

McGILL COLLEGE  
OF  
THE JOINT FACULTIES OF ARTS, PURE SCIENCE AND COMMERCE.

REPORT OF THE DEAN, JUNE 1929.

MULTIPLE ONION SKIN





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McGill College

or

The Joint Faculties of Arts, Pure Science/ and Commerce

Report of the Dean, June 1929.

Some Statistics and Measurements.

I am offering an extended report this year because I think that the time has come when we should review intimately and in some detail the claims and the needs of the College.

The College has changed greatly during the last few years. Very few of us realize fully how great this change has really been. I have never known, I think, any college or institution to change so completely in so short a time. Nevertheless Old McGill still stands fast. Things are not what they were. They never were. A few figures may indicate in outline what I mean.

	<u>Arts and Science.</u>	<u>Commerce.</u>	<u>Total.</u>
1913-1914 Number of students enrolled	529	0	529
1922-1923 " " " "	687	195	882
1928-1929 " " " "	1103	228	1331
1913-1914 Number enrolled in 1st Year	145	0	145
1922-1923 " " " " "	142	83	225
1928-1929 " " " " "	565	86	451

These figures, however, do not by any means tell the whole story. Of the 882 students registered in 1922-23, 182 were partials, many of whom had failed hopelessly in their entrance examinations, and 91 were allowed to enter as regular undergraduates, although they had failed in one of their entrance subjects, or 273 in all. Of the 1331 registered in 1928-29, only 48 were partials, none of whom had failed in the entrance examinations, and all the rest had completed their full entrance examinations, except one, and he had failed only in one-half a subject: I may add also that about 150 candidates,



mostly Hebrews, who had passed their entrance examinations, were refused admission in 1928-29. These figures, I should point out, too, take no account of 110 graduates, 1058 students doing part time work <sup>intra</sup> extra-murally in the afternoons and evenings, and the lecture work done by members of the staff in the Department of extra-mural relations under Colonel Bovey, three classes of work which were nearly negligible in 1922-23. Briefly, therefore, we had 892 students in 1922-23, 273 of whom were admittedly below grade and no others, and in 1928-29, 1331 students, only one of whom was below grade, plus all the others I have mentioned. We have, however, come to the end of the string <sup>to</sup> in this expansion: We have no more room. Not a seat! The Faculty would prefer to have fewer and better students than at present, and we should have better students. That is admitted. But that we shall have many fewer is doubtful. Montreal is growing very rapidly and will probably continue to grow rapidly in the future.

#### Standards

I should like at this point to mention the problem of standards. We frequently hear it said by critics outside and inside that our examination standards are low at McGill. This is not so. The facts and figures I have given above show that we have raised our standards of admission very distinctly during these years. Our standards both of admission and of promotion are as exacting and I think more exacting than in any other College in Canada. I do not believe in rapid and spasmodic changes in examination standards. The University is a slow mare. It is not a machine. It ought to be slow. It takes a lifetime to reform a college soundly.



Works done least rapidly Art most cherishes.

Thyself shall afford the example Giotto!

Thy one work, not to decrease or diminish,

Done at a stroke, was just (was it not?) 'O'

Thy great Campanile is still to finish.

The College, the University and the Community

I do not wish to say much about the importance of a College of Liberal Arts and Pure Sciences in the University and in the Community. There are, however, some commonplaces which should be called to mind constantly. It is so easy to overlook ~~the~~ commonplaces! The College of the present day has, then, three great apparent uses and they are these. (1) The education of teachers for the higher positions in the Public Schools and the very intensive education of a few specially promising young scholars for University positions. McGill must, for reasons we shall see a little later, be prepared to do more of this work in the future than in the past. (2) The preliminary training of students who intend to proceed into the learned professions, Medicine, Law, Theology and Engineering. All students entering the Medical Faculty now require three years in the College and some of them take the full four years, virtually all students entering Law and Theology require a Bachelor's degree and those entering the Faculty of Engineering require one year of preliminary training and this requirement, I suggest, might very well be raised to two years. It is apparent, therefore, that by the time the student has come through the High School and his preliminary work in the University, his habits and methods of study and work are fixed, or nearly so, and will therefore remain fixed or nearly so throughout all his years in the professional faculties and indeed, throughout his whole life. The success of the professional faculties depends,



therefore, fundamentally upon the success of the Arts Faculty. (3) The liberal education of young men and women who intend to follow business vocations, or public life or the care of homes. It is the invasion of this third class which has been mainly responsible for the great increase in University enrollments all over this continent during the last thirty years. It is apparent, therefore, that the Liberal College <sup>forms</sup> carries the foundation and framework of the whole University edifice and that the stability, success and charm of the whole edifice depend upon the College. McGill University has made its great name in the past largely through its famous Medical School, and its very useful and successful School of Engineering, commonly called the Faculty of Applied Science. The scene has changed, however. Scenes do change. They persist in changing whether we will or no. The future of McGill University depends largely on the future of McGill College from now on.

#### Some First Principles.

A College or University is a group of students and Professors. It is that and nothing more. It is made up solely of human minds and human sentiments. It is, therefore, an invisible entity. It requires no rhetoric to prove that. McGill University, for example, is not that fine landscape of green fields and gray buildings which lies between Sherbrooke Street and Mount Royal. That is only the place, the habitat, where the University lives when it is at home. From these principles, however, follow two practical rules. (1) The College or University has only one end, viz., the mind and manners of the student on the day he receives his degree<sup>e</sup>. Every moment of work, every broom, every brush, every pen that's purchased must be made to aim at that end. (2) There is only one paramount rule of University Administration and that is the selection and placing of Professors.



The students are given. Providence, the home and the school provide them, and there is no way by which the University can influence these agencies in the community save by doing its own work well. Read section 94 of the B.N.A. Act. This also is not rhetoric but plain common sense and sound business

practice. 97 A It is astonishing, however, how many of us, having piously admitted the foregoing principles, immediately proceed to forget them. Let me imagine a typical case. There is nothing easier, for example, than for some person, or group of persons, who have seen a few Universities to come to McGill, look about a bit, and then advise as follows. "You have no Gymnasium. You should have a Gymnasium. <sup>Me</sup> ~~Me~~ sana in corpore sano. You have no dormitories. You should have dormitories. Dormitories add greatly to student unity, and esprit de corps in the University. Your library is congested. You should enlarge your library building. There is no use spending money trying to buy good books only. A University should have all books, good, bad and indifferent. Your mining and geology accommodation and equipment are inadequate. You should enlarge these departments. Mining is one of Canada's greatest industries and one of her greatest sources of wealth. Your department of Biological Studies is weak and you should reorganize this department." etc. etc." This advice is futile. It is like telling a farmer that his barn needs shingling. An alumnus attending a reunion at his old University recently expressed this fact very aptly when he said: "They seem to be spending most of their time building buildings in the Colleges these days." All of these things I have imagined may be true. Most of them are true of McGill at present. It is the vision, however, and the method of approaching the problem which is mistaken. The best that can be said about this method is that it is like trying to fit a man with a suit without having taken his measure. That way lies extravagance and waste. The amount of money which has been wasted



on this continent and especially in the United States in this way is colossal. It amounts to billions. The Universities of Canada, therefore, and McGill among them, should try to profit by the admitted errors of their neighbours.

Let a University see to it that its Professors are men who can set an example of scholarship, manliness and devotion and who are able to reproduce these qualities in their students and all other things will follow as the day follows the rising sun. We must do this thing if we are to be a distinctive people and unless we become a distinctive people we have no national raison d'etre.

#### Faculty Organization.

There is inter alia one method of Faculty Organization which I should like to touch upon, and that is, the method of having graded departmental staffs. I refer to a department, for example, with a head Professor, a second full Professor, an Associate Professor, An Assistant Professor, a Lecturer, Reader, Tutor Assistant, etc. I do not think that this ragged mechanical formation has anything to do with the things of the mind, and my reasons for so thinking are the following. (1) As the departments grow normally they tend to appoint minor men to take the new courses of study and to break new ground and thus grow downwards instead of upwards. (2) This formation leads to difficulties when promotions or new appointments become necessary. If the Head retires, for example, all the men in line expect to be moved upwards a step, and if this is not done, or if any one is taken out of his position in the line, the internal morale of the department is injured and these little personal injuries are very hard to heal in the Universities. No one knows better, indeed, how hard they are to heal than the Dean of his Faculty. We have suffered in at least some cases from this line promotion in McGill in my day. The responsibility is mine, but it took me some time to find out what was wrong with the system. (3) This practice is uneconomical, and, therefore, wasteful. It tends to



fritter away the salary account of the department in minor ineffective amounts. Suppose, for example, a department with an annual salary appropriation of \$17,000, a normal one with us. It would be better, then, I suggest, that this sum should be divided say as follows, \$8,000, \$7,000, \$1,200, \$800, rather than as follows, say \$5,000, \$4,500, \$3,500, \$2,500, \$1,000, \$500, which is about the way our salaries range at present. Two capital men in the lecture hall are worth a whole corps of minor men. They can at least encourage and inspire the student and deliver the college from mediocrity - and mediocrity is the unpardonable sin in Universities. One Professor and his younger Tutor or Assistant is really, I think, the most efficient unit in College work. (4) I am convinced that informal outline, routine lecturing by minor members of the staff is futile. Most of these lecture courses are worth less than a good text-book on the subject, and any student, who is ever so little a student, can learn more thoroughly from a good book than he can from taking down ragged notes from class-room lectures. I am afraid, indeed, that this method is worse than futile. I am afraid that it is vicious. A student should never be taught anything which he may teach himself. I know of no practice more calculated to destroy all student initiative than the practice of compelling him to sit and listen dumbly for four years to ragged routine lectures on any subject. (5) I think that I should abolish all Heads of Departments. This practice tends to make each department a petty imperium in imperio and to promote very undesirable rivalry between the departments themselves. After all there is in each case only one great world and one student looking at it and there ought therefore, to be only one faculty to teach him how to look at it with understanding, appreciation and reverence.



I should prefer in a word to have a staff made up of all full Professors and tutors. I do not suggest for a moment that we should abolish all middle or minor positions, or that we should peremptorily refuse to appoint any of this class in the future. All the surrounding circumstances must be taken into account in each case. I do, however, strongly recommend that our policy in the future should point <sup>in</sup> to the direction I have indicated.

#### Salaries.

There is no subject so difficult to discuss as the subject of University salaries. The reason is that there is no generally accepted standard of measurement by which to fix the just and proper sum. It is often said, for example, and I think said rightly, that a University Professor should have as much salary as a member of the Judiciary, or as a Deputy Minister in the Federal Civil Service, but even this is unlikely in the near future. It is true that a University Professor has to follow a long and severe and sometimes expensive training, and his work is often irksome, but, on the other hand, he undoubtedly has many high enjoyments which are usually denied to business men, and often to professional men. I have not much sympathy with the University man who complains bitterly and peevishly because his colleague is being paid more than he. Rather should he rejoice therefor and proudly continue his work, believing it to be worth-while and knowing that his University will pay him all it can without sacrificing its needs in other ways. On the other hand, any University man who refused a higher salary for doing the same or better work elsewhere would be a sentimental ass. Even the clergy are not high-minded enough for that. There is nothing so irrational and unjust in human life as the incomes men earn. One man whose work is a menace to society receives a colossal income, while the



prophet and inventor is left to starve. It always has been so. Our present salaries in McGill College are, however, admittedly inadequate. The cost of living in Montreal is very high and the cost of citizenship perilous. The bare necessities of life being provided for, the upward curve is almost perpendicular. I assume, too, that a University Professor is entitled to live in his community in reasonable style. But the situation at present is much more menacing than can be indicated by mere generalities, as the following considerations will show.

McGill University and other Overseas Universities have brought many or most of their Professors from Great Britain in the past. This policy, however, cannot be continued so successfully in the future. The Empire is too big for that and the Motherland is going to need all her own best educationists for some time to come. The War has had its effects. Many fine scholars lie buried on the fields of France. Oxford, Cambridge, Edinburgh and Glasgow take all the best of those that remain. The Provincial Universities and the various London institutions, now growing rapidly in number and size, take their share. The Scientific industries will continue to take an increasing toll in the future. England is going to be forced to adopt the principle of mass education from now on. She ought to have done so a century ago. Only the casual unemployed and the dissatisfied ones are left, therefore, and this is not good enough for the Premier Overseas Universities. As a matter of fact this practice did not really work well in the past when measured by long periods. The men who came overseas and succeeded returned home at the first opportunity, and those who did not succeed stayed. The result was obviously not beneficial to the overseas institutions.

If we turn next to the United States, the prospect is even poorer than in Great Britain. The large number of highly endowed Universities of



the premier class in the United States take all their best men. Their magnificent foundations of research in all subjects also take their share. The Scientific industries are even now robbing Universities of their best men in Economics, Mathematics, and in all the Sciences. Already, the Universities of the United States are going into the British and European markets offering prices quite beyond our resources. And besides all this, most real University men must have a country all their own. Their views of this country may often be visionary and mystical, but they are at least honest and unselfish. This, at any rate, is one quality of a University Professor which other people might well emulate more than they do.

There is, therefore, only one alternative to follow and that is, for the Overseas Universities of the premier class, McGill among them, to begin to retain their own men more intensively than in the past, or at least, to carry them far enough to send them abroad for further intensive training. Unfortunately this is a very difficult task at McGill. Indeed it is at present our biggest and hardest task of all. The percentage of men from McGill who have followed educational employments has never been large. The number of men who have gone into the High Schools, Colleges and Universities of the eastern Provinces of Canada, including our own Province of Quebec, is relatively very small, and this work in the great new western Provinces has hitherto been almost exclusively preempted by men from Toronto, Queen's and Dalhousie. Good work was done by McGill in the Province of British Columbia, but that has now passed into other hands.

The usual way is to blame the College for the difficulty of the problem I have just outlined. But that is very unfair. The causes at McGill are much deeper than that. These causes, as I see them are chiefly the following, (1) Seventy per cent of our students come from homes in Montreal,



and this class do not as a rule follow the University further than a degree. The best of them are assured a competence from well-to-do homes. The professions and business are more attractive and honourable. They have learned the truth of Bernard Shaw's aphorism: "Those who can do, those who can't teach". Who can blame them? I should never advise a boy whom I admired to follow the University now. If he wished to go into business, I should say, "That's splendid, go down to Morgan's or to Birks and do so." If he wished to become a statesman, I should say, "Study Law", or if he were interested in science, I should say, "Why not go into Medicine, or Engineering".

(2) The Hebrew invasion at McGill is the next cause. Many of this race are excellent students and desire to follow the University, but they are not wanted in the Universities of Canada. (3) The rapid increase in the number of women students should also be noted. Very few of these intend to become, or have the competence to become, or should, for that matter, be encouraged to try to become University Professors. (4) The number of preprofessional students attending the Colleges has also greatly increased in recent years and these are lost to the Universities except the few who return to the professional schools afterwards. Indeed the higher salaries paid in the professional schools are distinctly unjust to the Universities at present. If any young man has an instinct to follow the University, he would be better advised to aim at the professional schools. He can get there just as soon, and a little easier, earn a larger salary, and have all the advantages and enjoyments of University life with the others.

