

McGILL UNIVERSITY

MONTREAL.

REGISTRAR'S OFFICE

November  
11th.,  
1926.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,  
Principal and Vice-Chancellor,  
McGill University.

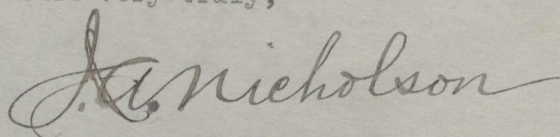
Dear Sir Arthur:-

I am enclosing a rather scrappy and rambling report of my recent visit to some British Universities.

Naturally, there was more to learn from the Scotch Universities because they are more on our own lines. I may say that I hadn't an opportunity to see some of the newer English Universities such as Leeds and Liverpool. I intended visiting the former, and indeed had set out to do so from York, but owing to a mistake as regards time tables I failed to make connections, and as my tour was arranged in advance and I could not stay any longer without upsetting everything, I was obliged to return from Harrogate without carrying out my purpose. On account of lack of time I was not able to stop over at Liverpool at all on my way from Glasgow to Oxford. I am convinced, however, from what I read and learned in conversation with the Registrars of the Universities which I did visit, that the administration and general organization of these Universities is somewhat similar to those in Edinburgh and Glasgow.

It was a great privilege to see as many of these great British institutions as I did see. It all tends to give one a wider vision and so to help, not only in the special field of University work but also in other respects, and I am exceedingly grateful for the assistance I received towards this end.

Yours very truly,



Registrar.

## Report on Visit to Some British Universities

August, 1926.

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### Administration.

In all the universities I visited I found the administrative work much more centralized than it is at McGill. In Oxford and Cambridge, under a system of colleges (where the teaching is mainly done) it would have to be so. The business of registration, payment of fees, examinations, reporting results and everything connected with degrees has to be centralized.

A candidate for a degree in either Oxford or Cambridge has first to pass a university examination known in the former case as "Responsions" and in the second as the "Previous Examination", although up to the present the tests prescribed by the several colleges, on the strength of which students were admitted, have been accepted for this examination. In Cambridge, however, that is now entirely done away with and no person is considered a student of the University who has not passed the prescribed examination or one which can be considered as the equivalent (College examinations are not included under this head). I understand that in Oxford also this is coming to be more and more insisted on. Following this admission examination a candidate for a degree has to keep residence for nine terms, that is, three years, and pass at least two, and in Cambridge three, examinations on prescribed work, and for all examinations the candidates must (generally speaking through their tutors) apply and pay the required fee to the Registrar of the University. The subsequent work of arranging for the examination in different places and posting lists of those eligible, is the work of the Registrar's office. The practice followed in the matter of preparing and printing examination papers will be referred to later under this head, but it might be mentioned here that the results are all sent in to the Registrar's office where all original examination records are kept.

Although in Glasgow there are Faculties, as with us, rather than Colleges, the same principle obtains. The Registrar's office is not only the office of admission, but also the place where arrangements are made for examinations and to which examination results are sent, and there, when the results are received, the lists for degrees are prepared. These lists are in all likelihood checked over by a committee of the Faculty concerned, especially in the case of candidates for degrees.

In Cambridge the examinations are conducted by a board of examiners and the Registrar's office is relieved of any work in this connection, but this Board acts on information received from the Registrar's office as to the candidates for examination. I am not sure whether the results are sent in to this Board and the lists prepared by them for degrees or whether all this is reported to the Registrar. This is a point that I forgot to speak about. In Glasgow and Edinburgh, however, all is done in the Registrar's office. In conclusion may I say that centralization, as I gathered from the Registrars whom I met, is also the rule at all the newer universities in England.

In McGill all this examination business is attended to in the offices of the several Deans, where the original records are kept. These originals are copied in the Registrar's office generally seven or eight months after the examinations are over. In most cases they are not available any earlier.

