not at all uncommon to find, even in the High School Grades, teachers handling a subject of which they have a very limited knowledge and who are therefore almost as much at the mercy of the official text-book as the pupils themselves.

It should be possible, at least in the Montreal area, to fix a minimum standard of qualification in respect of knowledge of the subject taught, for all teachers in High School Grades. Until this is done there is little guarantee that well-trained students from McGill will meet with due opportunity to give effect to their training.

b). Salary. A substantial recognition should be offered in salary to teachers thus trained, both to compensate for the additional year spent in training, and to recognize the superior value that such teachers would have. Steps have already been taken to bring this suggestion before the employing authorities in Montreal and it has been hinted to them that they might defer the recognition of a graduate-trained teacher as qualified for a higher rate of salary until the completion of a year of service. It might be wise to have this safequard.

I trust that the suggestion thus made will be strongly supported by the University.

VI. Future Organization of Training Facilities

The above recommendations are put forward to meet the immediate need in the matter of training High School teachers. It will be seen that their adoption would commit the University, in principle, to the policy of organizing adequate facilities for training at McGill itself. The questions then arise:- How far is this development to be carried? and What relations are to hold between the Education Department at McGill and the School for Teachers at Macdonald College? No discussion of the situation could be complete which avoided such issues. I am, therefore, compelled to consider them.

1. Relations with the School for Teachers.

At present, beyond the fact that Dean Laird takes charge of the practice-teaching of Diploma students and presents them to the Department for the award of Diplomas, there is no co-operation between the two forms of provision for training teachers and for the study of education. Dean Laird and I are in frequent consultation about a variety of matters and the consultation is, I think, fruitful. But each has his own sphere of functioning in the actual work of training and there is no pooling of resources. As an example of what this may mean I may quote the Nursery School now in operation at McGill. All the facilities for the study of practical school conditions suitable to young children and for the training of kindergarten teachers are concentrated at Macdonald College. Even if the Professor of Education at McGill had time to concern himself with the Nursery School (which is not the case), he would still be without facilities to do anything effective. On the other hand Macdonald College seems to be too far away to be brought into fruitful contact with the school.

This is only one of many examples that could be cited of the waste and ineffectiveness that must result from such a dividing of resources.

Assuming that it will be necessary to make use of wider facilities for the training of High School Teachers (quite apart from other developments of facilities for the study of Education), it is possible to conceive of three different ways in which the School for Teachers at Macdonald College, and the Education Department at McGill might be related:-

i. The concentration, wholly or in part, of facilities for training at Macdonald College.

It is not conceivable that the University could transfer to Macdonald College the whole task of training High School teachers. Any partial transfer of the work would be attended by considerable difficulties. Students or staff, or both, would have to spend much time in travelling and the direction of students' work from two different centres would involve much difficulty and even waste.

Hence I do not feel that much is to be expected from such a plan.

ii. The Transfer of the School for Teachers to Mohtreal and the organization of a single strong Department of Education at McGill.

To free the consideration of this possibility from any prejudice I wish to make it clear that, if such a step were taken, I should be willing to work in a unified Department under Dean Laird's seniority. Having said this, I can now add that this proposal seems to me to have much to recommend it. Montreal is the obvious centre for a School of Education for Protestant Quebec. Varied and adequate facilities exist for practical work (Macdonald College students have to come to Montreal for this even now), and the presence of a well-organized School of Education could not fail to have a stimulating effect upon the schools of the city as a whole.

Whether practicable or not, to my mind, this is the really satisfactory solution. But full consideration of it involves so many factors that I can do no more than state my own strong preference for it as the truly comprehensive and far-seeing policy.

iii. Failing this more thoroughgoing solution it will be necessary for the authorities at McGill to duplicate training arrangements there. As I have already indicated, I believe it would be possible with the provision of one assistant and with help from other Departments concerned, to carry out the work of a full graduate year of training for High School Teachers at McGill. But this duty should be only a part of the functions of a properly organized Department of Education. It would have to do much else if it were to discharge its full duty to Protestant Education in Quebec and this would involve considerable expansion.

The danger I foresee, and would warn against at the outset, is that of <u>two</u> weak and struggling Schools of Education, capable of doing far less than one unified, strongly organized School.

2. <u>Relation to the Faculty of Arts</u>

When I speak of a "School of Education" I must not be taken to mean something distinct from the Faculty of Arts. Further experience has served only to deepen my original conviction that Education is in its proper place as a Department in the Faculty of Arts, duly linked up with its affinities in Philosophy and Psychology, Politics and History, Languages and Natural Science.

The time should come when a real School of Education will be in operation at McGill. Even so I should still wish to see it functioning as an integral part of the Faculty of Arts. The creation of a separate Faculty of Education or of a separate Teachers' College holds out, in my opinion, too great a menace of de-vitalized formalism and pretentiousness to be seriously entertained.

3. <u>A Demonstration School</u>

The main focus of all the work of a Department of Education is the school. Much of its activity is a beating of the empty air, unless the principles and methods it expounds can find adequate concrete expression in a real school. Hence it needs a school, sufficient in size and equipment for the purpose, and sufficiently under its control to be made an effective instrument of demonstration. What is here contemplated is not a <u>Practice</u> School merely. Students' practice would be carried on in a variety of schools. The equipment desired is for <u>Domonstration</u>, - for laboratory purposes, in a word. This implies the fulfilment of certain conditions:-

i. A school of sufficient size to include all grades and to allow scope for flexible organization.

ii. A scheme of control which, while providing for full use of the school

by the Department of Education for purposes of demonstration, would leave the Principal with the necessary authority to direct the routine work of the pupils.

iii. A specially selected staff of teachers.

iv. Some extra provision of staff and equipment, beyond what is ordinarily required for a school.

If such a school is to serve its purpose both to demonstrate school-organization and procedure to students, and as a help and stimulus to other schools, it is important that it should not be composed of specially selected pupils. It is less likely to serve as a true model if that is the case.

The most satisfactory form of provision would be a school founded and conducted by the University itself. This would, however, prove expensive, especially as the introduction of a scale of fees, - at least at the primary level, - would tend to destroy the representative character that such a school should have.

An alternative that has much to recommend it would be a scheme whereby a school was set aside by the School Board to serve as a Demonstration School for the University under an agreed scheme of management. The University would contribute to provide extra staff and equipment, and for such additions to salaries as the superior qualifications and additional duties of the staff would call for. The normal expenses of conducting the school, apart from these extras, would be carried by the Board.

4. University Control of Training Courses

At present, the University, in training High School Teachers, acts as the agent of the Department of Protestant Education of the Province. The Department, through the Committee of Protestant Education, formulates the regulations and the University provides certain courses to enable students to comply with these regulations. This arrangement can work satisfactorily provided the University is assured of an effective voice in determining what the regulations shall be.

An alternative procedure would be for the University to frame the regulations and award the Diploma, subject to the approval of the Department of Protestant Education. Such a practice is quite generally adopted in some countries.

I see no strong reason to press for such an arrangement at the moment. The question would arise only if regulations operated in such a way as to preclude the University from bringing its resources to bear effectively in the work of training.

If there were a free circulation of teachers among the Provinces of Canada, and if each Province were less intent upon raising its own teachers locally in accordance with its own regulations, then the case for University autonomy would be much stronger. But so far as the training and employment of teachers is concerned, there appears to be no agreed basis of interchange among the Provinces. Consequently the right line of policy, for the present at least, appears to be to continue the existing relation to the Department of Protestant Education, while at the same time taking care that Departmental Regulations do nothing to restrict the University in making full use of its resources to provide trained teachers for the Provincial service.

F. Clarke.

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During the period under review, 1921-1931, the Department of English has greatly expanded, in the number of students, in the number and variety of courses offered, in the teaching staff, and, we believe, in the standard of work. The number of students taking courses in English has almost trebled. The number in the Composition and Literature courses in the First Year has grown from approximately one hundred and fifty to approximately four hundred, and there has been an equally large increase in the courses of the upper years.

FIRST YEAR: Our greatest problem is in the First Year. In the writing of English a very large number of students comes to us woefully unprepared. It is obvious from our first tests that there is too great leniency in the grading of Matriculation or School Leaving papers in English Composition and that, as a result, many of the students admitted are inadequately trained in this subject. Fully one-third of the men in the First Year require elementary drill even in the spelling of words comprising our everyday vocabulary; more than half have not the haziest idea of the purpose of punctuation or of what correct punctuation entails; many are ungrammatical and lack a knowledge of the elementary principles of good English usage. This is particularly true of students who are admitted on certificates from schools on our "preferred list" and who are later found to be incapable of passing our first elementary tests. It is also true, to a great extent, of students who come from private schools for boys, where English seems to be regarded with indifference. Again, many of our First Year students

are of foreign nationality; they learned to speak and write English after a fashion only a few years before entering the College, and they use English, as a rule, only during their hours in class. Students in Commerce, and in Science, and students taking the First Year as a pre-professional course look upon English too often as an unnecessary part of their college work or at best as a means to an end, a means which, they think, should be given a minimum of attention in the schools. As a result of inadequate preliminary training and of the other influences which are mentioned above, most of the class-room instruction in English Composition in the first term is, of necessity, devoted to the writing, correction and discussion of rather elementary exercises.

The above comments on the written English of at least one-third of the students admitted to the Freshman Class apply with equal truth to their oral or spoken English. Their speech is slovenly and they use, either deliberately or unknowingly, a slurred and sloppy enunciation with little effort to be intelligible. These defects exist not only among students of foreign nationality, -- where they are to be expected, -- but also among students whose mother tongue is English and who come from what presume to be somewhat "select"schools. This tendency, however, seems to be universal; it is found to a greater extent than ever before in all English-speaking countries. It is perhaps but a natural tendency of a flippant age which began in the post-war reaction from discipline and convention, even in language. The late Poet Laureate of England declared "that there is a greater tendency to

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slovenliness in articulation today than there has hitherto been"... ..."The present state of English pronunciation," he wrote, "is critical," and he asserted that "the conversational speech of Southern England is fixing a degraded form". Sir Richard Paget recently stated that students in England today have a tendency "cheerfully to accept every result of slovenly articulation as a new and interesting addition to their collection of sounds in the spoken language.....These are regarded as the most up-to-date expressions of colloquial speech... ..Unless some effort is made to direct our language," he said, "the speech of Englishmen will become unintelligible to citizens of the United States and vice versa, in which event the chief advantage of English as a modern world language will have been wantonly sacrificed". Teachers of English in the United States have made similar observations. It is therefore not surprising to find these tendencies among Canadian students. The remedy is not in technical elocution as taught and practised by the word-beauty-specialist; it is not in a standardized accent; it is in a more thorough training in our language and literature in the schools, based on the truth that our language is the result of growth, not of manufacture and that the purpose of speech is intelligibility.