Take away then from our enrollment at McGill College the four large classes of students I have named above, and it will be easily seen how few are left who are willing or who should be encouraged to elect educational



occupations as their life's work.

There is one and only one possible solution to this problem, and that is, to boldly increase the remuneration, recognition and other advantages offered to University men so that their positions may be made more attractive to the more promising and ambitious students among our number. The future of Old McGill depends more upon this than upon anything else I know. I know of no other way to get rid of mediocrity. If we treat any class of men in the community in a mediocre way, we can only honestly expect a mediocre return in the long run.

I have appended to this report a list of Professors in the College and the salaries they now receive. I do not suggest that the present incumbents should be paid these amounts forthwith. I do not wish to be mistaken for a moment on that point. I have only used this list to show what I think the salaries in their positions should be, if the College is not to "sink i' the scale". I am convinced that we could not adequately and honestly refill any of these positions for a lesser sum. The total increase for this list is \$ 21,050.00 per annum.

#### The Departments

I now wish to turn to the several departments of study, and shall take them up each in turn, in the order in which they appear in the Annual Announcement of the College.

#### Biology.

The University is probably getting less returns for its investment in this department than in any other large department. The reasons, as I see them, are the following. (1) Biological studies at McGill have hitherto been annexed to the Faculty of Medicine. Except for some classes in Botany



and Zoology, none of these subjects have been open to students of pure science in the University. It has never been possible, for example, for these students to elect Physiology, Bio-chemistry, Bacteriology, Genetics, Plant Pathology and similar subjects. The Medical tail has been wagging the University dog too long. Biology is not a medical subject. It isn't even the most important pre-medical subject. A man may be an excellent physiologist and not be a physician. He may even be an excellent anatomist, and know nothing about Materia Medica or Operative Surgery. This annexation should be ended both in theory and in practice and the Biologists should become an autonomous department in a Faculty of Pure Science. (2) The personnel of the department is too miscellaneous and their work is too unrelated. I am not blaming anybody because there is a valid excuse for this. A very large number of special subjects of Biology have grown up everywhere in recent years. Each worker carries on his studies and researches, and hence his teaching, in his own field without paying much attention to what is being done in other fields. The result, again is colossal extravagance and waste. The special branches have grown too far away from the parent stem. And yet there is no study in the whole curriculum which offers a prettier opportunity for co-operation than Biology. All living things are fundamentally the same in content and behaviour from the simple unicellular plant to the genus homo. The origin, structure and behaviour of the organism and its growth and evolution disclose the proper scheme for the sequence and correlation of studies in Biology. The study of simple organisms, and their genesis, Histology, Morphology, Physiology, Pathology, etc. are all closely related both in the logical and in the time order. (3) We are doing nothing at present to encourage students to set out upon the study of Biology. This subject is offered in the First Year in Arts, but is only elected by candidates who are afraid of Physics and Chemistry, and obviously such



students are incapable of succeeding in any scientific study. Curiously enough too, this subject is not offered at all in the First year <sup>in</sup> ~~to~~ Science. Here the idea seems to be that an advanced knowledge of mathematics, physics and chemistry is necessary to begin the study of Biology. This is not true. There are some studies in Biology, even research studies, which can be carried on by an illiterate person, and as for the others the student can acquire the necessary knowledge of these cognate studies as he proceeds and as occasion may required.

This department can only be repaired by adding new personnel. We have tried reorganization but I predict without appreciable results. There is no use shuffling positions and subjects in the curriculum. That is futile. The reason is obvious. Men cannot cooperate unless they be equipped and placed in a way which admits of cooperation. Professors do not teach their subjects; they only teach what they know about their subjects and most of them try to teach all they know, no matter by what names, or numbers they may be called. We had a curious instance of this recently when a department changed the name of a pre-medical subject from LM to LP and, presto, the subject ceased to be pre-medical.

I recommend that Dr. Lloyd be translated to a research professorship and relieved of most of his teaching. I recommend that two new capital professors be added to the Department of Botany, one of these to replace Professor Derrick. One of these two should be, for the most part, a general Botanist and the other a Geneticist or plant Pathologist. Genetics is probably the prettier subject and has very important bearings upon special problems of breeding. Plant pathology is of great importance to our field and forest industries in Canada. So far as Zoology is concerned a capital man of interest and initiative will have to be found to replace Dr. Willey, when he retires.



Possibly the Geneticist should be placed in this department if funds be available for both plant Pathology and Genetics.

Perhaps at this point I may be permitted to say a word about the movement to appoint Research Professors in Universities. I do not think that this movement will go far and I do not think it should, and for the following reasons. There are always two classes of Professors, viz., those who are mainly interested in the work of the students, and those who are mainly interested in their own work. Both these classes are useful, but I do not think that they should be divided in an arbitrary way into two separate groups. That, I believe, would be unfair to both groups and to the students. A Professor who hasn't interest enough in his subject to follow up his own researches outside the classroom is a drone and ought not to be in a University at all, and a Professor who is unable or unwilling to teach a few students in his subject is usually a laboratory tinker, and sometimes a mere pretender. Doubtless men who are deeply interested in research should be relieved of some of their teaching work, and I think that a man who does say four hours of teaching work a week will do as good and even better research work than if he did no teaching at all. His researches will help him to throw new light on his teaching and his teaching will help to keep his mind clear on fundamentals. All real truth is simple and can therefore be simply taught.

#### Chemistry

I have nothing to offer in this department. My knowledge of the subject is infinitesimal. I know, however, that this is really the only department in the University at present which is both able and willing to do all the necessary work leading to a Doctor's degree. I have included



the Department in the appended salary list and for the rest it will have to exercise its own autonomy with this caution, however, that every department which sits in Faculty Council must be loyal to the Faculty. It cannot use its position to promote its own interests both inside and outside Council at the expense of other equally important interests in the University.

#### Classics

This is a splendid department. I have nothing but compliments to offer. There is no decent teaching of this subject, however, in the Public Schools of the Province and this sometimes makes it very discouraging for the Department.

#### Economics and Political Science

This department is, I think, sufficiently manned. At present, Drs. Hemneon and Day are doing good work. A capital sound economist will have to be found at any cost to succeed Dr. Leacock as soon as he retires.

#### Education.

This department has only just been founded by the appointment of Professor Clark and we are all looking forward with great interest, perhaps touched with a little anxiety, to his coming in September. As the department however, is one in which I am intensely interested, I may, perhaps, be permitted to offer a few general suggestions.

A department of Education in a University is in a peculiar position. It is not a little Normal School or Teachers' Training College within a University. If it attempt to be that and no more, it will fail. The Professor must be first of all a University man and he must, therefore, be interested in education from a University elevation. He must be himself an example of fine scholarship, else he will not command the respect and



co-operation of his colleagues. He must also be familiar with the literature on the Philosophy and Psychology of education else he will not command the respect and support of educationists in other institutions, and in the community. He has, however, no position or power to influence the Schools of the community save as a student and sympathetic adviser. He is not an administrator. He is a teacher of teachers and an exponent and critic of educational ideas and values in the University, and in the community. He is that and nothing more. He has, however, plenty to do, and his task is a big one and his field well defined.

The History of Education, that is the History of what men have done in all ages to educate themselves, is undoubtedly the most fascinating and suggestive chapter in all human life. This subject is usually taught imperfectly because the ordinary pedagogue hasn't enough scholarly interest to appreciate its importance. The Philosophy of Education, too, is of great interest. Such problems, for example, as The Aims of Education, The School and the Individual, The School and Society, The Relative Claims of Literature and Science in Education, The Sequence and Correlation of Subjects in the School and the University, etc. etc., all fall in this field, and they also have a brilliant literature behind them, both Classical and Modern, from Plato to the present time. The Psychology of Education is more difficult because it has been mauled so much in recent years. Nevertheless this subject contains much sound, useful, human material which every teacher should know and appreciate. Subjects such as Adolescence and Sex should not be over-stressed and should be taught reverently and all morbid unproven theories should be avoided altogether. Everything here depends upon the man.

I suggest that the department should bend its efforts chiefly towards the training of a few promising candidates for the High Schools of



the Province. Two or three, or even one of these added to the High School each year will tell in the end. In any case, the work must be done with great patience at first. As for the general classes required by the Licensing Board, they have to be done. But it is not from them that we shall get our best results.

I recommend, therefore, that Two or Three Thousand Dollars be taken annually from the Special Provincial Fund for this subject to be awarded as scholarships to three or four creditable graduates of the College who may wish to spend one or two years studying for their M.A. degree in this department, with a view to taking positions in the High Schools and private preparatory schools of the Province. Possibly in this way we may be able eventually to get together a small group of really interested trained educationists in the community. The opportunities for observation and research work of this kind in the City Schools of Montreal <sup>are</sup> ~~is~~ unlimited.

### English

This department is very much overburdened. There are over 1,700 registrations in English and this is more than twice the number in the next largest department in the College. There are over 2,300 examination papers three hours long to correct every April and this task alone would require four men working eight hours a day for a month. Written term tests and monthly class essays also run into several thousand in number throughout the year. It may be easily seen, therefore, that far too much of the time of this department is taken up by irksome, routine, clerical work of this kind. This is unfair. It does not leave enough time for reading, study and writing. I recommend the appointment of an additional full Professor of English who shall be first of all an example of literary scholarship, style



and manners. The department needs help. We cannot wait for retirements.

The work in the Drama in the Moyses Hall has been a success, especially during last year, and this success I venture to suggest, may point the way, in part at least, towards the solution of one of the most puzzling problems in University education. Why do so many students with brilliant examination records fail so hopelessly in after life? This is the problem. Let me take an illustration. Mr. X has graduated from McGill with first rank honours and medal, and has taken his M.A. summa cum laude and then proceeds to Oxford or Harvard, where he spends three more years of intensive book study, listening to lecturers by Professors, and being coached by Tutors for a severely technical examination, oral and written, at the end of his term. During all these formative years from 17 to 25, therefore, his powers of self-expression have been allowed to atrophy entirely, except in technical written form. Is it any wonder then that he often returns home, listless, dazed, stupified, critical, futile and a great disappointment to all his friends. Mental breakdowns are not uncommon. This is vicious. The good student should be given every possible opportunity and encouragement to practice self-expression by word and deed during his College days. I suggest that we should encourage in every way the practice of Drama, Music, Debating, Public Speaking and Public Reading at McGill. The Players Club, The Debating Union, The Choral Society, The Musical Club, The Glee Club, and even the much maligned Red and White Revue, are all useful educational agencies if we only have the wisdom to make good use of them. I recommend the appointment of a Professor of Debating, Public Speaking and Reading in the Department of English. I think the man can be found. I also suggest the foundation of a new

Department of Fine Arts.

Music and the Fine Arts are the inspiration and soul of all fine



literature written or spoken. I recommend the appointment of a full Professor of Fine Arts. With one Professor, carefully chosen, and by the help of the Conservator<sup>ium</sup> of Music, the Department of Architecture and allied literary studies we could, I am convinced, build up a splendid department of this kind at McGill. I suggest that all lectures on the history, theory, literature and philosophy of Music should be given in this department. Possibly the Head of the Conservator<sup>ium</sup> of Music should be a Director and not a Dean.

German.

This Department is doing excellent work. Professor Walter is a thorough teacher and one of the best scholars in the land. Professor Graff is also doing good work and is an excellent scholar. I have no changes to recommend.

Mathematics

This Department is doing everything a department of Mathematics could do in any University. Dr. Murray will retire next year, and I have already recommended that Dr. N.B. MacLean be appointed to a full Professorship. Dr. MacLean had a very distinguished record as a teacher of Mathematics in the University of Manitoba and is now with the Sun Life Assurance Company of Canada in this city. I have no further recommendations to make.

History

All three Professors in this department are capable class-room lecturers. I must admit, however, that I do not think that the department is well designed. Let me explain. There are in the main three great



periods of history: (1) Ancient History, including the History of Greece and Rome, (2) European History, (3) British and Overseas History, including the history of the United States of America. Of these three periods the first and the third are usually regarded as most essential in Colleges and Universities on this Continent. All three of our historians, however, belong principally to the second period, and the result of this is that we have no general History, Ancient History, including Greece and Rome, are abandoned altogether, British Constitutional History, always a general subject with us, is given only to a few honour students, the History of Spain in Mexico and South America is substituted for British Overseas History, and Canadian History is taught mainly by a Professor who admits that he is not a specialist in this field. This is a typical example of the negative kind, illustrating the general principle that men, even within a single department, cannot be expected to co-operate successfully unless they be equipped and trained in a way which makes co-operation possible. If they all want to do the same thing, or nearly the same thing, effective co-operation becomes very difficult. I have no recommendations to make at present. The Budget of this department has been increased more rapidly in recent years than the Budget of any other department in the College, and I think is as large at present as the subject warrants.

#### Oriental Languages.

I should abolish this department altogether. There are only a few students attending, and nearly all of these are Jews who elect this subject in order to fill in the number of required subjects for a degree. This is unfair. There is one class all Jews and taught by a Rabbi. I doubt if McGill, being a non-sectarian University, would allow the same privilege to any other sect. There are also a few, very few, intending Theological students in some of the classes, but all these would be very much better



advised to spend their time on Greek. If any Theologian be not scholar enough to read the New Testament in Greek, he is not likely to read the Old Testament in Hebrew. Indeed it is perfectly futile to attempt to teach Hebrew to a student who has no adequate training in Greek and Latin. All intending Theologians should follow Greek and Latin in their Arts course. There should be one course in Hebrew in the fourth year, or say one in each of the third and fourth years, but these could be done better than at present by one of the Hebrew scholars on the staff of the affiliated Theological Colleges.

#### Physics

This department is, I think, the most expensive in the University on all four counts, viz., building, maintenance, equipment and salaries. The total for salaries is \$ 36,050.00 enough, I should say, to pay for <sup>four</sup> ~~five~~ Professors of international reputation and a complementary corps of Assistants. Nevertheless I do not think that the department is getting results commensurate with the cost. There are always a number of graduate students in Physics, but they do not seem to come through. The Department seems to be more interested in finding scholarships to send its graduate students abroad than in teaching them at home. Sometimes I feel that some of the members of the staff are always gazing at the top of a hill they cannot climb. No doubt the Science of Physics has reached dizzy heights in recent years, but there is no reaching the dizzy heights without first climbing the lower slopes. This department also illustrates, I think, one of the greatest sources of internal "waste" in University administration. I refer to the practice of departments offering a large number of optional or alternative courses. Obviously these alternative courses call for additional staff assistance. The number and cost of the staff, in other words, varies directly with the number of courses in the



departmental curriculum. The maximum number of courses which a student can take in any subject for the Bachelor's degree is 9 and there are 26 offered in this department. It is true that some of these are one hour courses and some for graduates, but that only lessens the difficulty. Of all the subjects in the curriculum, moreover, Physics is the one which least admits of being divided up in this way. The plan of Physics is as rigid as the plan of a cathedral or a tower. The sequence and correlation of sub-subjects is almost completely fixed. I need not add, too, that additional staff always calls for additional equipment, maintenance, room, etc. I do not wish to be severe, but I think it is my duty to point out these facts, and, be it added, Physics is not the only sinner.