This question was, as you know, pretty thoroughly discussed three or four years ago and owing to the determined attitude of one or two of the Deans it was decided to continue along the old lines. I am only mentioning it again because it comes up as a result of my observations. In all the Universities that I know of, and that means every Canadian, about a dozen American, and the principal British, there are only two where the administrative work is not centralized and where the Registrar's office is not one of original record. I am not, however, raising the question again. As a matter of fact under the present system the Registrar's office is relieved of a great deal of work and responsibility, but nevertheless it is not business.

#### Courses for Degrees in Arts.

##### (1) Length of Course.

In all the universities visited the first degree (B.A. in Oxford and Cambridge and M.A. in Edinburgh and Glasgow) can be obtained in three years of three terms each, running from about October first to June twentieth. Our course of four sessions of eight months each is considerably longer and less broken by holidays. Moreover, their vacations are longer than ours, more particularly at Easter. The only change in this respect that we might (and I think should) make is to allow Easter Monday as a holiday as well as Good Friday and the following Saturday.

##### (2) Number of Subjects Required.

In Oxford and Cambridge candidates for an ordinary degree, <sup>take</sup> six subjects, three called principal subjects, the work in each of which extends over ~~3~~ years, and three subsidiary subjects extending over one term, which means that in any one year a student would be taking only four subjects at a time.

In Glasgow and Edinburgh a student is required to take only five subjects for his degree., two of which must be studied for two years and the others for one. Of course more work is done in each of the subjects than is called for in McGill. The time devoted to some of the principal subjects will indicate how much more ground is covered; for instance, four

hours per week are given to the study of Latin and the same with Greek; in English three hours, with two tutorial classes and the same in French. There is a lecture in Mathematics every day, that is five lectures, two of which are tutorial.

It will be seen therefore that fewer subjects are studied in the universities visited, that the ground covered in the principal subjects is a little more extensive than with us and that the time devoted to each is in proportion to its importance and the amount of work that should be done in it. Our practice of giving the same time to every subject, regardless of its value, does not seem to be a wise one. Some of those in the First year for instance to which only three hours per week are devoted should have four, such as Latin and Mathematics, while others could do with less, for instance History. The course for the degree in Arts is, so far as I have been able to make comparisons between this and other universities, well arranged, but one regulation should, I think, be changed. It is that which requires the study of three subjects for three consecutive years. The idea of requiring an undergraduate to know a good deal about several subjects is a wise one, but it seems to me that it is overdone in our case, although it is the rule in Oxford. It would be better, I think, to require a student to carry ~~one~~ <sup>one</sup> subjects throughout the three years, rather than three, and ~~two~~ <sup>two</sup> for two <sup>(viz. the third and fourth)</sup>. This would give him a little more latitude, in case he found that he had made a mistake in the choosing of his subjects in the Second year, which might very well indeed happen owing to his lack of knowledge. Moreover there is no particular reason why a student in the General course should be tied down more than one who takes an Honour course. In the former case the student is obliged to take three subjects continuously, but only one in the latter.

The object of a course in Arts is, I take it, to give students an advanced course in continuation of their high school work and to enable them to specialize in the later stages in one, or, at the outside, two subjects, thereby giving them a foundation for a higher degree when their Bachelor's course is finished. We cannot expect to produce finished scholars within the limits of a B.A. course. The best that can be looked for, and that should be looked for, is to start them on the way by giving them an opportunity for say two years to study along the lines of that subject in which they would like to carry their studies further. According to the present regulations a student is required to choose three subjects at the commencement of the Second year and to carry these three on for three years. It is almost like taking three honour courses; at any rate the principle is the same although the extent of work is not so great. In other universities a student is advised not to attempt two honour courses, whilst in McGill he is required to take three on a reduced scale. It is quite unlikely that any student would have a sufficient liking for any three subjects to carry on study in them for three years, although he might for one or even two. Would it not be better to require him to carry on studies for two years continuously in two subjects and for three years in one? Were such a regulation enforced the difficulty that exists in the case of those who would like to be teachers and who yet cannot under the present regulations meet the requirements for a diploma which will be laid down very shortly, <sup>could be overcome.</sup> These requirements will