It should however be borne in mind that from one-half to two-thirds of the students who enter the First Year are well prepared in English; indeed many of them are particularly well trained. We

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believe that the average student in the First Year is as proficient in the use of English, oral and written, as students elsewhere, and more proficient than those in the average College.

The Freshman Classes in English Composition and English Literature are divided into sections, graded on the results of our first tests in October. In Composition we have advanced sections for the more brilliant students who have already grasped the rudiments of English and who wish to attempt something more literary. Students in these sections are exempt from most of the routine work, and subjects of a stimulating kind are assigned to them for written discussion. At the end of the first term, students who have shown themselves particularly slow or whose preliminary training has been obviously inadequate, are placed in a "retarded section", and are given special attention. For students in English Literature similar sections are provided. Additional courses are not given to these advanced sections, but a larger amount of reading is prescribed. These advanced sections may in reality be called "Honours Sections".

In raising the standard of written and oral English of First Year students the interests of the Universities and the schools should be largely identical. They are interdependent. A Department of English cannot work effectively unless the students have been well trained in the schools, and the effectiveness of the schools depends in large part on the quality and training of the University graduates who staff them

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or train their teachers. We believe that the range of work prescribed for School Leaving Examinations in English is too narrow. It is confined to a few texts and takes no account of literary background and types of literature. A closer liason or co-operation between our Matriculation Board and the Provincial Board of Education would, we think, result in a more satisfactory agreement on Matriculation requirements. Again, we are informed that students in the High Schools are advanced from grade to grade irrespective of their lack of qualifications in English;—that failure in English does not retard them if they have passed in all other subjects. The desirable "liason" referred to above, should remedy this condition, and we so recommend.

As we have already stated, a large percentage of students who are admitted by certificate fail in English in the First Year. We recommend the removal from our "preferred list" of schools the graduates of which, over a period of years, have given evidence of inadequate training in English. Their certificates, we believe, should not be accepted. We think, too, that without a knowledge of the essentials in composition no student should be allowed to advance beyond the First Year. At present, students are sometimes permitted to enter the Fourth Year with their First Year English still unpassed. We recommend that this practice be discontinued, ~~and that the Faculty regulations be strictly observed~~.

We recommend, too, that other Departments report to the Department of English the names of students who are found deficient in the simple

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essentials of English usage. Some time ago the Faculty, on motion of the Department of English, passed a resolution requesting that this method be followed, but no such reports have been received. We are expected to teach students to write, - not as literary geniuses,- but to write grammatically, clearly, and concisely,-- to write with at least a knowledge of the mechanics of English. The use of the mother tongue should be a matter of concern to all teachers; yet the Department of English is held responsible not only for instruction in writing bu t for all correction of the student's faults as a writer. It is out of the question to insist upon the more subtle graces of style, desirable as they may be; and it is impracticable to undertake a duplication of the instruction given in composition courses. On the other hand, students are mistaken in supposing that their instructors in other subjects are indifferent to the quality of their English. Incoherently expressed history is bad history, and it is impossible to convey good economics in obscure English. Students usually write their exercises in English with great care but they frequently write their reports in other subjects in careless and sloppy English. Instructors in other Departments are obviously unable because of lack of time to secure the attention to good English that they naturally desire, but the "report system" approved by the Faculty provides to a large extent the machinery for requiring this attention. Under this system an instructor who is not satisfied with the quality of English used by one

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of his students, whether in the details of spelling and grammar or in the larger matter of clear thought and orderly arrangement would send the unsatisfactory manuscript to the Department of English, and special instruction would be provided for the inefficient student.

The habitual use of good English, or at least of clear, correct and idiomatic English, which is so desirable, has its foundation in the home and the school. If a boy is allowed till he reaches college to use slovenly English and to spell at random; if his attention to his mother tongue is restricted to those hours of the school course which are "labelled" English; if he regards his English teacher as a specialist for consultation, like his physician or his dentist, the chances are he will make little progress in his college courses and ~~that~~ he will never possess an educated man's command of his language. With such students, the task of English teachers is well-nigh hopeless.

COURSES: During the past ten years, several new courses have been added in the Department, notably in Language, in Advanced Composition, and in the Drama.

The classes in Comparative Literature were this year larger than they have been for the past ten years, men and women attending in almost exactly equal numbers. McGill, situated in a French-speaking centre such as Montreal and drawing for her student body upon a great many countries, is favorably placed for the expansion of this branch of literary study. Practically all students registering for Comparative Literature have a good reading knowledge of French; most of them speak the language fluently; several members of the class know both French and German, and some know Italian or Spanish, or both. The instruction is all given in English, and passages quoted or referred to are usually translated. The readings assigned are about equally divided between translations and original texts. There are possibilities for still greater development in this field.

Several new courses in the drama were established, including two courses

in the technique of the drama, or "practical drama." When the new Arts Building was constructed a stage was provided in Moyse Hall the primary purpose of which was to provide a "dramatic laboratory" for practical work in play production. It was felt that improvement of the drama or the revival of drama must come, in large part, from the schools. The recent developments in our country in pageantry and play production have made the teachers' task harder than heretofore especially since they have not had the really necessary training. There is an increasing demand for teachers who can produce plays in schools or direct amateur groups in small communities. Dramatic work in schools and in towns and villages, particularly in remote places, is becoming of enormous social importance, and any college which studies it seriously and sends forth men and women full of enthusiasm to apply to its problems a higher standard of taste and intelligence is doing a valuable work for the country.

The purpose of the courses made possible by the "dramatic laboratory" in Moyse Hall is two-fold,-- first, to illustrate to students in the class and to all students in the department the possibilities for theatrical entertainment to be found in the dramas of the past which they read in their courses. To accomplish this two plays are revived each year. The plays chosen are typical of the period of English drama to which they belong, and range from the Miracle and Mystery Plays to plays of the early 19th century. Four plays are also given for children.

The second purpose of the course is to study the art of the theatre or the elements of play-production. Each separate branch of the composite art of the theatre is considered.....scenery, lighting, costuming

and make-up as well as the construction of plays and the history of the drama. Laboratory periods and actual work on the plays afford the students ample opportunity for practical experience in building and painting scenery and in directing.

At a time when there is widespread interest in the drama ~~the~~ these courses ~~is~~ are of great value to students. There are many who are definitely considering the possibility of stage work as a profession after graduation, Whether they intend to work as stage designers, costume designers, as actors, or playwrites the courses offer them a general survey of the work they will be expected to do and give them preliminary training. Theological students and those intending to teach in schools will have many opportunities after graduation of utilizing in a practical way what they have learned. Those students who have no intention of making practical use of their knowledge will, nevertheless, receive a training which will enable them to become intelligent and appreciative members of theatre audiences. It is interesting to note that the enrollment has increased from ten students, four years ago, when the courses were established, to sixty, all that can be accommodated, and that students in the courses, many of them graduate students, represent nearly every province in Canada, as well as the United States. McGill is the only University in Canada offering such courses. There is room for great expansion in this field.

Our work in practical drama has been greatly interfered with by outside organizations using the stage for commercial performances. Approximately ten weeks of the term are given to non-academic per-

formances, and during this time it is scarcely possible for us to do any laboratory work because of the properties and scenery that occupy the stage. Students in our drama classes constitute our "stage crew"; they are trained to handle scenery and lights,-- to "set" the stage and to "strike" or remove scenery. Every non-academic performance and concert requires their presence, or the presence of several of them, to change scenes. The result is a somewhat unfair burden on students and staff, but a burden which the Department must carry in the absence of a regular paid crew.

HONOURS COURSES: In general, students enter upon Honours Courses at the beginning of the Second Year, and occasionally at the beginning of the Third Year. Honours Courses are given in English Language and Literature and in English and cognate subjects, -- English and another language, or History, or Philosophy. While English alone offers a variety of courses and topics,-- language and literature from the seventh century to the present day, a curriculum in itself,-- students taking this course are encouraged to take one course in an allied or cognate subject in the third and the fourth year . This plan is usually followed.

The Department is not in accord with the suggestion that Honours Courses should begin in the First Year. The gulf between school and college is still very wide; methods of instruction are very different; a student's interests may greatly change after he enters the University, and it is doubtful if a student can fairly select in his school years the subject of study for which he is best fitted. It seems to us that in the present condition of High School or Secondary Education in Canada the first two years of the College course should be devoted to a general back-ground cultural course upon which later specialization could be more wisely

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founded rather than to a narrowly specialized course. The greatest need of our country is not more specialists but more graduates with a broader back-ground of culture. To compel a student in his school years to select a narrow course of study and to follow it through the University, with a minimun of attention to other subjects, is to compel him "to learn more and more about less and less," -- the characteristic weakness of specialized education. We believe that better results would follow if Honours Courses were to begin at the beginning of the Third Year.

Again, it seems to us that too much improvement is expected from the suggested "Honours Matriculation". Frequently students enter our First Year with Honours Matriculation certificates in English, but fully ninety percent of those so admitted fail in this subject in the year's tests and examinations and pass, if at all, only after repeated supplementals. A standard cannot be changed by merely changing a name. In some provinces the standard of the Honours Matriculation, so-called, has fallen lower than that of the Junior Matriculation it replaced.

SCHOLARSHIPS: One of our greatest needs is an increase in the number of scholarships available for students taking Honours in English or in English and another subject. Graduate students in English are relatively better provided for than undergraduates. In the past seven years five of the seven Moyse Travelling Scholarships offered in "literary studies" were awarded to students who took the Honours Course in English. One of those students is now Assistant Professor of English in McGill; one is Assistant Professor in Columbia University; one is Assistant Professor in North Western University; one is teaching in Montreal, and one is doing graduate

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work in the University of London. In the same period four Provincial Travelling Fellowships were awarded to students who took Honours in English. Of these, one is now on the secretarial staff of the League of Nations; one is Assistant Professor in Trinity College, Toronto; one is teaching in Montreal and one is completing a three years course of study at the Sorbonne, Paris. In the same period three Scottish Exchange Scholarships were awarded to students who specialized in English. Of these one is an Associate Professor in Queens University; one is an Assistant Professor in the State Normal College, Indiana; one is continuing his graduate studies in Edinburgh University. Several Graduate Scholarships and Fellowships were awarded to our Honours Graduates by American Universities, notably Harvard, Chicago, North Western, Radcliffe, Columbia and Bryn Mawr.