Dr. Ives is growing old after a good day's work. The infirmities of Dr. Barnes and King I need not mention. The younger men are all good men, but I do not think that more than one or two of them will ever reach first rank, and I do not think that any of them will reach first rank in both teaching and research. Two capital men will therefore, be needed in this department very soon, and these men cannot be procured now at low cost.

#### Psychology

This department has an excellent laboratory. The plan is convenient, the fixtures and connections perfect, and the necessary equipment is being slowly assembled. I need not repeat, too, what I have said so often before both by spoken and written word, that the policy of the College is to make the very best possible use of this laboratory for the mutual advantage of both the Faculty of Arts and the Faculty of Medicine. There are, however, some very complex and very abstruse questions in relation to this subject which will have to be settled sometime, but I cannot discuss them here. I should have to write a learned treatise to do so.



Romance Languages.

The staff of this department is distinctly miscellaneous. Nevertheless it is doing good work. The standards in the French language are much higher than in any of the Universities of the English-speaking Provinces, and this is as it should be. French is the language of instruction in all classes. Not a word of English is spoken except *to* a small special group of students in the first year coming from wholly English-speaking communities. Half the students in the College read French, and 500 can listen to a lecture or play in French and understand it fully. As for oral French there never has been and never will be a school which can teach a facile use of the language in conversation except to a very select few. This art can only be acquired by daily use of the language in a French speaking community. Reading French, listening to French, and speaking French are three almost entirely separate psychological processes.

The department needs a new head. The head of this department should be socially intimate with his staff and should do every thing possible to keep them together and to stay with the college. I deeply regret the loss of Professor Regis Messac. He is a fine scholar, but I fear that his place is in a University in his own country.

Sociology.

The subject called Sociology, as I understand it, is a compound of Economics, Political Science, Social Ethics, Psychology and Social Therapeutics, and the department is, therefore, apt to overlap these other departments and hence more waste. I think that the student should learn his fundamental Economics, Ethics and Psychology before going into Sociology and that the subject should, therefore, be limited to the third and fourth



years or probably to the fourth year, and one or two graduate years leading to the Masters degree. One Professor capable of keeping to *the* distinctive problems of the subject is enough. With the School for Social Workers I have nothing to do in this Faculty.

#### Commerce

I should like to add a few comments on the work of the School of Commerce in the Faculty.

I have had many men come to me during the last few years and tell a story something like the following. "I only had an elementary school education. I worked on the railroad, I succeeded, however, and I now own a prosperous business. I want my son to succeed to this business, and he wishes to do so himself. But I want to give some tone to the business, and there are some scientific subjects which are of great importance to us. In any case I want my son to get an education. What studies do you think he should follow in order to get a creditable College education which will, at the same time, help him to take an interest in the business and to manage it successfully." Despite the fact that our Universities, as I have already pointed out, have been stampeded by this class of student in recent years, no University, so far as I know, has ever answered this question successfully. The School of Commerce at McGill has answered it in part, but not wholly. Let me explain.

A School of Commerce is designed to offer a college education for four different classes of people in the Community, (1) Accountants, (2) General Business Men (3) Professional Economists and Statisticians, and (4) Actuaries. The first, third and fourth of these classes are competently taken care of by the regular departments of Accountancy, Economics and Mathematics respectively. The second class, however, is very poorly taken care of by our School at present, and it is this class



I suspect, which the promoters really had most in mind when the School was first founded. By far the largest number of students in our School at any rate are really looking for an education which will fit them for financial and commercial occupations in life. How is this to be done?

I recommend the creation of a Chair of Commerce, and the appointment of a full time Professor to take care of this work. This work is being done at present under the name of Commercial Law, by three part-time junior members of the Bar, but this is wholly unsatisfactory. The point of view of the Lawyer, especially the Junior Lawyer, and the point of view of the layman are entirely different. The Lawyer looks at the matter from the point of view of some section in the Civil Code, or of some moot case in Jurisprudence, the Layman from the point of view of a concrete practical business transaction. 99% of every concrete business transaction, say, for example, the sale and shipment of a consignment of goods from Liverpool to Montreal, is controlled by business customs and practices which never come near the law, and it is this substantial, dependable part of the transaction which every student of Commerce should know and understand. The less business men have to do with isolated sections of the Code, current legal maxims and moot cases, the better. They cannot possibly learn enough about the law to practice it safely in their own business. I speak with some confidence on this point, as I taught Commercial Sales, and Negotiable Instruments with much relish myself for several years. I believe unconditionally in the value of Commerce and General business as a subject of University study. The way men live and work and succeed and fail in the business world is a profoundly human study, and has a right to rank with the most human subjects in the curriculum. The Arts training is really meant for literary and professional men.

It will, I know, be difficult to find a man for this position.



The Harvard School of Business Administration is the only place I know where this work is done successfully. Perhaps, however, we might choose some young lawyer with at least as much native intelligence as knowledge of the law and leave him to work out his own problem.

### Spanish

I should discontinue this department altogether as soon as possible and for the following reasons. Spanish, no doubt, has a place in a department of Romance Languages in an Arts Faculty, but I cannot understand featuring this language in a School of Commerce, with French at our doors and all about. No student can follow both French and Spanish in a Commercial School, and have sufficient time left for his other studies, and no student who follows French until matriculation and then abandons it for Spanish is likely to succeed in the latter language. I know that the idea is to train some men for Commercial and financial positions in the South of this Hemisphere, but I believe this attempt to be largely hopeless. English is the prevailing language of Commerce in these countries. French is also spoken. Most Spanish traders speak French anyway. Half the people in these countries speak Portuguese and not Spanish, - in Brazil, for example, and the natives of Spanish origin speak a patois wholly unintelligible to the literary students of this language. I know that employees in Banks and Insurance companies in these countries ought to know Spanish, but I doubt if many of these will be trained in Schools of Commerce in this country and in any case they can learn more in three months in a practical way on the ground than in three years in the University. Why should we lose all sight of returns in University investments? Every student in Commerce who wishes to carry a modern language should be encouraged to follow the French language throughout his four years.



### Scholarships

Our Scholarships in this Faculty are in a hopelessly miscellaneous ragged and meaningless condition at present. Most of them date from thirty years ago when the purchasing value of money to the ultimate consumer was three times what it is now and therefore the present stipends are too small to encourage competition. Moreover these scholarships offer very little clear outstanding distinction, because they are awarded for so many petty technical miscellaneous reasons. I have tried repeatedly to arrange them in some sort of rational plan but without success. The terms of the original endowments are fixed in most cases and in others there are always old rules standing in the way. Some of them, too, are wholly charitable, and I do not believe in charitable scholarships. Scholarships are awarded for scholarship and not for charity. The proper way to take care of 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 I suggest the following principle. All scholarships should be so arranged that a certain number of exceptionally successful students may be able to pay a substantial part of their College expenses by earning scholarships from year to year throughout their course. With this principle in mind, I venture to make the following suggestions.

(1) Matriculation Scholarships. Mr. Beatty's admirable Scholarships in Classics and Mathematics offer an excellent model for other Scholarships of this kind. I recommend that three others be awarded on the same conditions and in the same amounts, as follows: one in English and History; one in French and another language, and one in Physics and Mathematics.

(2) First Year Scholarships: There are only three small scholarships for competition at the end of the First Year in a class of 420 competitors,



viz. The Jane Redpath for highest aggregate standing in the year, value \$115.00; The Barbara Scott for first place in Classics, value \$115.00; and the Robert Bruce for high general standing, value \$100.00. I recommend that all ~~these~~ three be complemented by a further scholarship of \$300.00, and that seven additional scholarships be granted to the next seven students in order of general merit, and in the following amounts, viz., \$350, \$300, \$250, \$200, \$150, \$100 and \$50.

(3) Second and Third Year Scholarships. Six scholarships of the aggregate value of \$750 are offered for competition at the beginning of the second year and ten scholarships of the aggregate value of \$2355 at the beginning of the Third Year, and I recommend that all these scholarships be multiplied by the number three (3).

(4) Fourth Year Scholarships. I recommend that the Faculty in full session be given the right to elect each year not more than ten scholars from the Graduating Classes in Arts and Science. These scholarships shall carry no stipend but the holder shall have the right to use the title and distinction "Scholar of McGill College" for life and good behaviour. These scholarships shall be awarded on the student's full four years of work in the College. I recommend that the Faculty be given the right to award each year one travelling scholarship of the value of \$1750 per annum and tenable for two years to candidates holding the B.A. or M.A. degree from McGill.

The total increase in the amount of the above scholarships is \$13,500 per annum and I recommend that the student fees in Arts and Science subjects be increased \$25 per annum, which will yield an additional sum of about \$25,000 per annum, and that this sum be appropriated first to the payment of this increase and the remainder to increases in the salaries of the professors. Although this is, I think, a new suggestion, it is not an arbitrary one. The good student is an asset in the class. He sets the pace, he improves the



standards, he sets an example of how students should work in college, and he is a great help and encouragement to the Professor. The mass of poor students, on the other hand, are a drag upon the class and a burden upon the Professor's work. These students, therefore, owe a heavy debt to the good students and to the professors and they ought to pay this debt in part at least. Our fees are not half what they are at Harvard, Chicago, Yale and other universities of the premier class operating under private endowments in the United States. The fees in Private Universities will always be higher than in State owned ~~Universities~~ institutions where every ratepayer has the right to stampede the University if he wishes to do so.

#### Student's Loan Fund

I believe that the student has the same right to finance himself as anybody else whilst gaining useful experience that will be of service to his community in after years. I also believe that the promise of a diligent student to repay his Alma Mater any loans which it may make to him while in residence is as safe a security as there is on the market. Many universities in the United States have had student loan funds for years and the plan is, I think, universally approved. Dr. McCracken of Vassar tells me that they have had such a fund for twenty years and that they have not in all this time lost a single cent through bad loans. The same was true at Cornell in my day. Sometimes the loans are slow coming in but they are always paid in the end with interest. I recommend that a fund of \$25,000 be set aside for this purpose. Loans would be made chiefly to promising students in the third and fourth years, but these cases are personal and no rigid rules should be laid down. Each case must be dealt with on its merits and this fund would be under the management of a careful loan fund committee.



I pity the student who has to work after hours to pay his way. It is so unfair. After four years of hard work this class of student only succeeds in getting an indifferent degree. I, personally, always advise against this plan. It is far better, I think, that the intending student should work three or four years to raise money before coming to college and then borrow the rest where he can. Probably each student to whom a serious loan is made should take out a policy of life insurance to guard against loss in cases of fatality. Possibly, too, some scheme of student group insurance might be devised to protect the fund in these cases.

#### The Moyses Hall

This Hall has been a great success. The builders aimed at the maximum of propriety, utility and simple beauty and they got all three. I do not think that university money has ever been better invested. The Hall is used for large classes four hours each day and is open from 5 p.m. to 11 p.m. and sometimes until after midnight for lectures, debates, public addresses, practices, rehearsals, music and plays. A monthly church service is held on Sunday mornings. I should like to see this service held every week. I should dearly love to see an annual appropriation of about \$3000 set aside to bring the best available clergymen to the College to preach to the students. It is true that the city churches are open to students, but serious college students demand something different from the usual miscellaneous congregation of worshippers. When the Hall was built we said that we did not want a theatre with a pulpit but a chapel with a stage, and that was what was built. The cost of transforming the stage into a pulpit, a choir, and an altar (why not!) every Sunday morning would be trifling. I do not recommend this but I strongly suggest it. The worship of God is not very visible in this University.



The East Block

In the McGill Annual for 1928 I wrote inter alia as follows:-

"We must not forget, however, that the work of rebuilding Old McGill is not yet complete. The east wing of the building still remains to be done. All McGill men know, too, that this east wing is probably the most sacred place in all McGill history, for it was once the home of Sir William Dawson, who stands highest of all in our McGill Temple of Honour. Clearly, therefore, one of the next tasks to be undertaken by the University and by all McGill men is to enlarge and rebuild this part of the College. The plans, I suggest, should show a suitable entrance and front elevation facing on The Little Campus at the end of Milton Street, and the whole designed in harmony with Molson Hall and the main College building and to be known as Dawson Hall. Just what the interior of this part of the building should contain is largely conjectural, but with over fifteen hundred students now attending the College daily, the need for a completed building is clear. That it should contain the Department of Geology - at present sorely in need of accommodation - is obvious, for Dawson was one of the greatest geologists of all time and this subject is of the very greatest scientific importance in the future development of Canada.... That done, I predict that McGill College will then reorganize into a college of four distinct and yet closely affiliated faculties in Arts, Pure Science, Law and Commerce. The suggested change of name from "The Faculty of Arts", always a misnomer, to "McGill College", is, therefore, not without significance."

I see no reason for changing the opinion expressed in this paragraph. I know of no way in which University building funds could be used to such great profit at McGill at present. This block is four stories, and extended back with Molson Hall and Moyses Hall would contain, I estimate, as much or more cubic contents than the new Arts building. There would therefore be, I am convinced, ample room for the Law School above, Geology in the rear and the Administration in front, and a few class-rooms and offices in addition at present much needed by this Faculty. The class-rooms might very well be used in common by all. Not a single seat need be wasted by dividing college students into arbitrary water-tight compartments. That way, again, lies waste of much needed money. Every college building should be built to fit the student body instead of trying to fit the student body into the building. Every building should be tailor-made. That seems to me to be the supreme principle in all University building policy. The present building was designed in that way and I shall venture that there is not a single college



building in the world with more daily work of a kind done within its walls.

#### New Faculties

I think, too, that the suggestion that we should have three Faculties of Arts, Science and Commerce is also timely. After all, the spirit and aims of these three groups are quite distinct and they should, I suggest, therefore be left as free as possible to work out in time their several destinies. At any rate, a joint Faculty of all three sections is really too cumbersome to be efficient and is often apt to be completely smothered by multiplicity of counsel and sometimes by petty personal and departmental oppositions. With the Biological sciences controlled by Medicine, and Physics and Chemistry independent entities, there really never has been any effective organization of this Faculty on the science side.