call for two years of English, two of Latin, two of Mathematics, two of French and two in a science. This would mean the study of five subjects for the first two years, namely English, Latin, Mathematics, French and either Physics, Chemistry or Biology. That, it would seem to me, would be a better course for everyone to take whether he intends to be a teacher or not. I may say that History is also recommended as a subject to study for two years, but what argument has been advanced for this I do not know and it does not seem necessary. A student cannot meet the new requirements for a diploma under the present regulations as they call for continued work in the first two years in certain subjects rather than in the last three. No student should be called upon to do work in three subjects for the whole of his four years, which he would have to do if he wants to qualify, under present conditions, for a teachers' diploma.

*Yes*

Then again it is quite evident from the courses in other universities that we have prescribed too many subjects for the First year. The student who has his attention spread over six subjects is not as likely to do satisfactory work as one who is able to confine his studies to four or five. Moreover it is in line with true educational principles that it is better to do a small amount of work thoroughly than a great deal imperfectly.

*Yes*

(3) B.Sc. Course.

In the Faculty of Arts of any of the universities visited there is no such a thing as a B.Sc. course. In Edinburgh that is in the Faculty of Science which includes both pure science and Engineering; in Glasgow in a Faculty by itself (the Faculty of Engineering is separate) and there are Honour courses in both. This might be advisable in our case. Under the B.A. course a student can take as much pure science as he wants and it is done now. Under these circumstances there does not seem to be much need of a specialized B.Sc. course other than that it enables students to confine themselves almost exclusively to science work without having to do any Latin at all. It might be well to enroll such students in our Faculty of Science, dropping the word Applied. The present First year course for the degree of B.Sc. in Arts in any event does not appear to be one which would attract students to it. French and German are both compulsory. Whilst a student who wishes to specialize in scientific work should probably have a reading knowledge of French and German it is surely not essential that he should get that in his First year or even that he should get it in both languages at the same time. It would seem to be advisable rather to make him confine his attention to French in two years and to German in the other two. First year Arts should be, as far as possible, the same for all courses - B.A., B.Sc. or B.Com.

*Yes*

*so that if a student wishes to change after his first year he might be able to do so.*

(4) Honour Courses. In the Scotch universities there is already appointed to equate Honour courses so that insofar as it is possible one should not be easier than the other.

Our practice of beginning Honour courses in the Second year does not in my judgment suit conditions as well as the old one of having the first two years of a more or less general and fundamental character, and leaving specialization for the last two years.

*Yes*

After a year's study I doubt very much whether a student has had sufficient experience to know along what line he would like to concentrate his studies. Moreover, he cannot take an Honour course and comply with the new regulations regarding teaching diplomas. This would mean that no student who takes an Honour course could ever take up the profession of teaching in this Province, and that would be a very serious matter from more points of view than one. In my opinion every student in Arts should put himself in line for teaching for one never knows what he might have to do later on.

(5) Promotion Regulations.

Another point of difference between McGill and the old country universities is in the way in which students are permitted to proceed towards a degree. In McGill he must pass a certain number of subjects every year, otherwise he will not be allowed to go on to the next year. In Oxford and Cambridge he has to pass three examinations and there is no account taken of time. In Edinburgh and Glasgow it is ~~more~~ a matter of passing subjects and getting credit for them than of doing a certain amount of work each year. To the latter plan there some objections in that a student may get a degree after a very piece-meal kind of course. One who passes in only a subject or two each year cannot be as good a student as one who can manage four or five at a time. There is something, I think, to be said in favour of the Scotch system (which is followed in Queen's University) but probably some limit should be set to the time in which a student will be allowed to count subjects towards a degree. There is a regulation that the first degree cannot be taken in less than three years; it would be well, one would think, that an outside time should also be stipulated. Our system however of compelling a student to hold back a year because he may have failed in two subjects of the previous year is one that often works a hardship. Of course it may be that such a student would have to take an extra year to get his degree, but he would be doing it more systematically and with more benefit to himself by taking a full year's work each session, at any rate while he can.