DISTRIBUTION OF GRADUATES: In the past eight years forty students graduated with Honours in English Language and Literature, and one hundred and nine with Honours in English and another subject. Of those who graduated with Honours in English alone, fifteen are teaching in schools; eleven are in University work or continuing graduate courses in preparation for University work; one is in theatrical work; one is in journalism; one is a teaching missionary in Africa; four are in secretarial work; three are in law; two are librarians; one is in music. The large majority of those who graduated with Honours in English and another subject are in educational work; several are in Law and in Theology; and all are making a valuable contribution to Canadian life.

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LIBRARY: The resources of the Library for scholarly work in English have increased greatly during the past ten years. Files of journals, periodicals and publications of various sorts have been completed, new works of importance have been acquired as they have appeared. But there are still serious gaps. Many works that are necessary, the purchase of which was neglected in the past are now very difficult to obtain and catalogues and sales have to be watched sometimes for years before such books appear on the market. In spite of this, the Department has been able each year to meet the investigation requirements of its Honours Courses. A Library for Freshmen is provided in one of the lecture rooms of the Arts Building, in charge of one of the regular Library staff, and here the many books prescribed for Freshman reading are well supplied. But the space provided for Honours students in the Library is greatly over-crowded, and more table-accommodation in the stack or apart from the main reading room is urgently needed for students doing advanced work. Our Library appropriation is relatively small and, as a rule, dwindles wholly away long before the end of the term. An increase, when University funds permit, would be a very great assistance in our work.

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OUR NEEDS: Our greatest need is additional assistance in the First Year. As we have already stated, students in the First Year require constant drill and practice in the use of clear, correct and idiomatic English. The work involved in reading hundreds of Freshman themes, as well as course theses of students in the upper classes is very great, and this work must be increased rather than decreased if the best results are to be obtained. The senior members of the Department give a vast amount of individual instruction to upper class students by way of tutorial conferences. Conferences for First Year students are conducted largely by Assistants or Teaching Fellows; the class room instruction, however, is all given by the senior members of the Department. Provision for a larger number of Assistants in the First Year would permit the senior members oa the staff to give more time to senior students and to graduate students.

We believe, too, that when the funds of the University permit, provision should be made for instruction in oral English. We are not thinking of elocution, but of practice in clear and distinct ennunciation. The instructor might also assume supervision of "retarded sections" in English Composition and might also assist in courses in practical drama, especially in expression. It is difficult, or indeed impossible, to find a man who is willing to devote all his time to the teaching of English Composition, but the other courses mentioned would give the relief of variety.

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We also desire, when funds permit, a small increase in the appropriation for our drama courses, in order to keep the scenery and stage equipment in good repair and to replace worn-out material. Our scenery is used by non-academic organizations, and needs constant attention at small but necessary cost.

Agnes Macmillan

CHAIRMAN OF THE DEPARTMENT OF ENGLISH.

April 20. 1931

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FACULTY OF ARTS
DEPARTMENT OF ROMANCE LANGUAGES

REPORT OF DEPARTMENT OF ROMANCE LANGUAGES to PRINCIPAL'S SPECIAL COMMITTEE.

During the last ten years the number of students registered in the French Department has increased steadily, as will be seen by the following facts:

(1) The first year students have now to be divided into seven or eight sections, instead of four, as was the case in 1920-21.

(2) The second year students have now to be divided into four sections, (not counting the honour section), instead of two.

(3) There are now two sections in third year and two sections in fourth year instead of one section for both years. There are also two full honour courses for third and fourth year students, instead of one.

All these sections are attended by a minimum of twenty-five, and a maximum of forty-five students.

To these must be added the four years of Commerce students.

For the instruction of these students the Department disposes of a Staff of six members, all French, of whom two are "agrégés", and the rest possess the degree of "Licencié" or M.A.: one professor, one associate-professor, three assistant-professors, and one lecturer. Since 1925 a graduate student has been engaged to give three or six hours lectures a week in First Year.

The standard of work in the French Department may be appreciated by the fact that all lectures are given in French, even in First Year; that an oral examination counting 50% of the final marks is given at the end of each year; and that the Honour students in third and fourth year must each give a short lecture of fifteen or twenty minutes on a literary subject.

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REPORT TO SPECIAL COMMITTEE

The following are the answers to the questions concerning my Department asked by the Committee:

(1) The most pressing need of the Department is an increase of Staff.

(2) The principal fault in the preparatory education of students in the French Department is the lack of general culture. As far as French is concerned, the knowledge of students coming from schools in the Province of Quebec is quite satisfactory.

(3) The poor and indifferent students are certainly a handicap for the better students, but this difficulty is largely overcome in the French Department by the Honour system.

(4) I think that students of special ability should be encouraged to take Honour courses.

(5) A great improvement in the standing of Honour students has undoubtedly resulted from starting Honour work in the second year.

(6) As far as my Department in concerned I think it preferable for all Honour students to take two full courses in second year, and one full course in third and fourth years, in another Department.

(7) I am in favour of every kind of scholarship.

(8) I think a loan fund would be a very good idea.

(9,10) The requirements for admission to McGill should be raised. In my opinion the best way to do this is to have only our own matriculation.

(11) The Faculty, in my opinion, has enough departments. I do not see the necessity for International Relation, Music or Fine Arts sections. As for Italian and Spanish, if these were included in the subjects taught, they would naturally be included in my Department, which is the Department of Romance Languages.

?!

(12) I think the principal advantage to be derived from the study of my subject is the knowledge of French language and literature.

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REPORT TO SPECIAL COMMITTEE. -8-

I am quite in favour of admitting students taking a twelfth grade in High School into an Honour Course in first year. It would be no trouble in my Department since we have two advanced sections, one for men and one for women. We would have to change only the title, and call these Honour sections.

P. du Pouy

Chairman, Dept. of Romance Languages.

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FACULTY OF ARTS AND SCIENCE
DEPARTMENT OF ROMANCE LANGUAGES

REPORT OF THE CHAIRMAN OF THE DEPARTMENT OF ROMANCE LANGUAGES

REGARDING THE NECESSITY OF A FRENCH HOUSE.

One of the most urgent needs of my Department, as I have already pointed out in several reports addressed to the Principal, is the establishing of a French House, meaning a dormitory for men or for women students, or for both, where French alone is spoken, and under the supervision of the French Department.

Every year I receive many inquiries from students, or from prospective students of McGill, asking about the possibility of living in a French family where good French is spoken. I am sorry to say that I am unable to give them any satisfaction. There are very few French families here, and French Canadian families where good French is spoken are not willing to take boarders. I notice that these inquiries come not only from Arts students, but from students in other faculties, or from graduate students who wish to take this opportunity to learn spoken French outside of their regular studies. Moreover I notice that in my Department quite a number of students, coming from other provinces than Quebec, find great difficulty in following our courses, given exclusively in French. In spite of their keeness to learn, I have great difficulty in helping them.

The only solution to these problems is the establishment of a dormitory where no other language but French would be allowed. During meals or other social functions taking place there, the students would have the opportunity of learning spoken French, under French instructors.

The financial prosperity of such a dormitory, to be called a French House, or "Maison Française", would be assured, as witness the results obtained in the French Summer School.

I need not dwell longer upon the details of such a project, since they have already been submitted to the Principal's office and to the Governors. Suffice it to say that I regard the realization of such a project as absolutely indispensable to the successful functioning of the French Department at McGill.

R. du Roure

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V.P.

April 14th. 1931.

Dr. Ira MacKay,
Dean of Faculty of Arts,
McGill University.

Dear Sir,

In answer to your inquiry of March 2nd. regarding the past, present and future of the Department of Germanic Languages and Literature I beg to report as follows:

The Department of Germanic Languages and Literature, having been founded only a few years ago, cannot be properly said to have a history worth speaking of. I may, therefore, confine myself to the present condition of things.

The Department is at present handicapped in a variety of ways. The High Scholls of the Province eliminated German from the curriculum at the beginning of the war and have not yet seen fit to restore it to its rightful place. Our students have, therefore, to begin German in their 1st. year instead of having had at least two years preliminary training in the subject at school. This imposes on the staff 15 hours a week of elementary teaching and the almost impossible task of bringing a few of these students up to the honours standard before they leave the university.

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The non-recognition of German by the educational authorities naturally cuts down the number of possible honours students in 3rd. year to a minimum, for an honours graduate in German cannot, as such, hope to obtain employment in this province and, in any case, can for the purposes of the Teachers Certificate take German only as an extra.

As all Pass students have in their 3rd. and 4th. years to take a science subject from which honours students are exempted and as for various good reasons Genetics and Geology 1, which in the Time Table conflict with German, are chosen by the students, Pass students are practically precluded from taking German in their 3rd. and 4th. years.

The obvious result of the above is that our German graduate school is practically non-existent, a matter much to be regretted as the staff is highly qualified to do graduate work in both literature and philology.

Surely pressure ought to be exerted on our schools to have German reinstated, so that we may be relieved of work which is not university work, but school work. At present the pupils realize the necessity of school German more clearly than the scholastic authorities do. Last year no fewer than thirty High School pupils asked for German to be taught during their school years, but the request was refused for various reasons. A resolution adopted by our Faculty that

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two years hence German will be required for Matriculation in the case of all candidates for the B. Sc. in Arts would act like magic in making all impediments vanish. Reinstating German for B. Sc. candidates would necessarily be followed by making German an option for B. A. Matriculation.

In spite of the foregoing we are doing our best to justify our academic existence by literary and philological work, either already published or about to be published. To enable us to continue such work, however, the Germanic portion of the Library should be greatly improved. Our annual allowance would be insufficient to keep up a departmental library in Germanics already respectably equipped, but is lamentably inadequate to build up what hardly existed eight years ago.

Yours sincerely

J. Walter

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DEPARTMENT OF GERMANIC LANGUAGES

Mar. 14th. 1931.

Dr. Ira MacKay,
Dean, Arts Faculty,
McGill University.

Dear Dr. MacKay,

I am in receipt of your inquiry regarding my views concerning the establishment of a Twelfth Grade contemplated by the Public School Authorities of the Province.