There is also a further reason why there should be a separate Faculty of Science for the whole University, and although it is admittedly quite beyond my jurisdiction I should like to be permitted to touch upon it briefly. I refer to the science work at Macdonald College. I know that the problem of the agricultural colleges is perennial and it will, I am convinced, remain perennial until these colleges realize more clearly what they are really trying to do. An agricultural college is designed, as I understand it, to provide a liberal useful education for men and women who intend to live on the farm and home. The idea is that there should be two universities in every community; one for the country and the other for the city. There never was a more profound or a more extravagant and wasteful fallacy than this. There is not a single subject of liberal education which is not needed on the farm and home; not one. Why then should the Arts subjects not be taught in the University where they belong? This question, too, is equally applicable to the Sciences. There is no specific science called the Science of Agriculture. What is usually



called by that name is only the application of the standard sciences, Physics, Chemistry and Biology, to problems of tillage and breeding. How then can any student apply a science to any pursuit unless he first know the science itself? The question, I think, answers itself. These applied sciences are chiefly the following:- Soil Physics, Agricultural Chemistry, General Botany, Genetics, Plant Pathology and Bacteriology. Why then should a specialist in each of these subjects not be placed in their regular University departments where they may collaborate fully with their colleagues instead of isolating them in a separate institution where they are compelled to teach both the fundamentals and the applications of their subjects to immature students? The chief trouble with the agricultural colleges, frankly, is that they are trying to compact a liberal and a vocational education into a single curriculum to carry on research work leading to a doctor's degree and to operate a large and expensive experimental farm, all by men usually of inadequate training and without any significant practical experience. Hence, constant inefficiency and dissatisfaction. I suggest, tentatively at least, (1) That the science department in the University and at Macdonald College be consolidated into a single University Faculty, (2) that the first two years for the degree of B.S.A. be the regular two years of work in the University, and (3) that the third and, in some cases, possibly only the fourth year at Macdonald College be reserved for the usual field work and husbandries incident to farm management.

#### Dormitories

This Faculty has a common interest with all the other Faculties in the proposal to build dormitories at McGill and perhaps I may also be permitted to offer with deference a few suggestions on that proposal. There are throughout the University at present about 800 - 1000 students who might live in dormitories.



The cost of erecting these dormitories would be great, especially if they are to be commodious and comfortable internally and consistent with the landscape externally. Would the educational returns from this venture be commensurate with the cost? That is the question. I do not think that they would. Almost everything I have said in this report bears upon this question. Dormitories are a necessity in universities and colleges built in small towns and it is true, I think, that these universities and colleges often show a greater college spirit than similar institutions without dormitories located in the larger cities. This spirit, however, is usually, I fear, of the small town type and, therefore, of no great lasting value to the student. I am not sure, indeed, that it is genuine. Certainly the academic standards in these colleges are no higher nor as high, I think, as in other institutions doing the same or similar work. The spirit of a university with dormitories located in a large city, like Harvard for example, is, I know too, quite different from the spirit of a similar institution like Cornell located in a small town. Nothing should, therefore, really be done in ventures of this kind without the most careful inquiry into local conditions and local needs. There is no use copying other institutions blindly.

Dormitories are usually dismal places. The halls are cold and dreary. Each room contains two single beds, a table and a rude bookcase. The fires are seldom kindled in the common room. There is no library, and that alone is almost fatal. The meals in the refectory are usually tasteless like all cheap meals prepared in large quantities. Who would wish to live for long in a cheap hotel, and that is just exactly what the usual college dormitory really is. Something should be allowed for individuality. How are the mind and manners of students to be improved seriously by herding them together in a dormitories? Should not something be conceded to the right of the student to choose his own quarters at a cost which he believes to be consistent with his own resources? If any one thinks that the daily morality of students is



improved by living in dormitories, he should look about a bit among the colleges. College dormitories are a relic of monasticism and the military barracks, and both these institutions are pretty well faded out in the colour of our present civilization. I have lived whilst a student in all sorts of places, in attics, in lodging houses, in boarding houses, in fraternities, in dormitories and hotels, and the best of them all is the simple old-fashioned quiet boarding house. It is at least something like home.

The history of college dormitories on this continent is exceedingly interesting. About thirty years ago some of the universities of the premier class in the Eastern United States recognized that Oxford and Cambridge had something which they had not and which they wished to have, and they attributed this difference to the fact that the students at Oxford and Cambridge lived in residences. They were, however, completely mistaken. The peculiar charm of Oxford, for example, is not due to her dormitories but to her storied past, the memories of her men, her chapels, her colleges, each with its own individuality, where professors, tutors and students live together in high company, to the thorough careful scholarly traditions of the leading colleges, to the preparatory work done by her students in such famous schools as Eton, Harrow and the rest, and also not a little, I suggest, to the fact that most of her students have come from the leisured, mannered classes in English homes. Harvard is finding out this mistake at present and President Lowell is now trying to reform the dormitories into houses. Will he succeed? I do not think so. You cannot create a university out of bricks and mortar and ivied walls, and no merely mechanical rearrangement of the student body can create a single new idea or a single new sentiment in the spiritual life of the institution.



The Gymnasium

I am sure that this Faculty agrees unconditionally that we are sorely in need of a gymnasium at McGill. Many questions, however, must first be answered as, for example, the following: What opportunities for outdoor sport are available to the University? What are the essentials and what the extravagances in the building and equipment of a gymnasium? Is an indoor track needed, and why? Is a badminton court needed and for whom? How many students will use a gymnasium and to what extent? What is the real value of gymnastics to the physical education of students? Should a gymnasium ever take precedence over much needed requirements for salaries, class rooms, laboratories and books? It seems to me, with the utmost deference, that all these and similar questions should be answered in the most conservative economical way. A large amount of money has been wasted on extravagant gymnasiums in some universities.

Summary

I now wish finally to present a short summary of the increased cost of the changes and additions to the College which I have suggested in this report:-

Salary Increases . . . . .	\$ 21,050
Biology (Additional Professor) . . . . .	6,000
Philosophy (Additional Professor). . . . .	6,000
English (Additional Professor) . . . . .	5,500
Professor of Commerce. . . . .	6,000
Professor of Public Speaking . . . . .	5,000
Professor of Fine Arts . . . . .	5,000
Scholarship Increases. . . . .	13,500
Assistant to Dean's Secretary. . . . .	1,200
Extra Caretaker. . . . .	500
	Total,
	70,050
Less from Increase in Student Fees,	25,000
	Net Increase,
	45,050
Capital value at 6%,	750,833.34
Plus Students Loan Fund,	25,000.00
	\$ 775,833.34

Note.- The net result is, therefore, that we need a capital additional



endowment of \$775,833.34 to finish the College, including salaries in Physics, Chemistry and Biology, for an indefinite future time. Maintenance and equipment in the Science Buildings are not in my jurisdiction. I do not suggest that the full sum would be needed at once, but I am convinced that it will be needed within the next five or six years.

All of which is respectfully submitted.

Dean

July 3, 1929.



Appendix

Suggested salary list for major positions.

<u>Name</u>	<u>Department</u>	<u>Present Salary</u>	<u>Proposed Salary</u>	<u>Increase</u>
F.E. Lloyd	Biology	\$ 5500.	-	-
Miss C.M. Derick	"	4200	\$ 6000	\$ 1800
Geo. Scarth	"	4000	4500	500
Arthur Willey	"	5250	6000	750
N.J. Berrill	"	3000	4000	1000
F.M.G. Johnson	Chemistry	5000	6500	1500
Otto Maass	"	4750	5500	750
G.S. Whitby	"	4500	5000	500
W.H. Hatcher	"	3500	4000	500
W.D. Woodhead	Classics	5250	6000	750
C.W. Stanley	"	5000	5500	500
C.H. Carruthers	"	4250	4500	250
A.M. Thompson	"	3500	4500	1000
Stephen Leacock	Economics	5500	7000	1500
J.C. Hermon	"	4750	5000	250
J.P. Day	"	4500	5000	500
Cyrus Macmillan	English	5500	6000	500
H. Walter	Germanics	5250	5500	250
W.T. Waugh	History	5500	6000	500
William Caldwell	Philosophy	4750	5500	750
I.A. MacKay	"	5250 5000	6000	1000
A.S. Eyr	Physics	6500	7000	500
L.V. King	"	4500	6000	1500



<u>Name</u>	<u>Department</u>	<u>Present Salary</u>	<u>Proposed Salary</u>	<u>Increase</u>
				\$ 17,050
W.D. Tait	Psychology	\$ 5000	\$ 6000	1,000
C.E. Kellogg	"	3750	4500	750
René duRoure	Romance Languages	4750	5000	250
R. Messac	" "	3000	4000	1,000
C.A. Dawson	Sociology	4000	5000	<u>1,000</u>
	Total Increase,			\$ 21,050

N.B.- This list only covers the major positions. Internal economics ought to take care of the minor positions. As I have suggested, we ~~unwisely~~ have too many minor positions now. I also wish to repeat that I do not recommend that these increases be allowed at once, although some of them should be. I have only used this scale to show what I think our salaries should look like if we are not to sink i' the scale among the Universities. The maximum salary at Princeton is \$9000.00 and at Columbia, Harvard and others it is still higher.



sive survey of the structure of coral reefs in the Society Islands.

THE National Metal Congress will be held in Cleveland the entire week of September 9 by the American Welding Society, the Iron and Steel Division of the American Institute of Mining and Metallurgical Engineers, the Iron and Steel Division of the American Society of Mechanical Engineers, the Institute of Metals Division of the American Institute of Mining and Metallurgical Engineers and the American Society for Steel Treating. The schedule provides for most of the plant inspections in the mornings, so that the afternoons will be free to attend the metal exposition in the Public Auditorium of Cleveland.

PRESIDENT HOOVER, by recent executive order, has set aside as a refuge and breeding ground for birds, Snake Key, Dead Man or Bird Key and North Key, in the island group known as Cedar Keys, off the west coast of Florida. The refuge will be known as the Cedar Keys bird refuge and will be administered by the Bureau of Biological Survey of the U. S. Department of Agriculture. The islands in the new reservation serve as important nesting and wintering grounds for hundreds of aquatic birds, including several species of herons, pelicans and cormorants, some of which are becoming greatly depleted in numbers. It is unlawful within the refuge to hunt, trap, capture, wilfully disturb or kill any wild animal or bird, or to take or destroy the eggs of any wild bird; to cut or burn any timber, underbrush, grass or other natural growth; wilfully to leave or suffer fire to burn unattended near any timber or other inflammable material; to leave a fire near any forest or timber; or wilfully to molest, injure or destroy any property of the United States.

THE Forest Reservation Commission established by Congress to be guardian over the national forests east of the Mississippi River has authorized the purchase of 111,238 acres to be added to 14 forests in 11 states and has designated six new purchase units in four states. The total purchase price is set at \$296,977.96, an average of \$2.67 per acre. Funds for the additional tracts are appropriated under the Weeks and McNary-Clark Acts. The national forests already established which will receive additional territory under the new purchase are as follows: Alabama National Forest, Alabama; Allegheny National Forest, Pennsylvania; Cherokee and Georgia National Forest, Georgia; Tawas, Mackinac and Marquette National Forests, Michigan; Monongahela National Forest, West Virginia; Natural Bridge and Shenandoah National Forests, Virginia; Superior National Forest, Minnesota; White Mountain National Forest, New

Hampshire; Ozark National Forest, Arkansas, and Savannah National Forest in North Carolina, South Carolina and Georgia. The six new purchase units authorized by the commission are to be known as Oneida National Forest, in Forest Vilas and Oneida Counties, Wisconsin; Flambeau National Forest in Price County, Wisconsin; Moquah National Forest in Bayfield County, Wisconsin; Geweenaw National Forest in Iron and Houghton Counties, Wisconsin; St. Croix National Forest in Pine and Carlton Counties, Minnesota, and Green Mountain National Forest in Windsor, Bennington and Rutland Counties, Vermont. The latter will be Vermont's first national forest.

THE Bureau of Standards reports that a new process for the production of large disks of optical glass will be described in the August number of its *Journal of Research*. This process was developed by the bureau's glass section in connection with the making of the 70-inch disk for the mirror of the large reflecting telescope at Ohio Wesleyan University. The raw materials were melted and stirred in a large pot, which was then tapped near the bottom. The molten glass flowed through an iron trough into a combined mold and annealing furnace located in a pit in front of the furnace. The temperature was accurately controlled by electrical means; the whole period of cooling and annealing occupied 8½ months. The resulting disk proved to be remarkably well annealed and no difficulty was experienced in drilling an eight-inch hole at the optical axis to accommodate the Cassegrainian mounting. The paper will describe the method of making the pots, modifications in the construction of the melting furnace, the arrangement of the mold and annealing furnace, the methods of measuring and controlling temperatures, the melting and casting of the glass, the method of annealing the glass, the determination of the quality of the annealing and the drilling of the hole at the center of the disk.

THE National Research Council has received a fund of \$10,000 for a cooperative investigation with the Bureau of Standards on the preservation of publications. The investigation planned consists of surveys in public libraries to find the existing conditions as to the deterioration of publications and to find means of remedying conditions found to be harmful. Consideration will be given to all materials used in books and to the influence of the atmospheric conditions in libraries. Librarians and others concerned with the preservation of valuable records published in book form have noted with considerable alarm the rapid deterioration of many such publications, and there has sprung up a general demand for accurate information which will assist in developing measures to prevent deterioration.



A CORRESPONDENT of the *Journal* of the American Medical Association reports that an institute of preventive medicine has been established at Leyden, the first of the kind to be created in the Netherlands. On the administrative committee will serve Mr. W. J. M. Van Eysinga, professor at the Faculté du droit and rector of the University of Leyden; Mr. P. I. Idenburg, general secretary Professor Dr. J. A. Barge, of the faculté de médecine; Professor Dr. E. Gorter, of the faculté de médecine, and Dr. M. D. Horst, director of the medical service at Leyden. The institute has a threefold purpose: (1) the application of preventive measures to diseases; (2) the study of new

problems of preventive medicine, and (3) the instruction of physicians and nurses, together with responsibility for publicity campaigns. The society will occupy itself particularly with prenatal care, the care of infants, children of preschool age, and school children, and the care of adolescents and adults. In addition, the institute will study, as far as possible, the prophylaxis of occupational diseases. At the start, only a part of the program can be carried out, but it is hoped that, with the aid of subscriptions, it will soon be possible to realize the entire program. The administration is composed of five persons, while the general committee comprises at least sixty members.

## UNIVERSITY AND EDUCATIONAL NOTES

DR. CLARENCE STONE YOAKUM, director of the bureau of university research at the University of Michigan, has been appointed dean of the college of liberal arts at Northwestern University.

ASSISTANT PROFESSOR H. M. GEHMAN, of Yale University, has been appointed head of the department of mathematics at the University of Buffalo.

DR. W. H. CHANDLER, professor of pomology in the college of agriculture at the University of California, has been appointed head of the division of pomology. Dr. Chandler succeeds Dr. W. L. Howard, who has been appointed director of the branch of the College of Agriculture at Davis.

IN the school of chemistry at the University of Minnesota, Dr. George Glockler has been appointed associate professor of inorganic chemistry to replace Dr. R. E. Kirk, who becomes head of the department of chemistry at Montana State College; Dr. D. S. Villars replaces Dr. N. W. Taylor, who has leave of absence for 1929-30 to study in Berlin under a Guggenheim fellowship. Dr. R. E. Montonna has been

promoted to an associate professorship of chemical engineering.