As for turning a student out at any time for poor scholarship that is not known in the Scotch universities, nor, I presume, anywhere else. If that does happen, it is exceptionally rare. Up to the present, for a number of years, the practice in McGill has been to turn a student out at the end of the first term if he failed in a certain number of subjects. He was sent home to waste his time, for that is about all he could do until next session. Things are better in this respect now, but I maintain that no student can be considered as having had a fair trial until the end of the session.

Selection of Students.

So far as I have been able to learn the British universities have not been obliged to limit their students, consequently there is no need of machinery for selection. As this is to be a regular thing with us, especially in Arts and Medicine, some defensible system should be established. Of course, the first statement that should be made in this connection is that the best students will be taken. This has been

ostensibly done in the Faculty of Medicine for the past two or three years, but it is not at all likely that educational standards have been the only determining factor. However, as the applicants themselves have not much chance of comparing standards it is much easier to discriminate on other grounds than that of academic standing.

The second consideration should be place of residence, and students from our own Province should be chosen first in preference to those from say the United States. Yet it would be neither wise nor fair perhaps in a professional faculty to follow this rule too closely, especially in the case of applicants from other parts of the Dominion.

Coming to the Faculty of Arts the selection of students is not so easy because the great majority take our Matriculation examination and the results are published, so that those selected are able to compare their standing and can easily tell whether there has been discrimination or not. This, however, may be made easier under the new system of examination. The Protestant Committee will publish the School Leaving Examination results as we used to do, but they will probably not arrange those who have qualified for Matriculation in an order of merit based on the marks obtained in Matriculation subjects only, so that candidates will not have the same opportunity to compare themselves with their fellows and it will be easier therefore to choose those of the right kind. Practically all the students entering the Faculty of Arts will be admitted on certificate. The same rules however as would apply in the Faculty of Medicine could also be employed in this case, namely standing in the examination and place of residence. It seems to me that those who have gone through our provincial schools and have made a reasonably fair showing should be admitted regardless of any other consideration, but we are certainly under no obligation to take in any person from outside if we can fill our classes from our own country.

The selection in either case should, in my judgment, be made by a small committee of the Faculty concerned and not by any one person. In the latter case the selector has to bear all the full criticism on the part of those who may not have been chosen; if a committee does the selecting no one person could be attacked. This committee would not have a very heavy burden imposed on it. They would only have to deal with cases below a certain standard, as the others would be automatically accepted, and it would not be necessary for them to sit more than two or three days. In any case there will have to be some rules laid down which can be followed in ordinary cases.

#### Advisers

In Oxford and Cambridge there are no official advisers as the tutors do this kind of thing, but in Edinburgh and Glasgow there are. They are however few in number. In Glasgow, for instance, there are only three, one for Arts, Science and the preliminary scientific studies of the medical curriculum, another for Law and another for Medicine. The two latter would not be needed in McGill at all as the courses are fixed and there are no options. Students consult the official adviser as to the courses they should take, at certain hours, on certain days, between the first of October and the ninth. Being given this time one adviser could do the work, but according to the practice followed here, under which registration is confined to two days, it would not be possible. This is why the Faculty of Arts appoints some

twenty or thirty advisers, one of whom each student who is about to register has to consult. Some of these advisers are qualified to give advice and some are not. Moreover the great majority of them do this work with a great deal of reluctance and consequently perhaps without much care. It would be far better to have not more than two or three men as official advisers. Registration could be spread over three or four days so that the work of any one of them would not be too heavy. These official advisers should thoroughly understand the value of each subject for a particular career and the degree regulations, not only in the First Year, but in the Second and perhaps the Third Year as well. Under the present course there is as much need for advice in the choice of subjects in the Second Year as there is in the First. The fact that there were one hundred and twenty-two changes in this year this session would indicate that there is as much need for guidance here, as in the First Year.