If, as suggested in your letter, this Twelfth Grade involves the establishment of Honour Courses in our First Year my answer is very brief. I am on principle strongly opposed to herding or enticing our deplorably immature First Year students into Honour Courses which by their very nature preclude the acquisition of that general culture which it ought to be the function of an Arts Faculty to impart and which our schools cannot and certainly do not give them. Beginning the mischief in a Twelfth Grade at school would only make matters worse.

Yours faithfully

F. Walter

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF HISTORY

27 April, 1931.

Memorandum on the Department of History.

My views on the questions of general interest brought before the Principal's Special Committee for the Faculty of Arts have been sufficiently stated at meetings of that body. Again, there is no need for me to offer figures relating to the recent history of my department, the main facts which they would illustrate being, I think, well known to all concerned. Nor is it necessary for me to explain why History should be studied. Securus judicat: and the ubiquitous and fruitful development of historical study in the past century, accompanied as it has been by the application of the historical method to every branch of learning, is ample testimony to the vital importance of the subject.

Lest, however, the legitimate claims of the Department on the consideration and generosity of the University should go by default, I wish to mention two or three of its most notable needs. It is of course impossible to isolate its needs as a unit in the Faculty of Arts from its needs as a unit in the Faculty of Graduate Studies; and what I say here should be read in conjunction with my recent report to the Committee of the latter. In what follows, however, I shall be thinking mainly of the Department's work with undergraduates.

1. Staff. Certain changes in regulations having recently taken full effect, the number of undergraduates studying History may be

expected to remain fairly constant - between 300 and 400 - for some years to come. Under existing regulations, that number of students can hardly be handled by the present staff, which could not offer any additional courses. And if the success of the new Twelfth Grade in the schools renders it possible to institute a Four Years Honour Course in History, an increase of my staff by two full-time instructors would become imperative.

2. Accommodation. The space at the disposal of the Department is already inadequate. When the staff is increased, one or two more rooms for professors will be required. When the new Honour Course is introduced, at least one additional conference-room will be needed, and the Department's demands on the lecture-rooms would naturally be greater than they are now.

3. The Library. At the moment the Department's most serious difficulties arise from the lack of money to buy historical works for the University Library. This, it is true, hinders us more in graduate than in undergraduate work. But even for the latter we need a larger Library Grant than we possess, and that need will become clamant when the new Honour course, with its higher standards, is organised. A special grant of $10,000 is required to fill up the gaps in our collection of books, and the annual departmental grant must be doubled if we are to keep pace with the output of historical writing. It is perhaps unnecessary for me to add that, in common with the whole Faculty, the Department suffers greatly through the shortage of reading-room accommodation.

4. Scholarships. The Department of History has no scholarship whatever at its disposal. The Lieutenant-Governor of the Province of Quebec annually gives a silver medal to the best student in the

Department, and the Historical Club (which consists mainly of undergraduates) has raised a fund which enables it to offer an annual prize of $10 to a first-year student. For all other distinctions and rewards, and for all scholarships open to them, students ~~of the~~ in History have to compete with those of several other departments, sometimes under disadvantageous conditions. In any future allocation of money for scholarships, these facts should be taken into account.

In case my requests should seem importunate, it should be remembered that until very lately the study of History was more neglected at McGill than in any other reputable University of the British Empire, to say nothing of the United States. Even now there must be few universities commensurable with McGill where the Department of History has so small a staff and is so poor in accommodation and resources.

W. T. Waugh.

Chairman of the Department.

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MONTREAL

FACULTY OF ARTS
DEPARTMENT OF MATHEMATICS

March 26th, 1931.

Dr. Ira A. MacKay,

Dean, Faculty of Arts.

Dear Dean MacKay,

In re- memorandum on Principal's Special Committee and attached questionnaire, it would seem scarcely necessary to recount anew that portion of our recent report to Dean Eve which pertains solely to graduate work. Since however graduate work is inseparably related to the more fundamental and primary undergraduate work, there are certain points already submitted to the Committee which naturally find a place in the present report. With regard to several of the topics suggested for consideration, it seems reasonable to assume that detailed statistical information concerning these is duly and systematically filed in the administrative offices. We have neither the information at hand nor the time to study adequately such broad questions as: International Relations, Fine Arts, Etc.; consequently we do not presume to proffer comment on the establishment of such departments at McGill. There is however an unalterable principle of mechanics to the effect that the $\overline{G}$ of a structure must not lie beyond the base of support. The advantages to be derived from the study of mathematics might constitute a suitable topic for juvenile debate; but it appears unnecessary to expatiate on that which has been accepted by those engaged in education for centuries. For the reasons intimated, we shall confine our observations to matters relevant to mathematical work in the Faculty of Arts. These matters fall under two headings, viz.; Library facilities and Staff.

We are gratified with the progress of the Mathematical Library, which within six years has been transformed from a puny and bizarre aggregation of

elementary texts, incomplete collected works and odd disjointed parts of journals into a well coordinated mathematical collection of permanent and increasing value. In this connection it will be sufficient to quote the following sentence from our report to Dean Eve: "We are now happy in being able to report that under the preferment accorded, the Mathematical Library has developed from a weak and ineffective instrument of learning to its present satisfactory state well along the high road of becoming a first class aid to scholarship and research."

The personnel of the staff is, we (I) believe, excellent in quality, training and experience; but its numerical strength has by no means kept pace with the increased demands on its effort. It has been officially stated that the teaching staff of the University has grown to over 500. It is a fact however that the numerical strength of the full time Mathematical Staff has not been less during the past twenty odd years (except during the war) than it is today; and this despite the fact that the department is now required to provide vastly more mathematical instruction than at any previous time. A question that might merit the attention of the Committee is as a consequence of these facts suggested. It appears to us (me) futile and irrelevant to waste the valuable time of the Committee and dissipate our own efforts by propounding an imaginary mathematical curriculum for a hypothetical course beyond the jurisdiction of the University.

The question of matriculation was fully discussed and a working agreement between the C.P.I. and the University was reached less than three years ago. Much time and talk was devoted to honour courses less than two years ago. We now merely recall existing provisions for junior matriculation mathematics, and submit that specific regulations governing mathematics for the honour course in Mathematics or Mathematics and Physics are to be found in the Calendar. There is the ordinary junior matriculation in Mathematics: Algebra and Geometry; but for students of higher mathematical training there is in addition advanced junior Mathematics: Algebra, Geometry and Trigonometry. There is also the Beatty Scholarship.

We are one in believing that our honour course sets a very high standard; and indeed the upper year is graduate work in the leading Universities on this continent.

Finally we (I) urge de novo that the recommendations of our 1929 report concerning additional junior help be implemented -- These recommendations were reaffirmed in a communication to the Dean of the Faculty of Arts. Continuation requirements and regulations of the C.P.I. rendered it highly desirable that the department provide a course of the standard of Mathematics 2. This was undertaken and listed in the Calendar on the basis of an understanding between Dr. Murray, Dr. Nicholson and Mr. Matthews that the latter was to continue giving a course in the department. The Registrar (Mr. Matthews) now asks to be relieved of a course given in the department; it becomes imperative that this be provided for by additional help. By way of generality there might be added the observation: The multiplication of machinery calling for repeated reports, meetings and discussions on matters which are capable of specific answer by references to records in the Dean's or Registrar's office results in diverting the efforts of senior members of the staff from more fundamental and important academic pursuits.

Yours faithfully,

C. J. Sullivan

Peter Redpath Professor of Pure Mathematics.

Appendix to Dr. Sullivan's Report to the Committee of the Departments of the Faculty of Arts and Science.

I. The most pressing needs of the Mathematical Department are (1) Additions to staff. Owing to the division of the mathematical classes in the Faculty of Engineering into smaller sections the services of at least one additional full time man and one additional part time man will be required next year. These appointments will permit certain members of the mathematical staff to do more teaching in the Faculty of Arts and Science. (2) Scholarships. See under section 7.

II. Students are found unable to express their ideas intelligibly in English. It appears that frequently geometry is taught by rote, thereby defeating the aim of the subject, and algebra is sometimes treated as a miscellany of rules without explanation of their significance. Even arithmetic is not thoroughly taught, some students having no real knowledge of such elementary concepts as Percentage and Interest. Logarithms should be taught to every pupil before he leaves Grade XI. The Department of Mathematics would like to see papers set in arithmetic and elementary trigonometry in Junior Matriculation requirements.

Dr. Sullivan does not ~~commit himself to~~ concur in any part of this section.

III. The question does not arise in the mathematical department except in the first year classes: even there the better students are not allowed to be retarded by the presence of indifferent or poor students.

IV. The standard of the honour courses in Mathematics and in Mathematics and Physics is regarded as sufficiently high.

V. The Department thinks that its present practice of admitting students to its honour courses in Mathematics and in Mathematics and Physics beginning in the third year is satisfactory so long as the preparation of entering students remains unchanged.

VI. Not necessarily. The honour course in Mathematics requires attendance at classes other than those provided by the mathematical department.

Instances have arisen in which students in other departments have been seriously handicapped by lack of preparation in mathematics. The Department of Mathematics is willing to cooperate with other departments and to advise students as to the existing courses most suitable to them or if circumstances permit to provide courses to meet their requirements.

It might be well to consider the initiation of honour courses in combinations of subjects not at present provided by the University e.g. Mathematics and Economics, Mathematics and Philosophy, Mathematics and Psychology.

VII. The Department of Mathematics has always heartily approved of a larger fund for exhibitions and scholarships for good students in the college. It recommends the provision of scholarships equitably divided among the various departments, such scholarships to be awarded in open competition.

VIII. The Department favours a loan fund for deserving creditable students.

IX. So far as matriculation requirements in mathematics are concerned the Department thinks the content is sufficiently extensive in the subjects in which papers are set. But see under section II.

X. Present practice with regard to matriculation requirements appears satisfactory.

XI. The Department would welcome the provision of courses in such subjects as those mentioned and other generally recognized as properly included in a university course in cases when competent members of the present staff are available to give them; but it looks with caution on the foundation of new departments until the patent needs of departments already existing are fulfilled.

XII. The Department considers the study of mathematics as a necessary preparation for

prosecution of all work in the exact sciences, as a prerequisite to an understanding of the cultural history of the human race and it believes that when taught in the true scientific spirit mathematics gives valuable training in logic, develops aesthetic qualities and its insistence on exactness of thought has definite moral value.

In addition to these definite answers to the questions suggested by the Committee, the Department asks their consideration of the following recommendations:-

XIII. The Department recommends that junior men of scholarly standing who give courses in the Faculty of Arts and Science should have seats on the Faculty even if they have already seats on one undergraduate faculty in which they offer instruction : Dr. Sullivan dissenting.