A. W. QUINN has been appointed instructor of mineralogy and petrography in the department of geology of Brown University. Mr. Quinn was with the U. S. Geological Survey during the past summer. He takes the place of Dr. M. E. Hurst, who has joined the staff of the Ontario Bureau of Mines.

DR. BENNO E. LISCHER, professor of orthodontics, Washington University, St. Louis, from 1901 to 1924, and since then special lecturer in orthodontics at the University of Michigan, has been appointed professor of orthodontics in the University of California.

PROFESSOR H. H. WOOLLARD has been appointed as from September 1 to the university chair of anatomy tenable at St. Bartholomew's Hospital Medical College, London.

MISS ELLEN GLEDITSCH has been promoted to a professorship in chemistry at the University of Oslo, where she has been an associate professor since 1916.

## DISCUSSION

### QUALITY VERSUS QUANTITY IN UNIVERSITY FACULTIES

IN SCIENCE for July 12 and 19 appear papers on the economic status of American university teachers by Professor B. R. Andrews, Dr. F. P. Bachman, Professor R. H. True and Professor H. F. Clark. These papers are from the symposium at the last annual meeting of the American Association for the Advancement of Science. Together with the report of Mr. Trevor Arnett, of the General Education Board, and the studies at the University of California by Peixotto and at Yale, these contributions make an extensive discussion of this subject.

As one who worked hard on one of these studies,<sup>1</sup>

<sup>1</sup> "Incomes and Living Costs of a University Faculty," edited by Yandell Henderson and Maurice R. Davie, Yale University Press, 1928.

I venture to say that it is all wasted effort unless the members of the teaching profession obtain from it a clear understanding of what they have to do, both individually and through academic public opinion, if salaries are to go up. And salaries must go up if there is to be improvement, and not deterioration, in the quality of university teaching and particularly in the quality of university teachers.

Certainly our colleagues now have generally no such effective understanding of the essential elements in the situation. Only a day or two ago I heard one of them from a sister university express appreciation of the Yale study, together with the hope that it would influence salaries at his own institution. But in the next sentence he stated, and with evident satisfaction, that in the undergraduate school of his university the



tutorial system is to be introduced on a broad scale. Like the majority of our colleagues in all American colleges and universities he wants both to increase the number of the faculty and to have higher salaries. But the Yale report in its most important, and unfortunately least-noticed, section proved with mathematical decisiveness that the reason why the enormous sums of money which are annually added to the endowment of our educational institutions produce only a sluggish upward movement of salaries is that the number of salaried teachers is increased in nearly the same proportion as are the funds available for salaries.

Higher intellectual quality in the teachers is the most important element in better teaching. No new educational devices, however meritorious in themselves, such as the tutorial system, residential halls with separate staffs, etc., can contribute to the education of large bodies of students to a degree comparable with a few able teachers. A generally higher quality can be obtained only by a much higher salary scale. Therefore, the greatest improvement in our universities involves holding the faculties at approximately their present size until funds accumulate sufficient for higher salaries. So enormous are the sums now annually poured into our universities that there are few institutions which, if they met this condition and limited the increase in the faculty, would not be enabled within a decade to raise all salaries 50 to 100 per cent. At that higher level of salaries and ability new educational devices could be introduced with a much greater chance of proving effective than on the present level of salaries and ability.

This proposal, however, runs head on into collision with the idea, now prevalent, that college students can be taught effectively only in small classes. This idea is generally offered as the reason, or excuse, for the enlargement of the faculties to keep pace with the increase of students. Doubtless the highest grade teaching should be done in small classes or even tutorially. Doubtless the most valuable man is the productive scholar. Certainly there are many valuable teachers who lack the exuberant personality requisite to hold large classes. Yet surely not all teaching even in the large general subjects must necessarily be done only in small sections. If the small class, or rather the small division of all large classes, is carried much further than at present, the outlook for higher salaries is hopeless. University salaries are now at the level that mediocrity commands in other callings, and the intellectual level tends toward equality with that of salaries. The small-class idea is bringing into the faculties an increasing proportion of men who would be usefully employed as teachers in high and preparatory schools. They lack both the productive and the erudite impulses in scholar-

ship. They have neither the personality nor the energy to teach a class of more than a few college students. They obtain university positions merely because of the demand for many teachers and the low requirements as to ability for teachers of small sections in general and elementary subjects.

Fortunately, neither low salaries nor the small-class trend nor the diminishing demand for teachers of vigorous personality have as yet entirely eliminated from college faculties men capable of teaching moderate-sized or even large classes effectively. Although such men are often too active-minded to achieve the most fundamental work of scholarship, yet because of their inherent energy they rarely fail to become leaders of their generation outside as well as within academic walls. At present, instead of being encouraged to teach large classes, such men are often made to keep step merely with the small-class teachers, lest the difference in the two types, the mediocre and the able, should be too evident.

The possibility of higher salaries, so far as the faculty can influence it, depends wholly on covering a larger number of student-hours per week with fewer, or at least without more, teachers. It is, therefore, strongly in the financial interest of the faculty as a whole to decrease the small-class type of teacher, except when he shows distinct scholarly ability, and to encourage every teacher, without increasing his courses or his hours in the classroom, to teach as large classes as he can efficiently.

But even this increase of the student-hours per teacher will effect only a sort of retail improvement in the salary situation. The wholesale side of the problem is one for which the responsibility rests on the higher executive officers and trustees of each university. There is public jubilation when funds for the addition of another school or institute in the university are announced. But for the faculty, and for those who desire improvement in the quality of the faculty, such additions should often be rather a cause of regret. Unless there is a clear and urgent need for the education and the research which the new school or institute may afford, it inevitably does more harm than good to the university and to general cultural advancement. By enlarging the faculty it renders any future sums for raising the level of salaries and ability proportionally less effective. Perhaps aviation is the next field in which such incompletely endowed schools will be added to our universities. It is highly probable that there is no university in the country in which funds devoted to this, or to any similar new educational enterprise, would not be more usefully employed in improving the already existing departments.

The essential point is that our universities are already vastly overextended, and yet they are continu-



ally being extended further. A railroad or factory which followed such a policy and allowed the quality of its staff to deteriorate, while continually absorbing new capital and expending it on new lines instead of on strengthening those already existing, would inevitably go bankrupt.

Let us face the facts. The universities are not now attracting ability into their faculties. Exceptions occur, but this is the rule. If the universities want a higher intellectual level, they will have to pay for it.

What, then, are the market prices of ability, mediocrity and inferiority? The Yale report shows that, as a general rule, at least in cities where it snows in the winter and houses have to be heated, the total annual living expenses of any family are about half the sale value of their residence. This rule applies fairly closely to the various grades of professional and business men, to clerks, mechanics and laborers, as well as to professors. It rests on the facts that 20 per cent. of the total annual expenditure of a household, or a little more, always goes for rent, real or virtual, and that a house or apartment rents for about 10 per cent. of its sale value. Thus a man's annual salary is about half the sale price of the house he can live in comfortably on that salary, and provide for his family.

From these relations it follows that, if a university wants a certain level of ability on its faculty, it is only necessary to get from the tax assessor's office the values placed on the houses in which live the economic class with that level of ability. It may be that of the leading lawyers, doctors, bankers and business men of the town, or merely the general run of the legal and medical professions; or bank clerks; or policemen; or day-laborers. Whichever it is, half the valuation of their homes is the approximate market price in that town for the corresponding level of ability.

Application of this principle to the present salary scales in our universities reveals the underlying cause of the increasing demand for "better teaching." This need is not met, but is rather increased, by each additional million now devoted to expansion. More teachers for smaller classes, new educational devices, additional departments, schools and institutes, larger and more imposing universities are all poor substitutes for a faculty of a high level of intellectual energy.

YANDELL HENDERSON

YALE UNIVERSITY

#### ROUNDSTONE, A NEW GEOLOGIC TERM

EARLY in 1918, in the course of my work in the editor's office of the U. S. Geological Survey, I jotted

down half a dozen quotations that showed considerable differences among geologists in the use of the words boulder, cobble, pebble and occasionally gravel, to indicate sizes of rounded fragments. Four years later C. K. Wentworth published in the *Journal of Geology* his schedule of grade terms, which is a sufficient guide to uniformity in that respect.

I wish to offer now, from my notes of 1918, the new term *roundstone* as a generic term to include the largest four sizes in Wentworth's schedule, boulder, cobble, pebble and granule. This term would be useful to designate the unsorted accumulations composed of two or more sizes of rounded stones that occur in many situations. It could fill the place incompletely filled by two or three terms in such statements as "all the pebbles and boulders are within a few feet of the surface"; "the largest patches contain gravels and cobbles at the base," and "the pebbles, cobbles and boulders were collected in groups of ten to seventy."

FREDERIK A. FERNALD

#### THE USE OF PARADICHLOROBENZENE IN THE CONSERVATION OF HERBARIA

DURING the past years we have been using paradichlorobenzene in substitution of naphthalene, in the conservation of the phanerogamic and mycological Herbaria of the Agronomical Station, with excellent result.

This substance, contained in test-tubes, was placed upon each drawer of the iron boxes, but there is no inconvenience in dusting it directly upon the plants placed on the Herbaria boards.

A comparative experiment was made with samples of *Cassia* and *Tipha*, which get easily damaged in the Herbarium.

Having dried some specimens and divided them into three lots, they were set in a place exposed to dust and moths. A first lot was left without any preserving substance; a second one was placed together with naphthalene dust on the cardboards, and the third one with paradichlorobenzene—the two latter with the same amount of preservative, by weight.

At the end of a year, the samples left without preservatives were almost totally destroyed; the ones treated with naphthalene were partially destroyed, especially the flowers and inflorescences, and the ones treated with paradichlorobenzene were not attacked.

The use of this substance, as compared with naphthalene, shows the necessity of replacing same more frequently on account of its easier volatility.

R. CIFERRI

AGRICULTURAL EXPERIMENT STATION MOCA,  
DOMINICAN REPUBLIC



Meeting of Corporation, April 16, 1930.

Report from the Dean of the Faculty of Arts.

Mr. Principal and Members of Corporation:

I beg leave to submit the following short report covering the work of the College during the present session. It is obviously not possible to give any accurate estimate of this work until after all reports have been received from the terminal examinations forthcoming. It may perhaps be worth mentioning, however, that after all reports came in from the two regular tests in the first term there were no students in the College this year who were required by the rules to discontinue attendance at mid-session. This is the first time that this has occurred for many years past. In the year 1923-24, for example, there were 83 students in this group at mid-session from a total freshman registration of 288, and this number has been reduced gradually year by year, until this year there was not a single student in this group from a total registration of 413. I have no doubt that these figures indicate a marked elevation in the general level of work being done in the College. I may also possibly repeat, what I think I have already indicated to Corporation, that there were 19 students in the graduating class last year who made an average of 74% or over in the General Course and this number far exceeds any previous class. This fact, I think, suggests the fair inference that in spite of the very large enrollment in recent years the work of the Faculty is in no way weakening at the centre.

The total registration for this year, 1929-30, is 1301, of whom 1214 are regular undergraduates and 87 are partial students. These numbers, I may add, do not include graduate students working in the College or students doing part-time work in the



afternoon or evening. The composition of the 1214 undergraduates is as follows:- In the Arts or B.A. group, 740; in the Science or B.Sc. group, 207; in the Commerce or B.Com. group, 247. The composition in the First Year is as follows:- In the Arts group, 230; in the Science group, 94; and in the Commerce group, 89; a total of 413. The professional colour scheme of the First Year is approximately as follows:- Medicine, 90; Dentistry, 10; Law, 40; Engineering, 80; Commerce, 89; others 103, and in this last number a very large majority are women. I am submitting these figures in order that Members of Corporation may understand the aims of the College and the work it is really doing. The small number of students, especially of men students, available for higher educational vocations in the High Schools of the Province and in the Universities is always perturbing. It is in vain that we apply all our powers to the education of students for the professions and for business if, by so doing, we are led to overlook the paramount professional claims of higher education in the community.

#### Scholarships.

Our Scholarships in this Faculty are in a hopelessly miscellaneous, ragged and meaningless condition at present. Most of them date from thirty years ago when the purchasing value of money to the ultimate consumer was three times what it is now and therefore the present stipends are too small to encourage competition. Moreover these scholarships offer very little clear outstanding distinction, because they are awarded for so many petty miscellaneous reasons. I have tried repeatedly to arrange them in some sort of rational plan but without success. The terms of the original endowments are fixed in most cases and in others there are always old rules standing in the way. Some of these scholarships, too, are wholly charitable, and I do not believe in charitable scholarships. Scholarships are awarded for scholarship and not for charity. The proper way to take care of deserving charitable cases is through an aid or loan fund for that purpose. It is necessary, therefore, to find some principle upon which all scholarship funds should be administered, and I suggest the following principle. All scholarships should be so arranged that a certain number of exceptionally successful students may be able to pay a substantial part of their College expenses by earning scholarships from year to year throughout their course.



The total value of Scholarships awarded annually in the College at present, after Matriculation, is about \$3500.00, a very small sum indeed for a College of 1300 students. At the end of the First Year, for example, with 400 competitors there are only three scholarships available of the total value of \$315.00. We need more money for scholarships. The good student is an asset in his class, he sets the pace, he raises the standard of study in his class, he sets an example of scholarship to his fellow students, and is always a help and encouragement to his professors. Indeed the reputation of a University among other Universities and Institutions of Higher Learning is very largely based upon the reputation and success of its <sup>few</sup> students who afterwards follow the professions of Higher Learning.

#### Student's Loan Fund.

I should like to offer two articles of faith to Members of Corporation. I believe that the student has the same right to finance himself as anybody else whilst gaining useful experience that will be of service to his community in after years. I also believe that the promise of a diligent student to repay his Alma Mater any loans which it may make to him while in residence is as safe a security as there is on the market. Many universities in the United States have had student loan funds for years and the plan is, I think universally approved. Dr. MacCracken of Vassar tells me that they have had such a fund for twenty years and that they have not in all this time lost a single cent through bad loans. Sometimes these loans are slow coming in but they are always paid back in the end with interest. I recommend that a substantial College fund be set aside for this purpose as soon as funds are available. Loans would be made chiefly to promising students in the third and fourth years, but these cases are personal and no rigid rules should be laid down. Each case must be dealt with on its merits and this fund would be under the management of a careful loan committee. I pity the student who has to work after hours to pay his way. It is so unfair. After four years of hard work this class of student only succeeds in getting an indifferent degree. I, personally, always advise against this plan. It is far better, I think, that the intending student should work three or four years to raise money before coming to College and then borrow the rest where he can. Probably each student to whom a serious loan is made by the College



should take out a policy of life insurance to guard against loss in cases of fatality. Possibly, too, some scheme of student group insurance might be devised to protect the fund in these cases.

I venture to suggest these two methods, a substantial Scholarship Fund and a Student's Loan Fund, as a practical way of encouraging higher scholarship in the University.