The present practice of sending First Year students around to different buildings to find their advisers is far from satisfactory. Advisers should be quite close at hand where the student can easily find them, in which case there would be no need for the intermediary body which now sits merely to send them to somebody else. They could be sent directly from the Registrar's office with their record in their possession to one or other of the official advisers. The sooner the present confusing and more or less useless practice is given up and a helpful one established the better it will be for all parties concerned. These official advisers should be paid, but it will not cost more than we pay at present for assistance at registration as they would replace all those who do this work in the Faculties of Arts and Science. I should explain that the twenty or thirty advisers I speak of in the Faculty of Arts are not paid, but only those who do the distributing, which can as well be done by the Registrar's assistants as by them. The position of adviser calls for no peculiar qualifications. All that is necessary, as already stated, is that he should know the regulations governing the choice of subjects, and, after knowing what the students' intentions are, should be able to advise him as to his choice of subjects. Four men in Arts at the outset would be sufficient and about the same number in Applied Science.

The other purpose for which advisers are appointed, namely to act as a sort of parent to the undergraduate, is on a different plane altogether. The man who can advise as to studies may be a very indifferent students' friend. There should therefore be a second set of advisers (in this case of course quite a large number) among whom the students should be divided, and who should take an interest in their advisees more in the way of finding out how they are getting along in their studies, what their difficulties are, financial or otherwise, and all such matters. When the division is made these advisers would be notified as to the students who have been placed under their care and each student would be notified as to who his adviser is, the notice stating at the same time where he can be found. A system of this kind would work expeditiously and I am sure satisfactorily.

#### Subjects for Admission

In all British Universities fewer subjects are required for admission than is the case with us. The usual requirements are English, in-

*Yes*



cluding History ( in this examination two papers are set, one in English covering Literature and Composition and another in History), Latin or Greek, Mathematics, one of Latin or Greek, French, German, Italian, Spanish, Dynamics. Candidates must pass in one of these subjects on what is known as the higher standard. The prescription of work on the lower standard is about the same as that for our Junior Matriculation examination. By comparing the requirements it will be seen that Latin or Greek is compulsory and that a paper less on the whole is called for, in other words that 900 marks is the maximum instead of 1000. It will also be noticed that a science subject is not compulsory. Our requirements are perhaps better balanced, but it would seem as if we erred on the side of giving too easy options under this head. The incorporation of English with History seems to me to be a wise arrangement. I have always thought it unfair to make a school boy's admission to the University dependant on a pass in History, which might well be marked from the point of view of composition (which is English) as well as from that of History.

#### Convocation

I found that in Oxford and Cambridge very little is made of a Convocation for conferring degrees, or as they call it there, "Congregation". There are frequent meetings for this purpose - at any rate as many as four or five during a year and there is no particular ceremony in connection with them. I was informed indeed at Cambridge that there was not even a procession except when honorary degrees are to be conferred. In Glasgow the procession is in three parts: first the Civic, consisting of the Lord Provost and Magistrates, secondly delegates from other universities, thirdly, the Academic. The order of the academic procession is somewhat similar to our own, but I notice that the Honorary Doctors of the University do not come in before the members of Corporation, but that their place is immediately before the members of the staff. In the case of every procession there is a Beadle with a Mace, and that it seems to me is one of <sup>the</sup> things we need to make our procession complete. The ceremony of conferring degrees is similar to our own. I do not think we have anything to learn from them in this respect. So far as I could learn diplomas are not formally presented on the occasion of a Convocation. This meeting is held only for conferring degrees. I think the same thing is true in American Universities. I have often thought that it was not in keeping with the importance of a Convocation to take up so much time with the presentation of diplomas and prizes in the Schools of Physical Education, Social Science, Graduate Nurses, Pharmacy and Music. A function covering all these could be held in the Royal Victoria College the evening before, when the valedictories are given. There is one and only one argument in favour of the present custom, and that is, that we advertise all our activities. Yes. //