XIV. The Department believes that men of equal standing in scholarship and ability to do research should bear approximately equal teaching loads in whatever department they may teach and suggests that the Committee carefully consider this question with a view to remedying inequalities if and when they exist.

XV. The Department believes that men of equal scholarship ability to carry out research and responsibility of teaching should have equal rank and remuneration. If the administrative authorities base promotion largely on outside "offers" they confess that others are more competent to judge of the usefulness of the members of the staff than they themselves and the Department believes that such a system will be to the ultimate detriment of the University.

no grounds for this

Neil Bruce MacLean

C. J. Sullivan

Oriental (Semitic) Department.

Dear Mr Dean

As we have no Honour Course in the Semitic Department that begins in the First Year I have nothing to say as to the wisdom of adjusting Honour Courses of that year to the conditions that ~~will~~ may arise out of the proposed Twelfth Grade the Education Authorities are contemplating.

With regard to your questions I would reply as follows:-

Re Question 5. It is my impression that we reached a higher standard a few years ago when Honour Courses were offered almost exclusively in the Third and Fourth Years ,when we had Four Hour Courses, and we did not have Half-Honour Courses .

Re Question 6. The mental training ,which is the principal value of an Honour Course, could not be given in Semitics unless students were devoting their whole time to that subject ; and I presume the same applies to other Departments

Re Question 7. Experience seems to me to prove that better work can be obtained from students who hold scholarships and $ exhibitions ,and so I should favour an extension of scholarships Etc.

Re Question 8. As a loan fund cannot do any harm, and may prove very helpful, I am in favour of it.

Re Question 9 .By cutting down the number of subjects considerably ,and demanding a much higher standard in ~~a~~ fewer ~~and~~ subjects forming a much more kindred group, or alternative groups, of subjects.

Re Question 10. The University should certainly set and examine its own matriculation papers ; and, except under very rare circumstances, school leaving certificates should not be accepted .

Re Question 11. The standard of the work done for the B.A. degree has probably been lowered through the steady growth of additional departments It seems to me that the Classical and Semitic Departments should attend to their own anthropological work .Italian and Spanish should form part

Oriental (Semitic) Department.

~~Re QUESTION 11 (continued)~~
of any well organized Modern Language Department.

Should new departments of Music ,Fine Arts ,and general Anthropology be created corresponding Diplomas for such work should be given ,and they should not form part of the ordinary B.A.work.

Yours truly

C. A. Brodie Brockwell

McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY

March 9,1931

The Special Committee,
McGill University.

Dear Sirs:-

During the academic session of 1929-30 the Department of Philosophy was reorganised both in regard to personnel and curriculum. At the close of that session a report was made in writing to the Principal explaining the course of study and indicating the needs of the Department for the future. The present report is a restatement and continuation of that report.

1. The Course of Study in Philosophy

The primary obligation of the Department is to give students in the Faculty of Arts and Science an opportunity to get first-hand knowledge of the great classics of philosophy, particularly of logic and ethics. It is believed that every student in that Faculty will find some study of philosophy of value, whether he be entered upon a General Course for the degree or upon an Honours Course for the degree in some particular Department. It is further thought that students who intend to enter the Faculty of Law, and even to some extent those whose interest is Science, can derive profit from some work in philosophy. In order to make itself thus generally useful the Department gives its first attention to four General Courses, of which students in most all other Departments can avail themselves, if they so desire.

The General Courses are:

1) Introduction and Logic
2) Moral Philosophy
3) Greek Philosophy
4) History of Modern Philosophy

The next duty of the Department is to those students, necessarily few,

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who have a great enough interest in the subject to desire a degree with Honours in Philosophy,or else in Philosophy conjointly with some other subject. Such an Honours Course is indispensable to any Department of a University:it is necessary for the sake of the students and for the self-respect and development of the staff. Consequently a number of Special Courses are provided,courses which presuppose one or more of the above-mentioned General Courses but which mean advanced study in some special part of the total field,and oftentimes a part which relates to some other department of knowledge. Such Special Courses may thus be of value to other Departments as well. They are varied from time to time,according to the direction of research on the part of the professors in the Department. For the present the Special Courses are:

5) Political Philosophy(an approach to the philosophy of law and politics)
6) Modern Logic and Metaphysics(an examination of the foundations of knowledge and science)
7) Kant and His Influence on Modern Thought
8) Plato and Aristotle(An advanced seminar in Greek Philosophy)
9) Seminar on Contemporary Philosophy.

2. The Method of Instruction

All courses,excepting the Seminars, have two lectures a week,the lecture being considered an indispensable mode of instruction. But it is also intended that every student shall obtain a discipline in the method of philosophical thinking and discussion. Consequently every course involves one hour of conference a week,in which the literature of the subject is systematically discussed. There is also a requirement of written work on the part of the students.

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3. The Number and Quality of the Students

The registration for the year 1930-1 is as follows:

1. Introduction and Logic	83(men and women)
2. Moral Philosophy	19 " " "
3. Greek Philosophy	11 " " "
4. History of Modern Philosophy	12 " " "
5. Political Philosophy	5 " " "
6. Logic and Metaphysics	3 men
7. Not given 1930-1	
8. " " " "	
9. Seminar in Contemporary Philosophy	1 man
Total of all students	134 men and women

Honours Students in Philosophy exclusively	none
Combined Honours, English and Philosophy (six)	6
Students in courses who are taking Honours in some other Department and an elective in Philosophy(1, History)(1, Classics)	2
Students of Philosophy taking the General Course for the degree in third and fourth years	39
Graduate Students of the Department	2
Graduate Students of other Departments taking courses:(3, Education);(1, Political Science)	4

Eight of the members of Philosophy 2, Moral Philosophy, are students intending to enter Theology.

As to quality the students in 1930-1 are definitely higher than those in courses at the first year of reorganisation of the curriculum. The appearance of advanced students coming from other Departments, such as English, History, Political Science and Education is welcome because it means more maturity in the classes of students and better work in the conferences. Nevertheless it must be said that the General Students excell the Honour Students, and this is noticeably the case when the Honour Students happen to be those destined for Theology.

4. The First Need of the Department: An Honours Course in the Faculty of Arts of Greater Value than the Present.

The statement of this need involves a criticism generally of the present system of Honours. To study for Honours seems to mean that a student begins concentrating upon a subject in his Second Year and does so almost wholly during his Third and Fourth Years: it means simply

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DEPARTMENT OF PHILOSOPHY

(An Honours Course,etc.continued)

devoting himself to the curriculum of one Department. It does not in the least signify that the student assumes a responsibility for relating the knowledge he acquires in his various courses so that he understand his subject thoroughly as a whole,or realises its bearing on other branches of knowledge in the curriculum of the University. His mind is confined to a departmentalised body of interest. This would be a good thing if the student possessed a broad or liberal training to begin with,but it is generally observed that the students in the first two years of the University commonly lack such culture. As a result the specialisation in Honours seems often to be premature. A certain proficiency in satisfying the professors of a Department is obtained,but not a liberal education.

To meet this situation the following proposals are offered for consideration,applying to the Faculty of Arts and Science generally, because no Department can do anything alone or without authority and the co-operation of others.

a) Entrance to McGill University,Faculty of Arts and Science,by examination,using the College Board Entrance Papers,setting a grade well above 50 % ,and recommending students not prepared in all specific subjects to take Comprehensive Examinations designed to test their general knowledge. Let scholarship alone determine admittance. If a racial or religious selection is to be made,let it be open and above-board, specifying a certain percentage of the class in concern as admissible each year.

b) Make the unit of Honours work the field of knowledge not the curriculum of the Department. Let students of the Second Year try combinations of subjects that constitute some kind of unity regardless of whether it fits the schedule of any Department. Commitment to a Department whilst

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(An Honours Course, continued)

the student is still tentative and making experiments in interest and proficiency is unnecessary, and probably a deterrent to many able minds. In any case permit a change in choice of Department for the Third Year.

c) In the Third and Fourth Years apply the same principle of the unit of the field of knowledge rather than the course of study in the Department, and allow a greater liberty of selection of courses in Departments that are cognate. The division of University studies into Departments is only an administrative device which ought not to stand in the way of the students' pursuing of a subject. For it is a subject with all its ramifications that a genuine scholar studies and not a Department. Nor is there commonly a variety of view enough in small-staffed Departments to give the students the intellectual stimulation they need. There is danger, indeed, of a feudal attitude toward the student which will not permit him to give his allegiance to anything not subject to the Department. The reason for pressing this point is that the courses in Philosophy do not have their chance to prove their worth under the existing system whereby the students who have mature interests are almost completely subject to regulations of their Departments which keep them 'within the fold.'

d) The most important recommendation is this: make the Honours student, even under the present system, take a responsibility for mastering his subject by preparing himself, during the whole period of his work as a student for Honours, for a Comprehensive Examination at the conclusion of his Course. This Examination should be not less than four papers of three hours each on all the work done for the degree in that Honours subject. This will produce an Honours 'mentality' and will be the greatest step toward a higher standard of scholarship.

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5. Second Need: An Instructor on the Staff

An Honours Course, and provision for advanced or graduate study, are essential to the Department unless it is to have the status of a "small-college" Department where research and distinction in achievement are not essential. To give such Honours and advanced work, according to the Course of Study outlined above, an addition to staff is necessary. At present 8 full courses are offered to undergraduates; nothing specially for graduate students as such. To provide these 8 courses there is a staff which, counted in instructor-units, is two and one-third professors, because the Dean of the Faculty of Arts in his capacity as Professor of Logic can give the Department only three hours a week, which is done, to be sure, in the most fundamental course, the Introduction and Logic. The other seven courses are given by two professors who have schedules of 10 and 12 hours a week, which will be increased the coming year. This is entirely too much to expect of a scholar who desires and is obliged, in order to be alive in his teaching, to make researches and to leave a record of them, and his University, before the world. Other Universities, both on this Continent and in Great Britain expect no such large number of teaching hours a week- the average is under 8 or 9 hours per week. A full-time instructor would enable the Department to do its advanced work properly. ~~[illegible] the status of a Department in a small college.~~

Before any such addition is made, however, there ought to be more adequate remuneration for the Associate Professor in the Department who is rendering the services of a Professor of the highest grade.

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6. Third Need: A Conference Room

The Department has no conference room of its own. Yet the conference is the philosopher's laboratory. A room for that purpose could become the centre of philosophical activity, with a selected library, a place for meeting informally and for casual association between students and teachers.