#### The Moyses Hall.

The Moyses Hall has been very busy during the session. In addition to the regular miscellaneous work of the Hall, 71 major performances were offered to the University and to the public, 46 in the Drama, 21 in Music, and 4 evenings by the University Red and White Revue. The care and management of the Hall and stage is <sup>given</sup> ~~some~~ free of charge by students in the English Department and by members of the Administration. It is impossible, however, I should point out, to manage an amateur theatre or music hall in any rigidly business way. Amateurs, especially amateur students, are under no personal obligation to attend to this class of work and care must also be taken not to interfere with the regular studies of students interested in practical Drama and Music. The aim of the management of the Hall is, therefore, to offer the maximum of convenience to persons seriously interested and this means, I need hardly add, that all persons really interested must be willing to bear their share of minor inconveniences. It is not at present possible to offer the use of the Hall to all applicants and some very worthy organizations must, therefore, be refused.

#### The Committee on Matriculation Requirements and Admissions.

Pursuant to the approval of Corporation, the Faculty at its meeting in full session on February 7th created a committee on Matriculation Requirements and Admissions. The membership of this committee is as follows:- The Principal, the Dean, Mrs. S.E. Vaughan, Dr. Nicholson, Dr. Eve, Dr. Woodhead, Professor duRoure, Dr. Macmillan, Dr. Fryer, Dr. Murray, Dr. Hatcher, and Professor R.R. Thompson. This committee has already held several meetings and has carefully revised the requirements for Matriculation and for admission to the College. Some of the major rules in force at present are the following:-



1. No student may be admitted as an undergraduate carrying a supplemental examination in any matriculation subject, and no student who has failed in the matriculation examinations shall be allowed to enter as a partial.

2. All matriculation subjects must be written off within a period of <sup>12</sup> months, and this rule applies both to certificates in the Province of Quebec and to certificates offered by other recognised examining bodies elsewhere.

3. After September 1931 all students resident in the Province of Quebec must pass the regular McGill Matriculation Examinations before being admitted to the College.

4. All certificates offered by recognised institutions outside the Province of Quebec are appraised as near as can be by the Registrar of the University or by the Dean.

5. Only a very limited number of partial students can be admitted each year.

The administrative task of admitting students to the College, subject to these rules, is summer work and the committee, therefore, left this task to the Principal, the Registrar and the Dean, and this work will, therefore, be done for next session in the same way in which it has been done during recent years.

I have only one final statement to make and that is that work in the College is very much overcrowded and cramped at present. The class rooms are already filled and the time table filled to the rim. It is impossible now to add new classes or to section large and overcrowded classes any further than at present. Three Departments of study, Sociology, Philosophy and the new Department of Education are without accommodation of their own and must, therefore, find such meagre and inconvenient accommodation as they can in different parts of the building throughout the day. Additional room has become a necessity if the work of the College is not to remain at a standstill from now on.

Respectfully submitted,

I move that this report be accepted and approved.

Dean.



School Leaving certificates of the Province of Quebec or by McGill Matriculation, and this is even more so when we keep in mind that a large number of these outside candidates were refused admission in the autumn of 1932 and that many of those admitted then had completed part or all of the requirements for Upper School, Grade XII or Senior Matriculation certificates. I should say, indeed, that measured by McGill standards, the certificates of our own Province should be at a premium of at least 25% and that is a very high premium.

Some other ideas worth keeping in mind also emerge from this inquiry and may be noted down. A large number of candidates offering School Leaving certificates of this Province were ~~for reasons of policy~~ refused admission in 1932, and this undoubtedly accounts for the fact that the group entering by these certificates made a slightly better record than the group entering by McGill Matriculation. It should not be entirely forgotten, however, that a group of exceptionally good women students from the <sup>best private schools</sup> ~~Trafalgar Institute and the Edgar and Cramp School~~ entered by Matriculation last year and helped to raise the standard of the whole group entering in this way.

Candidates from the Maritime Provinces, the Prairie Provinces, and certain of the boys' private schools from ~~Lower Canada College, Selkirk College, Trinity, and Ridley~~ do not appear anywhere above the surface, and those who entered by certificate from Great Britain both this year and last year were very poor. Candidates from the United States were, I think, more successful than in former times and this was doubtless the result of more careful selection during 1932.

July 20, 1933



For the Principal  
Dean a/s J.A.M.K.

Royal Victoria College for Women  
MCGILL UNIVERSITY  
MONTREAL

March 1, 1932

Dean I.A. MacKay,  
Faculty of Arts,  
McGill University

Dear Dean MacKay,

In view of the fact that the Principal has asked for a full attendance at the Faculty Meeting tomorrow, I regret very much that I fear I may be unavoidably absent because of certain duties here in the College which I cannot very well put off.

I have studied the paper which you were kind enough to send me, and if it should be of any use to you to have my opinion, I am quite ready to say that I endorse fully the various suggestions set down there.

I have a very definite opinion that it is unwise to offer Honours courses in the First Year; our First Year students are very immature, few of them know what they really want or are fitted to do. They require a year of general training, and in that time they give their professors an opportunity to judge whether they are fitted for special work and what direction it should take.

Again regretting my inability to be present,

Sincerely yours,

*Susan E. Vaughan*

Warden



**DOCKET STARTS:**



February 25th, 1932.

Dean I. a MacKay,  
Faculty of Arts and Science,  
McGill University.

My dear Dean MacKay,

I attach herewith a clipping from the GAZETTE of February 24th, in which it is reported that Dr. W.P. Percival, Secretary of the Protestant Committee of the Council of Public Instruction, says that a 5-year high school course will most likely be instituted in all the high schools throughout the Province in 1932-33. He explains that the purpose is a better grounding before entrance to University, and yet he goes on to say that in the event of passing senior matriculation examinations for entrance, he (the student) immediately enters the second year of the University course.

This means, of course, that 5 years in the high school plus 3 years in the University is held to be a better plan than the one now existing, namely, 4 years in high school and 4 years in the University.

Surely the University cannot agree to this. If it did, it would be agreeing that the extra year in the high school was the equivalent of the first year in the University. I am afraid the Department of Education has come to this conclusion because the University has never given its views on this question; - while Dr. Percival, in the last paragraph of the article points out that the University has nothing to say in this matter, we have, of course, a great deal to say. If we say nothing, confusion exists in the minds of a great many people. Have we a mind of our own on this matter? If



not, the sooner we get one the better. I ask you to call a special meeting of the Faculty of Arts and Science for the purpose of considering this question. To my mind this is one of the most important issues that have come before the University in years, and at present we are drifting.

I said above that I wished you to call a special meeting of the Faculty. I believe the subject is important enough and the discussion likely to last long enough to justify the special meeting. But if you can clear the decks next Friday afternoon of all routine business, I am agreeable to your suggestion that the matter be discussed then, - but I wish particularly to guard against routine matters taking up most of the available time. I do not want to meet at four o'clock and get to discussion somewhere about five-thirty.

In calling the meeting, I ask you to acquaint the members of the Faculty with the situation involved in this matter of the continuation year and matriculation, and to say to them that I desire a full attendance.

Ever yours faithfully,

Principal.



McGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS & SCIENCE  
OFFICE OF THE DEAN

February 24, 1932.

Sir Arthur Currie, G.C.M.G.,  
Principal,  
McGill University.

My dear Principal,

On February 17th I submitted the following  
ballot to all members of the Faculty of Arts and Science:-

Are you in favour of initiating a Twelfth Grade in the  
Schools and an honour examination for admission into honour  
courses in the first year in the University?

From the total possible vote of forty-eight I received forty-five  
ballots marked as follows: - Yeas 18, Nays 27. Three of those  
voting nay stated that they were in favour of a Twelfth Grade in the  
schools but answered the rest of the question in the negative.

I am going to take this question up from another  
angle within the next few days and the whole matter will probably be  
brought down to the Faculty in full session for further discussion and  
I suggest that no further steps be taken by the University in this  
matter until we have come to a final satisfactory decision on the whole  
question. Frankly, I think the whole problem is too complex to  
arrive at any satisfactory decision at present.

Yours very truly,

*Ira A. MacKay*

Dean



**DOCKET ENDS:**



February 26th,  
1932.

Dean Ira MacKay,  
Faculty of Arts and Science,  
McGill University.

Dear Dean MacKay,

Dr. Johnson has told me of the reluctance of many students in the Science Division of the Arts and Science Faculty to appear for the psychological tests approved at the last meeting of the Science Division.

I attended that meeting and I remember the discussion, when it was decided that for the purposes of scientific investigation the students would be asked to submit to certain tests arranged by the Department of Psychology. I take it that this is just as much a matter of policy of the Science Division as any other policy now in force.

I therefore suggest that you give an order to the Science students to attend these tests. Dean Johnson is agreeable to the cancellation of any laboratory work that may interfere with the hour set for the tests.

Yours faithfully,

Principal.



MCGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS & SCIENCE  
OFFICE OF THE DEAN

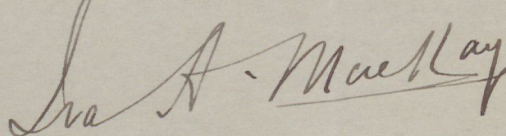
March 3, 1932.

Sir Arthur Currie, G.C.M.G.,  
Principal,  
McGill University.

My dear Principal,

Comte Serge Fleury will lecture in the  
Moyse Hall on Monday next, the 7th of March, and I should like  
very much if you would consent to preside. I know that Comte  
Fleury has been especially kind to McGill students living in  
Paris and I think deserves, therefore, the most courteous recog-  
nition by us on his visit to McGill. I hope that he may have  
a large and appreciative audience of students and I am, therefore,  
taking some little care to have his lecture fully announced  
throughout the University.

Yours very truly,



Dean



MEETING OF FACULTY OF ARTS AND SCIENCE

February 3, 1933.

AGENDUM

1. Minutes of last meeting.
2. Report from the Arts Division.
3. Report from Special Committee to redraft the requirements for the B.A. degree in the second, third and fourth years on pages 37 and 38 of the Announcement for this year.
4. **The** notice of motion by Dr. Leacock, seconded by Professor Adair:-

"That in regard to the requirements for admission by senior matriculation to the second year of this Faculty, as set forth in the Principal's report to the Visitor, the words "sufficiently high standing" shall be held to mean a standing at least equivalent to a good second class."

*page 45*

5. Appointment of Faculty representative on the Library Committee. Professor Latham is the present member.

Other Business.

Ira A. MacKay

Dean

February 2, 1933.

*What about recommendations of Arts Survey Committee?*



**DOCKET STARTS:**



# The School Commissioners of the City of Westmount

Office of the Superintendent  
No. 1 STANTON STREET

W. CHALK, B.A.  
SUPERINTENDENT

TELEPHONE: WESTMOUNT ~~1090~~ 0776.

Westmount, P.Q., March 18th 1923

Sir Arthur Currie, G.C.M.G., K.C.B., L.L.D.,

Principal,

Mc Gill University,

Dear Sir,

May I draw your attention to a difficulty in the working of the suggested extra year in High School classes preparing pupils for Senior Matriculation

Some pupils may wish to take the B.A. course and others the B.Sc.

The present regulations prescribe both in French and in German different sets of books for these two classes of students, which would make it difficult for a teacher to cover the work.

Since these books are not, in the main, the same as those in use in the First Year Arts, where again those used by students for B.A. and B.Sc. are quite distinct, would it be possible for one list to be agreed on for entrance to the second year Arts for both classes of students?

The Faculty of Applied Science accepts either of the courses for Senior Matriculation as well as either of the First Year courses, so there is no difficulty in the case of students wishing to enter that Faculty.

I am,

Dear Sir,

Yours truly  
W. Chalk.

Refer to Principal  
See my letter dated Mar 22.  
JAMK



MCGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

March 24, 1930.

COPY

Mr. W. Chalk, B.A.,  
Supt., The School Commissioners of Westmount,  
1 Stanton Street,  
Westmount, Que.

Dear Mr. Chalk,

The Principal of the University, Sir Arthur Currie, has handed to me your letter to him dated the 18th instant, and I now wish to say that whilst there are two papers set for French and German for matriculation into this College, one for B.A. and the other for B.Sc. students, the work required from the B.A. students will be accepted for admission into both courses hereafter.

Yours very truly,

(Sgd.) Ira A. MacKay

Dean



**DOCKET ENDS:**



MCGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

January 24, 1929.

Dr. C.F. Martin,  
Acting Principal,  
McGill University.

Dear Dr. Martin,

Miss Field has just told me about your instructions to accept applications for supplementals in February which have been received later than the last published date for receiving applications for this special supplemental period, and I wish, for your information, to point out the circumstances in these cases.

Notices had been published since December 10th on all the bulletin boards in the College that January 17th was the last date for receiving applications for this special supplemental period. Two days of grace, being Friday and Saturday the 18th and 19th, were allowed for students who made their applications too late.

It is necessary for us in these supplemental periods to have all our examinations printed and a time table showing the days and hours of the examinations published on all the bulletin boards at least ten days before the examination period. Otherwise the student body is liable to complain. Vide an editorial recently in the Daily because an examination time table giving the hours and days had not been published until eight days before the examination period.



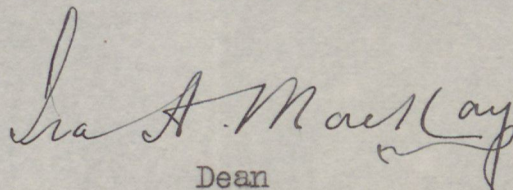
Dr. C.F. Martin, 2.

There are also always a few ex-students of the University applying for these special supplementals, and it is necessary for us to send them the time table in due course by mail.

Mr. M.G. Glassco and Mr. W.L. Lovering, apparently knowing that they were late, handed their applications to Mr. Gentleman. Mr. Glassco enclosed a fee of \$5.00, that is, half the amount required for the examination, and Mr. Lovering enclosed no fee at all and did not even specify the subjects in which he wished the supplemental papers to be prepared for him.

All students have always been privileged to appeal to me if they have any grievance, and I do not think that any injustice has been done in these cases. It is impossible to allow for one or two students privileges which are denied to others, and I have no doubt that there are many students who would put in their applications late if they thought they had the right to do so. After all, some promptitude in relation to published dates in the University is necessary in a College of over 1400 students. In any case, the only disability which a candidate who is too late suffers is that he will have to take his examination in May instead of in February.

Yours very sincerely,

  
Dean



**DOCKET STARTS:**



McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS

OFFICE OF THE DEAN

January 5, 1927.

Sir Arthur Currie, G.C.M.G.,  
Principal, McGill University.

My dear Principal,

I am enclosing herewith Dr. Nicholson's report which you kindly lent to me a short time ago and which I have read over with very great interest indeed. Respecting Dr. Nicholson's suggestions affecting McGill College, I have only to say that I agree substantially with them all in the most whole-hearted manner. Nearly all of them, I think, too, have already been before the Faculty from time to time during the last two years. As all these rules, however, were very stiffly arranged a few years ago, it is a little difficult to get the Faculty to reconsider them with the necessary sympathy and care. I have, therefore, thus far adopted the policy of making haste slowly in these matters, but I am going to bring some of them up again, possibly for final decision, at the next meeting of the Faculty which will probably be held on the 14th instant.