#### Registration.

In the Scotch Universities when a student registers he gets a class ticket which he presents to his instructor and is thereupon enrolled. When the present system of registration was introduced two or three years ago I had some doubt as to whether or not the class ticket system should be adopted. As things are now a student registers for a certain class, goes to

the professor and gives him his name, whereupon he is entered as a student taking that class. The professor does not know whether he has a right to do so until the year lists are printed and those taking his course are checked off thereon. This usually takes a month. Of course if the student is taking a subject that he has no right to take or has not registered for, that is his own funeral, and if he is <sup>not</sup> taking another course which he should ~~not~~ take he has no person to blame for it but himself and perhaps his adviser. However, if a mistake is made it is not discovered until about a month after the date of registration. Under the ticket system the responsibility of course still rests with the student. If he does not present his ticket to the instructor he loses his attendance, but on the other hand, if he does the instructor knows at once who have a right to enter his class, and in that way this system has an advantage over the other. In cases where a student wishes to change he would be obliged to get his ticket back from the instructor before he could do so. I am not advocating a change from the present system which is working quite satisfactorily, but the other method is worth thinking about.

#### Scholarships

In British Universities scholarships and bursaries are awarded either on the result of sessional examinations or an examination on specific work held at various times, but generally in June. In practically every case the work prescribed has to be gotten up during term time so that it means a real test of the students' ability.

Our scholarships are awarded on the result of an examination conducted in September, the work for which must be done during the summer holidays. As a rule those who take this examination are students who are reasonably sure of getting a scholarship, and some to whom it would make no difference financially whether they get one or not. To explain therefore, it should be stated that not all the best students go in for the examination, and the boy or girl who has to earn money to carry on through the next session often prefers to do other work during the summer, knowing that "a bird in the hand is worth two in the bush". These scholarships therefore, it will be seen, are competed for, generally speaking, by the leisure class of students, and on account of the fact that the study has to be during the summer when a large number of our students have to earn money, they cannot be considered as being open to all. If on the other hand they were awarded on the result of the sessional examination plus some extra reading, or on an examination on specific work which had to be done during the time when all students have to study, there would be opportunity for all. I have long contended that the present method of awarding these scholarships does not produce the best results and is not fair to all alike.

#### Partial Students.

In Edinburgh, and I presume Glasgow as well, there is no restriction of partial students. Any person who thinks he or she can receive benefit from a course of lectures is free to enroll without regard to previous qualifications, but of course nothing that such a student might do will count towards a degree.

### Printing of Examination Papers.

In Oxford and Cambridge there is a regularly constituted board of examiners who attend to the printing of examination papers and to whom the returns of examinations have to be sent. This board does practically the same work as is done in Edinburgh and Glasgow by the Registrar. One point of difference from our methods should be emphasized, namely that the papers are not received in the Registrar's office at all. The examiner is responsible for sending them to the printer directly, so there is one chance of leakage less in their system. The printer notifies the Registrar as soon as the paper has been received and all that the latter is required to do is to receive the printed papers and send them to the examination hall at the proper time. This method can be carried out well in universities which have their own printing press; with us it would not be so easy.

### University Buildings and Grounds.

The McGill University Buildings compare very favourably with, and in some cases are superior to, those which I saw. Our situation is better and the arrangement of the buildings is as good as any.

In one respect, however, we are far behind and that is in the appearance of the grounds. Everywhere university and college grounds are beautifully kept. There are no disfiguring patches, such as appear on ours, because they are not open to the public as is the case here. Their playing-fields are, of course, not as trim as their campuses, but that is not to be expected, whereas our playing-field looks better than our campus, or at any rate did, up till the last football game. The trouble with McGill is that one part of the campus is constantly in use throughout the summer by the so-called McGill Cricket Club on which probably there are not more than one or two McGill men. We shall never have a decent looking campus until the privilege they have been granted is withdrawn. I doubt if it would be tolerated anywhere else.