7. Fourth Need: Scholarships

Scholarships are necessary to encourage emulation and to give opportunity to students to follow scholastic interests without worrying about "bread and butter" values. The very existence of such rewards tends to signalise the honor that attaches to good scholarships.

8. The Library

The Department has made a survey of the books in the Library and has embarked upon a program of making up deficiencies ~~in the existing~~ by the help of a small appropriation for the year 1930-1. With careful purchasing during the next few years the literature on English Philosophy can be kept up to date. It is not possible with the existing funds to do the same with French and German Philosophy. And it is likely that at any time the needs of research will require more than the available yearly funds can provide.

9. Relations with Other Departments and Faculties

The Department encourages its Honour students to do some significant work in other fields besides philosophy, and would welcome reciprocity in this regard. It is especially desirous of being useful to students of the Natural Sciences, Politics, Sociology, and English Literature. Some of its advanced work is done in the logic of scientific thought and in the

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9. (Relations with Other Departments, continued)

ethical aspects of law and politics. Cooperative semimars have been thought of, and particularly one in the Philosophy of Law, so that both philosophical students and those of Law might work together. This development would be immensely fruitful for the Department, as well as cooperation with some Department dealing with International Relations.

In conclusion. The above Report is the result of discussion carried on over a period of a year between the members of the staff, particularly as regards the Course of Study, The Method of Instruction, the recommended Comprehensive Examination for Honours Students, and Relations with Other Departments and Faculties. It is only fair to say that the criticisms expressed under Item 4, An Honours Course etc., and the recommendations under sub-heads a) Entrance Examinations, b) Second Year, c) Third and Fourth Years, represent an opinion formulated by the Chairman without trying to strike exactly common ground with his colleagues. In a confidential report one can presume to talk plainly and without tactful qualification which so often whittles waway what one means. It goes without saying that the Associate Professor has not been consulted in regard to the last proposition of Item 5 pertaining to the addition of an Instructor. Moreover, the Dean of the Faculty has full liberty, as member of your Committee, to dissent from any of the above criticisms of the Honours Course as at present administered by the Faculty.

Respectfully submitted

C W Hendel

Chairman, Department of Philosophy

I. THE PRESENT ACTIVITIES OF THE DEPARTMENT OF PHYSICS

The present activities indicate clearly the need of extension.

(a) In regard to Undergraduate Students Taking Ordinary Courses

The number of undergraduates from all faculties attending ordinary courses in Physics is at present about 500. The majority of these students are attending six courses, which are repeated in two or more sections and should be subdivided further for the best instruction. Seven further courses (primarily designed for advanced students) are also attended by certain ordinary students in small numbers. The services of four professors, two lecturers, and seven demonstrators are involved in these six larger classes. Numerous tutorial classes are given in addition to these.

(b) In regard to Undergraduate Honours Students

The total number of honours students in the second, third, and fourth years has ranged recently from ten to fifteen per annum in number. This important group attends twelve courses in Physics, involving the services of nearly all the staff of the building.

In this group there have been seventy-four honours graduates since 1890, of which number twenty-two have graduated in the last five years. The majority of these are taking an active part in the scientific life of the country.

(c) In regard to the Graduate Faculty

The number of graduate students proceeding to the higher degrees of M.A., M.Sc., or Ph.D. in Physics has ranged from ten to twenty per annum in recent years. This group is considered to be of special importance, and requires twelve more courses, involving the services of all

the senior staff. In addition, three regular colloquia for all, and numerous separate individual conferences are provided for this group by the staff.

Since 1895, sixty-five students have received their Master's degree (M.A. or M.Sc.) and twenty a Doctor's degree (Ph.D. or D.Sc.); eighty-five degrees in all, of which thirty-two have been obtained in the last five years. These eighty-five degrees have been taken by seventy students. During the last six years eleven of these students have come to McGill from other universities, usually as a result of the scholarships given by the National Research Council, which has also aided many of our own graduates.

(d) In regard to Research Work

This constitutes another major activity of the Department. Each year from ten to twenty investigations are in course of development, ranging from the lighter contributions of beginners to work of comparative importance performed by Ph.D. students and members of the staff. It has been the policy to provide opportunity and training for investigations in all the major fields of Physics rather than to concentrate on only one or two narrow fields. In addition to the seventy graduate students mentioned above, about twenty more have been engaged in physical research here; these include members of the staff (not included in the seventy above mentioned) and also investigators (1) who did not go up for a degree because they did not require it, and (2) those who did not reach the requisite standard in their work.

These various activities are carried on in a building originally designed to take care of about 250 students, with a comparatively small

staff. The accommodation of double this number of students with the present staff of five professors, two associate or assistant professors, and nine lecturers or demonstrators, presents increasing difficulties in regard to the attainment of efficiency.

II. THE REQUIREMENTS OF THE DEPARTMENT OF PHYSICS

As has already been pointed out, the Macdonald Physics Laboratory was designed for about 250 students. With the large increase in number of students and consequent increase in staff, together with the development of a graduate school, the building is greatly overcrowded.

Laboratory Space

Owing to the large number of students, the elementary laboratories must serve for instruction in four different courses. These classes require various types of apparatus to perform their experiments, which necessitates the shifting of instruments from the tables into cupboards, drawers, cases and on to shelves, between classes. The classes have overflowed into the corridors where extra tables have been placed and shelves built against the walls to provide space for the experiments.

The basement corridor has been pressed into service for a Properties of Matter laboratory, where classes are regularly held for undergraduate Honour students.

The unfinished attic is also used for an optical and astrophysical laboratory. This room provides space for storing apparatus from the elementary laboratories. The graduate students' workshop finds space in the same attic. In this crowded and open room, one of our lecturers has to find office space.

The advanced light, advanced heat and electrical measurement

laboratories are the only laboratories in the department which at present can carry their load without crowding.

Lecture Rooms

Certain undergraduate lectures require to be repeated owing to lack of a lecture room of sufficient size to take the whole class at once. In some cases, further subdivision of the classes would be desirable in the interests of efficient teaching. This would require still more rooms.

Lectures have to be held in laboratories or in Professors' private offices in three courses.

Tutorials have often to be held in other buildings and at inappropriate hours in order to find space. This lack of lecture-room space renders timetable adjustments with other departments exceedingly difficult.

Rooms for Staff

There are not sufficient rooms to provide an office or provide research room for each member of the permanent staff.

Requirements

In view of the facts stated above we need with the present student population the following additional space; with any increase in the numbers, this requirement will become imperative.

One large lecture room
One small " "
One elementary laboratory
Two rooms for Professors and Lecturers
One room for stenographic work

One further suite of rooms for research is badly needed, some of our graduate students working at present in the laboratories which are used by the honour classes in light, heat, and electrical measure-

ments. This often causes interruptions and unnecessary delays.

We strongly recommend that room be kept for an addition to the Physics building between the present site of Macdonald Physics Laboratory and University Street. Should our numbers increase, extra building space will become essential if the work of the department is to be maintained at the desired standard.

III. EXTENSION OF COOPERATION WITH OTHER DEPARTMENTS

In view of the overlapping and inter relation of other scientific subjects it is becoming ever more important, if not indeed essential, that closer cooperation between the several scientific departments of the University should be developed. In particular we are especially desirous of having a very close cooperation with the mathematics, chemistry and engineering departments. Modern physics requires a sound, well directed training in mathematics. Without adequate mathematical training of the proper kind, advances in physics become difficult, if not impossible. There has always been a close connexion between mathematics and physics, the mathematics and physics honour course being one of the oldest at McGill. This union should continue with even more cooperation where possible, so that our students in physics will obtain early in their university career, the necessary mathematics to enable them to cope with the physics which the modern undergraduate must have early in his course. In this connexion we would suggest that frequent joint meetings between the senior members of these departments should be held.

IV. GENERAL REMARKS

(a) Scholarships

We think that every effort should be made to increase the number of scholarships as soon as it is financially feasible. Many able stud-

ents are lost to us as a result of the inadequate number and small size of the majority of our scholarships. A very good case could also be made for a limited number of bursaries for needy men of good promise.

(b) Prematriculation training

This department believes that the standard of prematriculation training in the Province of Quebec as far as physics is concerned should be raised to include elementary electricity, magnetism and light. More extensive mathematical training is also desired in the case of all students intending to specialize in science at the University. More drill in Arithmetic and Algebra should be given in the schools. Memory methods are too prevalent.

(c) Matriculation standard

This department considers that an honours matriculation should be instituted and that in time it should replace the senior matriculation for all students intending to take honours. The honour matriculants would take four full years. The standard of the ordinary matriculation should also be raised but not until the schools are in a position to meet a further demand of this kind. Attention is called to the fact that time can be gained in the lower school rather than in the high school.

(d) Honours in First Year

In physics it is essential that advanced classes in mathematics and physics should be attended by all students intending to take the honour course. Exemption of the student from one subject in order that more mathematics may be done by prospective physics honour students is recommended.

(e) Loans to Students

This department is in favour of such a policy provided it would

not cripple any existing activities.

(f) Extension of University Activities

Outside lecturing and attention to industrial research should be maintained but this department is strongly opposed to any embarkation into fields of activity until the present activities of the University are raised to their full measure of efficiency.

A Shee

13.3.31

REPORT ON THE SUGGESTION OF A TWELFTH GRADE IN THE HIGH SCHOOLS

If the High Schools institute a Twelfth Grade there will be three types of students entering McGill:

(a) Junior Matriculation.
(b) Advanced or Honour Matriculation.
(c) Senior Matriculation.

It is understood that (a) and (b) will enter the First Year, and (c) the Second Year, as at present. If that is the case, it will be necessary in most departments to have an ordinary course and at least one advanced or honour course in the First Year. This is being done in Mathematics and some other subjects and it could, I think, be arranged in Physics, making the two to three afternoon hour on Wednesdays and Fridays for the ordinary, and the three to four afternoon hour on the same days for the advanced or honour students. At present many of our best students do proceed in an honour course, taking Physics 2 with Professor Shaw in their First Year and with Professor Eve (Electricity) in their Second Year.

The time will no doubt come when many or most Senior Matriculants will enter our First Year as honour students, and full preparation for a four-years honour course should be taken in hand as soon as possible by all departments. Indeed, it would be better to have only two types of examinations, Junior Matriculation and Honours Matriculation, all students having four years at McGill. Are we, or are we not, ripe for this policy ?

It is suggested that suitable work for the Twelfth Grade could be grouped under three heads:

(a) Classics.
(b) Modern Languages.
(c) Mathematics, Physics, Chemistry, and Biology.