As you probably realise, it is extraordinarily difficult to get an assembly of fifty specialists



Sir Arthur Currie, 2.

to fix their attention upon any broad lines of educational policy. Sound and balanced judgment seem always to be a prey to highly specialised technical training. This probably explains why our Faculty, like all other Arts Faculties, should be so predisposed to interest itself in trivial matters of detail. I have always said that students may be well left to teach themselves these trifles if only they are given a sound, carefully arranged, general university education.

I trust that you may make it convenient to attend the Faculty meeting on the 14th instant, as we shall probably have some very important discussions.

Yours very truly,

*Ira A. MacKay*  
Dean

Encl.



McGILL UNIVERSITY

MONTREAL.

REGISTRAR'S OFFICE

January  
5th.,  
1927.

Copy for the Principal.

Dr. Ira A. Mackay,  
Dean, Faculty of Arts,  
McGill University.

Dear Dean Mackay:-

Thinking over the regulations which apply in the Faculty of Arts as regards degrees, scholarships, promotion and so forth I have come to pretty definite conclusions which I have set down on the attached pages. I am sending them on to you, not for the purpose of trying to impress any views I may have on the Faculty, but merely so as to be helpful. I most decidedly think that there is need for change somewhat along the lines which I have suggested, but it is quite possible that in a discussion around a table I might be disposed to modify my opinions somewhat.

You will notice my idea about the awarding of scholarships. I think it is sound and I have been trying to press it on the attention of Dr. Eve, who is Chairman of the Scholarship Committee, for some years, but without effect. The idea behind the present system is to reward those who did some extra study. That idea will be as well carried out under the plan suggested as it is now and it will have the additional advantage that every student will have an equal chance. The extra reading could be done in the previous summer if the student so desired, as is the case at present.

As regards the subjects which the sub-committee of the Protestant Committee wish to have made compulsory, I think



14  
Education Department  
wishes

Latin				
English				
History				
Mathematics				
French				
Science X.				
Education,				
do				
Practical Teaching				



- ● -

Dean Ira A. Mackay (Continued)

they are endeavouring to legislate too much for the one-man high school. To my thinking there should be no such school and the committee should take measures to discourage such. With two or three teachers it would be quite unlikely that all of them would be unable to teach even one subject of the course, so that I do not think it is absolutely necessary that in order to obtain a diploma a person must have had two years' college instruction in each of the subjects of the high school course. It would be well to have this insisted on in the case of English, Latin and Mathematics, although it may not be so necessary in the case of English. Then again, perhaps one year of Mathematics might be sufficient. History is a subject that does not necessarily require a university course for the teacher, although I well know that would be very helpful, especially the present First Year course, so that after all it might be well to make First Year History compulsory. French, as stated in the attached, need not however be very greatly insisted on because, under the present regulations, school boards are encouraged to engage specialists in this subject and I think the great majority of the schools have them, however perhaps a year of French would be advisable. These points ought to be discussed when you next meet the sub-committee in question.

If any changes are to be made, and I certainly think some should, it would be necessary to start the ball rolling as soon as possible so that whatever is decided upon would be ready for the Announcements about March, or at any rate not later than the first of April.

I think it will be necessary to give a little consideration to the present requirements for entrance to either the B.A. or the B.Sc. course. There are two or three points that need adjustment. Perhaps we should call a meeting of the Matriculation Board and take them up there first, although in the final analysis the question as to what subjects should be required for admission to the Faculty is one for the Faculty to determine. They may, however, be quite glad to have the opinion of the Matriculation Board and perhaps indeed may be willing to leave the matter to their decision.

Yours very truly,

Signed

J.A. NICHOLSON

Registrar.



## Suggested Course for the Degree of B.A.

### First Year.

As at present, except that instead of "three of the following" under "elective" "two of the following" should be substituted.

The following note should be added: Students who wish to obtain a First Class High School Diploma for teaching in the Province of Quebec must take English, Latin, Mathematics, French and a science subject. (I am not putting in History as the sub-committee of the Protestant Committee suggests because I do not think it is necessary. Perhaps even French is not either as there will be a specialist in almost every school).

The time devoted to Mathematics should be extended to four hours and one hour taken from History although the corresponding values need not be changed. Each would still be a full course. Extra reading could be given in History to make up for the hour deducted in lectures. As Mathematics is a subject which calls for more class work than History more time is needed for it.

This should also be added: At the commencement of the second term advanced classes may be organized based on the result of the tests given in the first term. No student will be obliged to take the work of this class instead of the ordinary. Only students in the advanced classes, when such have been established, will be eligible for scholarships. The scholarships could be awarded on the result of the sessional examinations, ~~or~~ on three subjects and one additional paper on some extra work, as outside reading. When no advanced work is being done in a subject this extra reading should be greater than when there is. This would take the place of the present plan under which scholarships are awarded on special examinations given in September for students entering the second year. Every student will thus have an equal opportunity of winning one. At present only those who are reasonably sure of winning and those who are not dependent on the money value of the scholarship for their continuance in college are the competitors.

### Second Year.

Compulsory:

English and Latin or Greek



**Elective:**

three of the subjects mentioned on page 131 of the Calendar with the exception of Sociology and Education, and it should perhaps also be stated that only one science subject can be taken.

The following note should be added: Students who wish to qualify for a First Class High School Diploma for teaching in the Province of Quebec must take English, Latin ~~or Greek~~ and Mathematics. (I am not putting in French because there will be specialists in this subject).

At the commencement of the Second Year advanced classes may be formed in each subject based on the result of the examinations in the previous year. Only those who do this advanced work will be eligible for the scholarships which have hitherto been awarded on the result of an examination in September for students entering the Third Year. The scholarships can be awarded under the same regulations as in the case of First Year students. Prizes need not necessarily be confined to students in the advanced course either in the First or Second Year. I would have no scholarships based on Third Year work. This means that the value of those for the First and Second Year <sup>can be increased</sup> students as those now for entrance to Third Year are of double value.

Third and Fourth Years.

Either the subjects should be arranged as at present on page 131 of the Calendar and the following conditions laid down: students shall choose two subjects in the Third Year which shall be continued in the Fourth and another two in each year; the continued subjects may be selected from Division I or Division II but not from III or IV; or the subjects can be arranged in groups and the student compelled to take one of these groups.

Advisers.

The present adviser system is, in my opinion, far from satisfactory. Some such arrangement should be made as I suggested in my report to the Principal, which you have.

Tests and Probation.

in

The latter part of the matter under this heading, the Calendar commencing with the words "all students" should, I think, be cut out. No student should be turned out of the University under a shorter time of testing than one session. A student who has failed utterly in his First Year is allowed to try it again, but if he fails in the first term he is given no chance at all. A man may work during the first term and loaf during the second; another may loaf in the first. Why shouldn't he



be given a chance to recover in the second? The present procedure to me seems very illogical. Again, before a student is put on probation I think he should have three tests, the last of which should be about the end of January or early in February. A test then will also help to keep all students up to the mark. They might be inclined to carelessness the first month or so after Christmas. Another alternative would be to leave the regulations as regards tests as they are but change the rule about turning a student out to read:- "All students who are below the required standard in one-half or more of their subjects in both these tests shall be placed in the class of Limited Undergraduates and shall be allowed to continue only two or three of their subjects for the remainder of the session, as you have yourself suggested.

#### Advancement From Year to Year.

A student who fails in more than half his subjects perhaps should be required to repeat the year, but otherwise he should be allowed to go ahead taking a full year's work or almost a full year's work, being allowed credit for the subjects he has already passed, the only condition being that he cannot choose subjects to which those in which he has failed are prerequisite. He will probably take five years for his course instead of four, however it happens but, the suggested plan is educationally sound, whereas the other is not.

#### Honour Courses.

Honour courses should not begin until the Third Year and should be open not only to those who have taken the advanced course but to any student of the Second Year who has obtained second class standing under the limitations now in force.

#### Course for the Degree of B.Sc.

In my opinion either French or German should be eliminated from the First Year, and whichever is should be made compulsory in the Second Year and both these languages should be studied for two years.

In the Second Year two subjects should be selected from Group I instead of three and the other two may be selected at large.

In the Third and Fourth Years two subjects should be selected for continued study, one of which must have been taken in the Second Year.

#### Double Course B.Sc., M.D.

This should be abolished as it stands now, and the same regulation as applies in the case of the B.A., M.D. course should be made to apply here. A student takes three years in Arts, the first two of which must satisfy the requirements of the premedical course. This is all that is necessary.



**DOCKET ENDS:**



January 3rd, 1927.

Sir Arthur Currie, G. C. M. G.,  
Principal,  
McGill University.

My dear Principal,

Forgive me for not reporting to you at an earlier date upon the problems taken up at the meeting between representatives of the Protestant Committee of the Council of Public Instruction and ourselves, held in your office recently. The fact is that I was not able to give any sufficient thought to these problems before the short vacation. I now wish, however, to submit the following notes for your information, and the information of all parties interested.

The representatives of the Committee are asking us for the very utmost that any College could be expected to achieve without interfering unduly with the work which every College of the premier class is expected to do at the present time for the preparation of students for professions and occupations other than the teaching profession. To offer two years of training in all the foundational subjects of a High School curriculum in a small school, two further years of training in special branches for the training of teachers in the larger and better equipped schools and an adequate complement of Professional training in the Theory and Practice of education, all within the limits of four years of University study is the maximum that any institution could possibly be expected to undertake successfully. I do not think that McGill College can undertake so much as this, but I am convinced on the other hand, that we can do vastly more than we have been doing, and I may add that the suggestions offered by the representatives of the Committee seem to me to point definitely in the right direction. I am sure, too, that these suggestions will be cordially received by the whole teaching staff of the College. One or two preliminary suggestions may be necessary.

If the course of study for the training of teachers at the University be made too rigid and exacting, it may only have the effect of greatly reducing the number of creditable candidates for teaching positions and so defeat its own object. This is always a danger where freedom of interest is unduly sacrificed.

It must always be assumed that local School Boards are capable of selecting their teachers with some reasonable degree of intelligence and care. The certificates and diplomas carried by licensed teachers should therefore show in some detail the subjects which each applicant for a position is probably able to teach and how successfully.



It must also be assumed, I suggest, that teachers are to some extent willing and able to improve by self-study their knowledge of subjects in which their previous training has been inadequate. Indeed any University graduate who has acquired habits of thoroughness and care, especially in fundamental subjects, such, for example, as Latin and Mathematics, ought to apply these same methods and habits to the study of other subjects to a sufficient extent to carry pupils as far as Junior Matriculation. Much more depends upon a few instrumental subjects done well than upon a large number of subjects done in a ragged and imperfect manner.

*to be able*

The scheme I have outlined hereafter is designed wholly from the point of view of McGill College and our present organization, and is intended to show how far we can go in the direction indicated by the Committee. Stated from the point of view of the schools the whole scheme may perhaps be summed up in the following formula.

University Graduates; Candidates for High School Teaching certificates in the Province shall inter alia show University credits in the following subjects, viz., one year in History, Mathematics, Physics and Chemistry or Biology, a second year in either Mathematics or Physics, and two years in Latin, English and French or Greek. They shall also show three full courses of University study in the Theory and Practice of Education, or its equivalent in Normal School Training, or successful teaching experience. A full course of study shall mean two or three hours of lectures each week, with the usual complement of Laboratory practice in scientific subjects, during a University year of not less than eight (8) months duration.

If this formula is substantially adopted, the College would be able, with our present arrangements and facilities, to put it into operation in the following manner.

Diploma with the Degree of B. A.

The Requirements for this Diploma shall be as follows:-

- In the First Year: Latin, English, Mathematics, French or Greek, History and Physics.
- In the Second Year: Latin, English, Mathematics or Physics, French or Greek, (continued) and Chemistry or Biology.
- In the Third Year: Any three of the above subjects continued, one of which shall be a language other than English, and an additional class in Education or Psychology, or a double Honour Course in the Department of Education and any one of the above subjects.
- In the Fourth Year: Any two of the three continuation subjects taken in the third year, and two classes from the Department of Education of which one shall be a class in School Management and Methods, or the Double Honour Course taken in the Third Year continued.



Diploma with the Degree of M. A.

The Requirements for this Diploma shall be as follows:-

(a) The general course outlined above for the Diploma with the degree of B. A. except that regular subjects shall be taken instead of the Honour classes and classes in Education, or,

(b) a B. A. degree with a First or Second class Honour Course, either single or double, in any of the following departments, viz., Classics, English, History, Romance Languages, Germanic Languages, Mathematics, Physics, Chemistry, Biology or Psychology and (c) one full year of resident graduate study in the Department of Education.

Diploma with the Degree of M. Sc.

The Requirements of this Diploma shall be as follows:-

(a) A B. Sc. degree with or without Honours, and,  
(b) one full year of resident graduate study in the Department of Education.

Suggestions for Discussion.

The Diploma with the Degree of B. A. is intended for general teaching purposes in the High Schools, the Diploma with the Degree of M. A. for teachers of special subjects in the larger High Schools, and the Diploma with the degree of M. Sc. for special teachers in scientific subjects in the larger High Schools, adequately equipped to do creditable work in science. The Diploma in each case will note on the face thereof that it is given with the degree of B. A., M. A., or M. Sc., as the case may be, from McGill University.

It is impossible to design a single certificate covering all the classes of teachers required in secondary education without making the required training in fundamental subjects too feeble. Possibly the Department of Education might grant a Diploma with the subjects of the High School curriculum stated on the margin or back, and then star or underline these subjects to show, (a) the subjects which the holder was specially prepared to teach, (b) the subjects which the ~~teacher~~ <sup>holder</sup> could teach well, and (c) the subjects which the holder might teach if required to do so. At least three years of University training would be required for class (a), two years for class (b) and one year for class (c).

Scholars who follow the above course for the B. A. degree will cover approximately two years in five subjects, three years in three subjects, and four years in two subjects, and it is not possible to do more than this amount well and leave sufficient time for the complement of work necessary in the Theory and Practice of Education. All the Academic subjects will, however, be foundational in any High School curriculum.



Work in the University Departments of Philosophy, Political Science, Economics, Sociology and Oriental Language is not taken into account as special students in these Departments do not, as a rule, have the necessary personal interests or preparation to become adequate teachers to the Secondary Schools. These subjects are meant for other kinds of ambition.

Students in the B. A. course are allowed an option in the second year between Mathematics and Physics because a University student who has covered two years in one of these subjects and one year in the other may possibly, with a little self-study, be able to teach both of them in the weaker High Schools.

Greek is made an option with French, because to deny this option would virtually mean to prohibit the teaching of Greek in the Schools and this would be almost fatal. Greek is just as foundational to the study of Latin and other languages, and Literatures, as Mathematics is to the further study of the Sciences. It is a noticeable fact that just as the schools have steadily reduced the requirements in Greek and Mathematics, the work of the schools and Universities has continued to grow steadily more and more ragged and untidy in all branches of study. Only a few will elect the Greek option, but these are necessary.