Another reason for the unsatisfactory appearance of the grounds is that there is almost no restriction as to the use which can be made of them by the public. I have seen small boys playing baseball, football and indeed all sorts of games on it, and it is a veritable paradise for hoboes, out-of-works and nurse maids. One improvement was made this year in that the benches that used to be placed around as an invitation to stragglers to use it as a public park were not in evidence. This kept out a good many of the undesirables, but there is still a row on the west side, mainly I presume for the accommodation of the cricket game watchers. These too should be removed, for when games are not in progress they are chiefly used by nurse maids.

It does not look well to have what is practically a public park, with all its unpleasing accompaniments, at our front door, especially when we have the control of that park ourselves. Apart from this there is the harm done to the turf by frequenters of the place following regular paths. In the case of other University grounds this would not be allowed for a minute (I tried it at one of the colleges at Cambridge and was promptly called back).

On account of the case taken by the Universities generally the lawns

around their buildings are things of beauty. Moreover their gates are locked in the evenings at a certain hour, but here are all sorts of carryings-on, often up to a late hour. Things used to be different. Then the grounds were worthy of admiration. But now I venture to assert that any public park in Montreal (not a playground) looks better than our west campus. It is all right for students to use it after the session opens for the season is then pretty well over, but there is no good reason why it should be a "sight" during the summer.

Several good moves have been made: (1) the closing of the Milton Street gates (I hope they will be kept closed during the winter as well); and (2) the seeding of the east campus; but a good deal more must be done before things are all right, and the first essential step is to send the cricket club elsewhere.

#### Gates.

In my tripping around I took particular notice of the kinds of gates that had been erected at the entrance to college grounds or public parks or private residences. Nowhere did I see anything like the Roddick Gates in style or general appearance. All the gates I saw were dignified in form and pretty much of the same character, the main difference being in the size of the pillars and the height of the gates. The general arrangement consisted of two main pillars between which heavy iron gates were hung - going well up towards the top and two small columns on either side with smaller gates for pedestrians, - and the whole symmetrical. Where the architect of the Roddick Gates got his ideas it is hard to understand. Because a clock had to be placed in a pillar at one side is surely no reason for making it different from the one at the other side, and then to leave it more like a ruin than a finished work adds to the incongruity. But the work is done and there is no point now in criticism unless it might take the form of suggestion for improvement. If the two outside towers were made symmetrical and a sort of arch placed over the roadway, following out the general style of architecture, I am sure it would look ever so much better. Perhaps, however, that cannot be done.

#### Conclusion

My trip has made me prouder of McGill than I was before. Whilst there are some things which we may learn from the older Universities there is much more that we would be foolish to change. Moreover, whilst there could, and perhaps should, be a certain measure of uniformity among universities, each one has its own problems which can only be solved in its own way.

I have said nothing of the tutoring system as compared to the lecturing. Each has its merits and each its defects. What we should aim at is the happy medium. I have said nothing of the professional Faculties because I think ours are established on a satisfactory basis and that on the whole the standards and the instruction are of a high order. The Faculty of Arts is also on the whole running along on right lines. Not for thirty years has it stood so high in <sup>the</sup> character of its work, in morale and in all that makes for sound learning. The only weakness lies in the fact that it

is required to serve two purposes under the one set of conditions - (1) to lay the foundation for those intending to enter the professions; and (2) to produce scholars. Satisfactory work will probably not be done until there is some sort of a rough division between the two classes in the first two years, but not making the wall between the two so high that it cannot be scaled by either group at any stage.

Respectfully submitted,

*J. Nicholson (pqd)*

November 11th., 1926.

Registrar.