The Department of Physics confines its remarks mainly to the third class - namely, Mathematics, Physics, Chemistry, and Biology.

In the case of students who are not coming to McGill after taking the Twelfth Grade, it is recommended that, if possible, these students should have a course in Electricity, Light, and Sound, which is not given in the Province of Quebec and is given in the Province of Ontario. Indeed, it is a misfortune to a student leaving school to go out into an electrified world in complete ignorance of the elements of electricity.

In the case of those students who are coming on to McGill, the main emphasis should be on Mathematics, and under this head it is suggested:

(a) A revision of arithmetic, and particularly computation by abbreviated methods correct to three figures, involving such expressions as frequently occur in Mathematics, Physics, and Chemistry. The present arithmetic, of a commercial character mainly, which has been discontinued by the student for some years, is singularly ineffective when he arrives at McGill. There would be training also in graphs, logarithms, and slide rule.

(b) The training in Geometry, Algebra, and Trigonometry should be very thorough, so that when they come to McGill they have a sure foundation which will stand them in good stead in such subjects as Mechanics and Differential Calculus. A schedule can be provided if desired.

The present Physics is perhaps sufficient, although some advocate the full five subjects in the Twelfth Grade - Mechanics, Heat, Light, Sound, and Electricity. This presupposes fully equipped laboratories and highly efficient teachers. In any case, it would be well if the students had both Physics and Chemistry before they come to McGill, so that they will be ready to proceed in either subject or in Biology.

Those students who are taking Mathematics and Natural Science should have a good reading knowledge of French and perhaps have taken German, but above all it is necessary that their instruction in English be as thorough as possible, so that they are intimately acquainted with one or two plays of Shakespeare, the English Bible, and Milton, at least in part. Composition and the power of making a summary or precis are important and can only be acquired by practice. At present students even in the Second Year can write a direct answer to a direct question, if they are informed on the matter, but any question involving a summary or arrangement of a group or series of wider material seems difficult to them. The M.Sc. students find a great difficulty in writing a clear, logical thesis, and it is admitted that this is

far from being an easy undertaking. A combination of teaching in History and English might be useful in the practice of writing composition.

A S Roe
10.3.31

Report from the Department of Psychology

1. The Department of Psychology is at least one hundred percent under-staffed and money is required for the appointment of two additional professors. The staff has not grown in proportion to the number of students and the teaching requirements, not to mention the extensive development of graduate studies and the insistence upon research. In addition to these, there is the hopeless burden of faculty meetings, committee meetings, reports to all and sundry, all of which have to be done without any secretarial assistance. We are obsessed with a mania for organization so that little time is left for real teaching - the purpose of universities - and creative thinking leading to scholarship. To all is added external contacts that are enforced upon one.

2. Scholarship. To achieve research more serious graduate students are necessary and fellowships, scholarships or some other means of allowing students to carry on graduate work must be available. That requires, too, more adequate provision for material, apparatus, equipment, etc. This department takes in annually about $1000.00 in laboratory fees, yet not half of that is appropriated towards the maintenance of the psychological laboratory. Something of an anomaly is it not?

3. The better type of students are retarded by the presence of the less competent type. This is an accepted educational principle. First of all, it means larger classes which increases the teaching load. Secondly, a considerable amount of time is wasted in answering questions which really do not show inquisitive intelligence but rather lack of consulting available reference material. Doubtless, the standard of courses could be raised if the professor could assume that the class had read or would read the primary sources of information. The good student does this so that our instruction has to be watered down to fit the average.

4. The desideratum of the undergraduate is in many cases to find something solid to stand upon and to avoid any unsettled point - any controversial subject. Too many wish to be told, with authority, that this is so rather than to be told that the matter is unsettled and to be given arguments upon each side. If one is not sure of this ergo leave it strictly alone. This is partly due to entrance standards and to lack of dif-

ferentiation in the high schools.

5. Coeducation should be abolished. The presence of women not only crowds the classes but produces a social rather than an intellectual and educational atmosphere. One of the curses of the modern university is the plethora of social obligations and institutions and this is much accentuated by women students. We are forgetting the function of a university and education is in danger of becoming a "side issue". A very small percentage of women students have serious educational or intellectual interests. Women should have just as much education as men but it should be adapted to women.

6. If there were more opportunities for desirable students to do graduate work, by way of financial assistance, less specialization of courses would be necessary in undergraduate years, because, over a period of time, better students would be attracted and could be assumed to cover material outside of definite class work. This would leave more scope for generalized courses in the lower years with more outside reading upon the subject in which the student was particularly interested. The better class of honour student would have a broader foundation upon which to build later work.

7. The second year of the Arts Course is too early for specialization. This is an evident conclusion from remarks elsewhere in this report.

8. All four courses in one department is too narrowing and this department has never followed such a policy.

9. A loan fund should be established for students who show scholarly and intellectual capacity. It has been a success where inaugurated.

10. Requirements for entrance should be raised. This does not mean merely the raising of the numerical mark, as many seem to think, but rather a constructive difference in content of requirements. As a supplementary evidence some form of intelligence test should be used. Everyone knows that by clever coaching many can pass the entrance examinations but who will eventually drop out due to the demands made upon them by university studies. Too much time, energy and money is wasted in keeping people here who are never going to finish and obtain a degree. They should be eliminated at or as near the beginning as

possible.

11. It may be doubted if there should be additional departments but the establishment of divisions might do away with some present machinery.

12. With regard to the teaching of Psychology the question in your memorandum has no meaning for me. If in doubt, please consult Aristotle who wrote the first treatise and performed the first experiment. Even for the "fundamentalists" this should be convincing.

13. An unfortunate attitude in our Faculty is the tendancy on the part of some of us to listen sympathetically to and take part in outside criticism of their colleagues. Whatever we may think here we should preserve a united front to the public else we are giving evidence of declining morale which is the death symptom of any institution. It is pertinent to mention the case of a professor who refused to give his services free to a certain corporation. He was critised by responsible people within the university instead of being supported. As long as we are here we should be loyal to one another. Loyalty is an excellent foundation.

14. Something should be done to curtail extra-curricular activities, - meaning, Red and White Revue, certain aspects of Athletics, Players' Club, Fraternities, and many others. Our students are neither doing the quantity nor quality of work that they should be doing.

15. The presence of the University Politician is detrimental to unity of effort. Private caucuses of various groups to engineer certain projects have a disintegrating effect upon those who detest such methods. Secret diplomacy has no place in a University.

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McGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

March 4, 1931.

Dear Dr. Tait,-

In connection with the general overhauling and planning of improvements in the curriculum by the Principal's Special Committee, I wish to submit for consideration the following suggestions, bearing especially upon topic 5 in the memorandum of February 20, topics 4, 5, and 6 in that of December 30:-

1. When I proposed adoption of general examinations some time back, one reason for disfavor was lack of staff to take on extra duties. Since we are hoping as result of this survey to get more adequate arrangements all round, I wish to renew the recommendation, and to make it specific, will put it as a suggestion to insert on page 150 of the Calendar, after the first three short paragraphs, the following:-

> One of the two continuation subjects shall be selected as the major subject. At the option of the several departments, a general examination, to be taken in the second term of the Fourth Year, may be added to the requirements for a major subject.
>
> Satisfactory standing in the general examination will be required of all candidates. Students failing in these examinations may apply for Reexamination in not less than one year from date of failure.
>
> Standing in the general examination will also be taken into account in the granting of degrees with distinction.

I advocate the general examination as an antidote for the policy of simply cramming up for term examinations, and treating the college course as requiring nothing but getting so many points without real learning.

2. In order to reduce the nuisance of extra work due to supplementary examinations, and also to make some reasonable concession to students of uneven capacity and interests without lowering scholastic requirements in any essential way, I suggest that we make a distinction between degrees of failure, complete and conditional. In terms of the marking system in use in applied science, etc., ranges of marks might be:-

Failed	Conditioned	Passed	Second Class	First Class
Below 35	35 to 49	50 to 64	65 to 79	80 and up.

This gives equal ranges for the several classes between the extremes, and would work best statistically. If we must continue to keep our marking standards lower than other faculties, such a distinction as that above between the degrees of failure would be just as easily established, though the resulting ranges would inevitably look awkward. I would propose that complete failure be made up by repetition of the course, if the latter is one specifically required; if not, that the failure may be offset by a first or two seconds in the same year. Conditional failure would be made up by a supplementary examination, unless offset by a first or second in the same year. The scheme could be conveniently ad-

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ministered by use of credit points, thus:-

Failed	Conditioned	Passed	Second Class	First Class
-1	0	1	2	3

An average of 1 credit point per course to be required for each year's work.

3. In order to insure that candidates for honors shall be students of high capacity, really deserving of a higher distinction than that implied by the degree with distinction in the general course (since such is undoubtedly the interpretation put upon the honors degree by the public), and also to protect the interests of students themselves by preventing too early specialization, or specialization by those not able to profit thereby, I suggest some such modification of the regulations for honors courses as follows:-

a) Students of special promise in the work of any department may be admitted to special sections or otherwise assisted during First or Second Year, with a view to their entering honor courses in the upper years.

b) Students who have not failed in any subject, and whose average standing is at least second class, may be admitted to honor standing in the General Course at the beginning of the Third Year.

c) Candidates for Honors in the General Course must fulfill the requirements set forth above concerning continuation and additional courses. At least one of their courses in the major subject must be an advanced intensive course open only to honor and graduate students, or work in courses must be supplemented by advanced outside study or research, as prescribed by the major department.

d) Departments which include a general examination in their requirements for a major will set a more advanced examination, likewise comprehensive, for honors. Such a comprehensive examination for honors may also be set by departments which do not require a general examination in case of ordinary candidates. At the option of the several departments, candidates for honors may be required to pass an oral examination.

e) Students who have not been conditioned in any subject, and who have attained first class in at least four full courses or equivalent in the first two years, may be admitted at the beginning of the Third Year to Combined Honors courses in such allied departments as provide for them.

f) The arrangement of combined honor courses, etc., as is.

g) In the honor courses, etc., as is.

h) Students all of whose marks have been at least second class, and who have attained first class in at least six full courses or equivalent

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in the first two years, may be admitted to Full Honors work in a single department at the beginning of the Third Year.

i) Any candidate for honors who is conditioned in any subject, or fails to maintain a general average of at least second class, during the Third Year shall revert to the ordinary course except by special permission of the Faculty.

j) Departments shall be at full liberty, etc., as is.

The above suggested requirements are fairly severe, but even those for First Class Honors in a single subject, the stiffest of the lot, are not quite up to the requirements already in force for the degree with Great Distinction in the General Course. It seems to me extremely important that we should put an absolute stop to the taking of honors courses by students of moderate ability as a means of escaping the difficulties of the general course. Since honors courses are an anticipation of graduate training, admission to them ought to be based upon positive fitness, and ought not to interfere with the breadth of training that is necessary for success in any profession. First class students may be expected to get what they need in this respect, to some extent, by outside study, and so will not suffer so much by being allowed to specialize early in formal courses. Students of less capacity cannot afford to specialize so narrowly. The above attempts to establish an appropriate gradation. The general postponement to Third Year would be of advantage to the building up of teacher training by the Department of Education, as avoiding all complications in regard to the granting of certificates to honor students. Again, with courses prescribed as at present, students have no opportunity to become acquainted with some of the leading branches of collegiate study until the second year. So it is not fair to such departments, nor, what is more important, to the students themselves, to permit the selection of a field for specialization until the students have had a sufficiently wide range of studies on which to base a decision. Especially is this true, in view of the fact that our system of advising freshmen is concerned almost entirely with rescuing the perishing; does not, and in fact could not deal with the selection of continuation courses, as that should be done with regard only to the interests and capacities of students, not to the desire of departments to increase enrolment; and we have no personnel office.

These are the points in which I am most interested. We surely need more scholarships, especially a number of graduate scholarships. Music and Art were already provided for, and it might well be inquired why the department vanished. I will not attempt more discussion, but would appreciate inclusion of these suggestions in the report from this department.

Yours sincerely,

Chester E. Kellogg

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McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY

March
23rd
1931

Dean Ira A. Mackay,
Faculty of Arts & Science,
McGill University,
Montreal, Que.

Dear Dean Mackay,

A short time ago you sent me a list of questions covering certain aspects of the Principal's Survey in the Faculty of Arts and Science. You will find our answers to these questions in the enclosed typewritten copies.

I am also sending you a copy of my report to the Survey Committee of the Graduate Faculty. Since the two reports are closely related I thought it wise to send you this additional copy.

Faithfully yours,

C A Dawson

Head of the Department
of Sociology.

CAD.HJL
Encl.

REPORT OF THE DEPARTMENT OF SOCIOLOGY

FOR THE PRINCIPAL'S SPECIAL COMMITTEE IN THE FACULTY OF ARTS.

1.- What are the most pressing needs of your Department?

Funds for Scholarships, is one immediate need. The Department is in need of another staff member who has specialized in the subjects of Social Pathology, Criminology and Statistics as applied to sociological research. Such an addition to the staff would give each instructor more time, so essential in good teaching and effective research. The Department is handicapped by lack of office space.

2.- What, in your opinion, are the principal faults in the preparatory education and work of the students in your Department.

No opinion.

3.- Do you think that the better students in your classes are seriously retarded by the number of indifferent and poor students attending the same classes?

No.

4.- What suggestions have you to make for improving the honour courses in the College?

That the honour courses begin in the third year and that each Department make freer use of outside Departments in shaping its honour course.

5.- Should students be admitted to honour courses at the beginning of the third year instead of, as at present, at the beginning of the second year?

Students should be admitted to the honour courses at the beginning of the third year.

6.- Do you approve of students taking all their honour work, including the full work required in the third and fourth years, in the same department?

Answer to this question indicated above.

7.- Are you in favour of a larger fund for exhibitions and scholarships for capital students in the College? How do you think a fund of say $20,000. per annum should be administered for this purpose?

I would be in favour of a larger fund for scholarships. Some of these scholarships might be given to students who have done the most effective work in given departments.

8.- Are you in favour of a loan fund for deserving creditable students?

Yes,

9.- Should the requirements for admission to the College be raised, and if so, by what method?

I would leave the admission requirements alone for the moment.

10.- Should the University set and examine its own matriculation papers and refuse to accept the school leaving certificates for admission to the College of all students resident in the Province of Quebec, and if so, should this practice be extended to other provinces and elsewhere, and if so, how far and by what methods of conducting examinstions?

Examinations as at present.

11.- Should the Faculty have additional departments, for example, International Relations, Music and the Fine Arts, Anthropology, Italian, Spanish?

Anthropology - Of recent years a sharp division of labour has grown up in anthropology; namely, as between physical anthropology and cultural anthropology (ethnology). The former is frankly recognized as a problem of biology, and its methods are those of other branches of biology which deal with the development and differentiation of species. The second field is distinctly a social science, and its methods and findings are in that realm. The connection which exists between these fields lay historically merely in the subject matter, which was largely the so-called "primitive man". There is no reason for combining these two widely separated fields into a new department at McGill just at the time when the relations of the first branch to biology and of the second to sociology are being recognized elsewhere. The former is now classified with the natural sciences by the National Research Council (U.S.A.) and the latter is dealt with by the Social Research Council. It would be more reasonable to attach to the division of biological sciences someone who is a specialist in physical anthropology and to develop the social anthropology in connection with the department of Sociology, allowing the student to combine his courses in such a way as to get a grounding in both, but to follow his more advanced study in the particular branch that appeals to him.

12. What do you consider the principal advantages to be derived from the study of your subject?

The principle of liberal education involves (1) the acquisition of culture, in the narrow sense, which in turn implies the learning of those languages and acquainting oneself with those historical facts and artistic works upon which our culture is built. This might be summed up in the phrase "our traditions." (2) A logic and a point of view which the student takes with him into his life in the real world. The natural sciences give him this logic and point of view for the world of nature but not for the social world. Indeed, one is struck with the frequent paradox of the man of science or of letters who is utterly lacking in objectivity and a spirit of detachment as regards the world of politics, racial conflict, social institutions and the moral order. The pedagogical function of the social sciences is to

create the openmindedness towards social phenomena that has been created towards toward physical and biological phenomena by the science in those fields. The particular range of Sociology in this regard is determined by the point of view from which it regards social phenomena, namely that of relationships of human beings to each other and their influence on each other's behaviour. Since these relationships are so largely conditioned by culture, in the scientific sense, and social institutions, these become the foci of sociological study; hence the general division of the field into (a) study of the individual as a product of the social milieu in which he lives (b) the study of social groups and institutions, as forms of collective behaviour (c) the study of communities, as the framework in which individuals and social institutions live and compete (d) the study of preliterate culture, commonly known as ethnology or cultural anthropology, as a background for the understanding of contemporary civilization.

The majority of students who study sociology as undergraduates do not follow any profession for which it is a technical training. Indeed, it is not in the nature of technical training except for those who continue in the subject as students, teachers and research specialists. In this, it resembles the entire range of sucjects in the Arts curriculum. This does not mean that Sociology cannot or does not issue in any sort of social action. As a part of the equipment of the intelligent citizen, it should so issue. More directly, it is a background subject for certain occupations, of which the one most frequently thought of is "social work" of various sorts.

Meaning? Why?

There is a peculiar reason for developing work in Sociology at McGill University. Within the last few years a number of colleges in Canada have introduced Sociology into their curricula and others will undoubtedly do so. Practically without exception the teachers of this subject have been American trained. That is, of course, true in some other subjects. In Sociology it means that the interests of these teachers has frequently been in problems of the United States rather than those of Canada. Even if their interests are in Canadian problems, so few sociological studies worthy of the name have been made in Canada that the teacher is driven to the use of material from the United States, or from England. Sociology becomes of greater significance when its content is that of the student's own world.

Very misleading: how here elsewhere Canada, save in McGill, is there a separate dept. of Sociology? In Toronto there there is a school of Sociology

It is useless to hope that in the near future McGill or any other Canadian university will be able to train all of the teachers and students of Sociology for the Dominion. We can, however, stimulate interest in Canadian research by carrying the student through his first year of graduate work, and then passing him along to those institutions which can give him a training which we cannot give. The supply of students with an interest in Canadian problems can be increased, and Canadian colleges will be able to find teachers of Sociology who are interested in Canada's peculiar problems. All of this rests upon the building up of a strong department of Sociology in the Faculty of Arts at McGill University. No other Canadian

these studies are not admitted as part of the Arts curriculum.

university is likely to fill this gap in the near future. The University of Toronto has thus far limited its concern to that marginal field known as "Social Economics".

ADDENDUM TO PREVIOUS REPORTS
ON THE
DEPARTMENT OF ZOOLOGY.

Every year letters are received from graduates of other Universities, applying for positions to enable them to continue their studies in order to qualify for the M.Sc. degree at McGill. These applications are often accompanied by strong recommendations from the respective professors. There has been some uncertainty in regard to the manner of dealing with such requests; and as they occur regularly, it would be an advantage to have some general ruling in the matter, upon which one could rest, and to which the applicants could be referred.

Graduate students who evince an inclination for persevering in research should presumably be encouraged; and when their capabilities are vouched for by responsible authorities, there should either be a recognized way of admitting them into the University or a definite regulation stating the conditions under which assistance could be given to needy students. The difficulty might be met in part by the establishment of a loan fund or bursaries for deserving creditable students.

With reference to the question as to whether students should take all their honour work in the same department, the procedure would probably have to be governed by individual circumstances. It is conceivable that in some cases it might be advisable that they should do so.

Among the principal advantages to be derived from the study of zoology, the following may be mentioned. It serves as an introduction to the study of anatomy, physiology, and palaeontology. It affords

preliminary training for technical work in economic biology and it provides a background for philosophical speculations. For itself alone, it opens the way of research and guides the student to right conclusions in matters of fact.

The courses are attended by those in search of general culture and also by theological as well as by prospective medical students whose outlook is totally different. It has not been found that the mingling of different qualities of students in one class has any injurious effect on the whole. Having attended these classes, a student can select the career for which he is best fitted, whether it be along the lines of natural science, medicine, philosophy, or education.

~~Ex~~ One of the most pressing needs of this department is the maintenance of an adequate staff of experienced demonstrators who, besides carrying on their own special subjects of research and assisting in the large elementary classes where a great deal of individual attention is essential, would also be available to take care of the varied requirements of graduate students.

A rather serious drawback in the preparatory education of many of our students is their complete ignorance of the rudiments of Latin and Greek, whereby the simplest morphological terms, instead of being largely self-explanatory, become a source of confusion. Beginners' Latin and, if possible, beginners' Greek should be placed on a par with scientific German and French.

A. Willey
4. III. '31.