Yours very sincerely,

Ira A. Mackay

Dean.



**DOCKET STARTS:**



McGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

January 5, 1927.

Sir Arthur Currie, G.C.M.G.,  
Principal, McGill University.

My dear Principal,

I am enclosing for your criticism and comment a draft of the new rules for the admission of students at matriculation which have become necessary since the School Leaving Board has taken over the entire conduct of the School Leaving examinations. This draft will be brought before the Faculty at its next meeting and then referred to the Matriculation Board for further consideration.

Yours sincerely,

*Geo A MacKay*  
Dean

Encl.



McGILL UNIVERSITY

ADMISSION TO THE FACULTY OF ARTS

JUNIOR MATRICULATION

The work done by McGill College, usually called the Faculty of Arts, covers all the work of the University in Arts, Pure Science and Commerce. Three degrees, corresponding to these three groups of study, are therefore granted at graduation, viz., Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) and Bachelor of Commerce (B.Com.). Students should not confuse the work in Pure Science leading to the degree of B.Sc. in this Faculty with the work leading to the same degree in the Faculty of Applied Science or engineering. Students are admitted to the College only upon application in writing. All students who wish to attend the First Year, or any subsequent year for the first time, during the session 1927-28 should apply in writing to the Registrar of the University not later than September 10th, 1927. This application must contain data showing the applicant's age, home address, previous training, nationality, religion, length of residence in Canada and other required particulars, and must be accompanied by certificates covering the previous training upon which the candidates rely for admission. Blank forms of application may be obtained from Dr. J.A. Nicholson, Registrar, McGill University, Montreal.

As McGill University is maintained wholly by voluntary endowments, the College is not bound to accept all students who present certificates showing that they have succeeded in passing the necessary examinations. As a general rule, all certificates, including school leaving certificates, which entitle the



candidate to be admitted unconditionally to similar courses of study in other English and French speaking Universities of the premier class in Canada and elsewhere are carefully considered as a basis of selection, provided always that these certificates cover all the subjects required for Matriculation, hereinafter mentioned, or their equivalent. The pass mark or minimum qualification is an aggregate of 600 points on all ten (10) papers required for Matriculation, and not less than 40 per cent on any one paper, provided, however, that a candidate who makes an exceptionally high aggregate, but fails in one paper only, may be admitted at the discretion of the Faculty. This examination may be taken in parts but must be completed within thirteen months from the date of the first attempt. Candidates will be selected mainly on their prospects of completing the first year of work in the College in a successful and creditable manner. As a general rule of practice, candidates who have achieved a total of 660 marks on all ten (10) papers will be admitted freely, but candidates making less than this total will be selected in a more critical manner. Uniformly low pass marks on all subjects will not be considered sufficient. The total number admitted to attend the first year during the session 1927-28 will be limited to approximately three hundred and fifty (350) and, except as hereinafter provided, no student will be admitted carrying a condition in any required subject. The selection will be made by a committee appointed by the Faculty or, in the absence of the committee, by the Dean.

The subjects required for Matriculation are the following:-



## A. For admission to the B.A. course.

## Marks Assigned

1.	200	English.
2.	100	History.
3.	200	Latin or Greek.
4.	200	One of the following:- Greek <u>or</u> Latin (the one not already chosen).
		French, German.
5.	200	Elementary Mathematics.
6.	100	One of the following:- * Botany, Chemistry, Physics, Physical Geography, Advanced Mathematics, a foreign language not already chosen.
	<hr/>	
Total	1000	

## B. For admission to the B.Sc. course.

## Marks Assigned

1.	200	English.
2.	100	History.
3.	200	French.
4.	200	Elementary Mathematics.
5.	100	One of the following:- * Botany, Chemistry, Physics, Physical Geography.
6.	200	Latin, <u>or</u> Advanced Mathematics; <u>or</u> any <u>two</u> of the subjects named under No.5, not already taken; <u>or</u> one of these and Drawing.
	<hr/>	
Total	1000	

\* Candidates are advised to choose Physics under this head.

## C. For admission to the School of Commerce.

The matriculation examination for the B.A. or the B.Sc. course in Arts, but German or Spanish may be substituted for French. A paper in Accountancy may also be substituted for Latin or Greek.



SEPTEMBER JUNIOR MATRICULATION EXAMINATIONS.

For the benefit of students who have not already obtained certificates covered by the rules outlined above, special matriculation examinations conducted wholly by the University will be held in the College Building during the month of September in each year. Candidates for this examination must apply in writing to the Registrar before September 1st, stating the subjects in which they desire to be examined and this application should be accompanied by the regular application for admission. Students whose certificates show that they have failed in one subject only may write a supplemental in this subject at this period. All applicants, however, should note carefully that they may not be admitted to the College during the next academic year on the strength of these examinations should the total number allowed to enter the first year have already applied and been finally admitted before the returns from these special examinations are received.

SENIOR MATRICULATION.

The rules for admission to the College by Senior Matriculation are substantially the same as those for Junior Matriculation. All certificates which entitle the holder to be admitted into the second year of other Universities of the premier class are carefully considered for admission to the second year in this College. Candidates, however, whose certificates show uniformly low pass marks in all subjects will not be admitted.

Regular examinations for Senior Matriculation will be held in the College Building during the month of September in each year and all candidates must apply for these examinations in the



same manner as for Junior Matriculation. The regular pass mark is an average of 60% on all papers and not less than 40% on any one paper. The subjects required for this examination are the following:-

A. For admission to the B.A. course.

English.

Latin or Greek.

Mathematics or a third foreign language.

Any three of the following:-

1. History.

2. Latin or Greek (the one not already taken).

3. French.

4. German.

5. Science (Physics or Chemistry or Biology).

Candidates cannot substitute a third foreign language for Mathematics unless they have passed in the Mathematics prescribed for Junior Matriculation.

B. For admission to the B.Sc. course.

1. Chemistry.

2. English.

3. French.

4. German.

5. Mathematics.

6. Physics.

C. For admission to the B.Com. course.

1. English.

2. Mathematics.

3. French or Spanish or German.

4. Accountancy.

Any ~~three~~ two of the following:-

5. Latin or Greek.

6. French or Spanish or German (one not already taken).

7. Physics or Biology or Chemistry.

8. History.

These examinations may be taken in two parts but candidates must complete the requirements within thirteen (13) months of the first attempt.

January 5, 1927.



**DOCKET ENDS:**



FACULTY OF ARTS

October 25, 1929

Notice of Motion.

Moved by Professor Leacock and seconded by Professor duRoure:-

(1) That the Faculty recognises that within recent years the scope of its work has been greatly increased and the details of organisation have of necessity increased in complexity,-

(2) and that therefore it is no longer desirable that the Faculty should attempt to act in its full sessions as a tribunal for the discussion and settlement of the cases of individual students as concerned with the application of its rules for promotion, credits, conditions and such matters,-

(3) and that therefore it would be advisable that the Dean be fully empowered to decide on all cases involving the application of the rules laid down by the Faculty,-

(4) and that where from the nature of the case a rule must be tempered with a certain reasonable discretion, the Dean shall be authorised to exercise such discretion without further resort to Faculty,-

(5) and that it is eminently desirable that students, and their parents or representatives, should be able to obtain prompt and final decisions in regard to cases under the curriculum at any time of year whether the Faculty is in session or not,-

(6) and that the Faculty recommends that the Dean shall receive such assistance of further administrative and secretarial help as shall enable him to cope with the increased duties indicated above,-

(7) and that the Dean be asked to indicate for the approval of the Faculty such changes, if any, in the wording of the Calendar as are necessitated by the adoption of the above resolution.



**DOCKET STARTS:**



Pencilled notes added by  
Principal's Secretary,  
Mrs. D. Mc Murray c. 1943.  
This clutched was in  
Carnegie Corp file - Affiliations  
for search for the of Arts & Science



Curie

① Curie OR

② Arts & Sciences

~~1907 + 200~~



McGILL COLLEGE or THE FACULTY OF ARTS, PURE SCIENCE AND COMMERCE.

Notes by the Dean

December 1929

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*Very good  
see p. 2-3  
11-29*

*Dean  
J. A.  
Mackay  
in  
1929*

*↓ we  
have not  
seen his  
like in  
that office  
since*



McGILL COLLEGE or THE FACULTY OF ARTS, PURE SCIENCE AND COMMERCE.

Notes by the Dean

December 1929

Some Figures.

The College has changed greatly during the last few years. A few figures may indicate in outline what I mean.

	<u>Arts and Science</u>	<u>Commerce</u>	<u>Total</u>
1913-1914 - Number of students enrolled....	529	0	529
1922-1923 - Number of students enrolled... 687		195	882
1928-1929 - Number of students enrolled..	1,103	228	1,331
1913-1914 - Number enrolled in 1st Year... 145		0	145
1922-1923 - Number enrolled in 1st Year... 142		83	225
1928-1929 - Number enrolled in 1st Year... 365		86	451

Of the 882 students in 1922-23, 182 were only partial students, many of whom had failed badly in their entrance examinations, and 91 were conditioned in at least one matriculation subject. The total number of regular students during that year was, therefore, 609. Of the 1331, however, registered in 1928-29 only 48 were partials of good standing and there were no conditioned students. I may also add that in addition to these students in 1928-29, there were also 110 graduates and 1058 part time students doing intra-mural work in the afternoons and evenings. Practically all these part time students are of university grade, and nearly all of the classes given in the afternoon and evening are really repetitions of work done during the regular morning sessions. We have, however, come to the end of the string in this expansion. We have no more room. Not a seat. Our timetable has become so congested that it is almost impossible for us to move. No extra classes or new work can any longer be undertaken with our present accommodations.



The Faculty would prefer to have fewer and better students than at present, but this is a doubtful hope, as Montreal is growing very rapidly and will probably continue to grow rapidly in the future, and many more students are coming from the other provinces of Canada and elsewhere.

The College, the University and the Community.

The College of the present day has three great apparent uses and they are these. (1) The education of teachers for the higher positions in the Public Schools and the very intensive education of a few specially promising young scholars for University positions and for scientific work in the industries. (2) The preliminary training of students who intend to proceed into the learned professions, Medicine, Law, Theology and Engineering. All students entering the Medical Faculty at McGill now require three years in the College and some of them take the full four years, virtually all students entering Law and Theology require a bachelor's degree, and those entering the Faculty of Engineering require one year of preliminary training, and this requirement, I suggest, might very well be raised to two years. It is apparent, therefore, that by the time the student has come through the High School and his preliminary work in the University, his habits and methods of study and work are fixed, or nearly so, and will therefore remain fixed or nearly so throughout all his years in the professional faculties and, indeed, throughout his whole life. The success of the professional faculties depends, therefore, fundamentally upon the success of the Arts Faculty. (3) The liberal education of young men and women who intend to follow business vocations, or public life or the care of homes. It is the invasion of this third class which has been mainly responsible for the great increase in University enrolments all over this continent during the last thirty years. It is apparent, therefore, that the Liberal College forms the foundation and framework of the whole University edifice and that the stability, success and charm of the whole edifice depend upon the College. The future of McGill University depends largely on the future of McGill College from now on.



### Some First Principles.

A College or University is a group of students and Professors. It is that and nothing more. It is made up solely of human minds and human sentiments. It is, therefore, an invisible entity. It requires no rhetoric to prove that. McGill University, for example, is not that fine landscape of green fields and gray buildings which lies between Sherbrooke Street and Mount Royal. That is only the place, the habitat, where the University lives when it is at home. From these principles, however, follow two practical rules. (1) The College or University has only one end, viz., the mind and manners of the student on the day he receives his degree. Every moment of work, every broom, every brush, every pin that is purchased must be made to aim at that end. (2) There is only one paramount rule of University administration and that is the selection and placing of Professors. The students are given. Providence, the home and the school provide them, and there is no way by which the University can influence these agencies in the community save by doing its own work well. Read Section 94 of the B.N.A. Act. The amount of money which has been wasted on this continent and especially in the United States by ignoring these principles is colossal. It amounts to billions. The Universities of Canada, therefore, and McGill among them, should try to profit by the admitted errors of their neighbours. Let a University see to it that its Professors are men who can set an example of scholarship, manliness and devotion and who are able to reproduce these qualities in their students and all other things will follow as the day follows the rising sun. The touchstone of University administration lies in the selection of Professors and Instructors and in the organization of their work.

### Faculty Organization.

There is inter alia one method of Faculty organization which I should like to touch upon, and that is, the method of having graded departmental staffs. I refer to a department, for example, with a head Professor, a second full Professor, an Associate Professor, and Assistant Professor, a Lecturer, Reader, Tutor Assistant



etc. I do not think that this ragged mechanical formation has anything to do with the things of the mind, and my reasons for so thinking are the following. (1) As the departments grow normally they tend to appoint minor men to take the new courses of study and to break new ground and thus grow downwards instead of upwards. (2) This formation leads to difficulties when promotions or new appointments become necessary. If the Head retires, for example, all the men in line expect to be moved upwards a step, and if this is not done, or if any one is taken out of his position in the line, the internal morale of the department is injured and these little personal injuries are very hard to heal in the Universities. No one knows better, indeed, how hard they are to heal than the Dean of his Faculty. (3) This practice is uneconomical and, therefore, wasteful. It tends to fritter away the salary account of the department in minor ineffective amounts. Suppose, for example, a department with an annual salary appropriation of \$17,000, a normal one with us. It would be better then, I suggest, that this sum should be divided say as follows, \$8,000, \$7,000, \$1200, \$800, rather than as follows, say, \$5,000, \$4,500, \$3,500, \$2,500, \$1000, \$500, which is about the way our salaries range at present. Two capital men in the lecture hall are worth a whole corps of minor men. They can at least encourage and inspire the student and deliver the College from mediocrity - and mediocrity is the unpardonable sin in Universities. One Professor and his younger Tutor or Assistant is really, I think, the most efficient unit in College work. (4) I am convinced that informal outline, routine lecturing by minor members of the staff is futile. Most of these lecture courses are worth less than a good text book on the subject, and any student, who is ever so little a student, can learn more thoroughly from a good book than he can from taking down ragged notes from class-room lectures. I am afraid, indeed, that this method is worse than futile. I am afraid that it is vicious. A student should never be taught anything which he may teach himself. I know of no practice more calculated to destroy all student initiative than the practice of compelling him to sit and listen dumbly for four years to ragged routine lectures on any subject.



I should prefer, in a word, to have a staff made up of all full Professors and tutorials. I do not suggest for a moment that we should abolish all middle or minor positions, or that we should peremptorily refuse to appoint any of this class in the future. All the surrounding circumstances must be taken into account in each case. I do, however, strongly recommend that our policy in the future should point in the direction I have indicated.

#### Salaries.

There is no subject so difficult to discuss as the subject of University salaries. The reason is that there is no generally accepted standard of measurement by which to fix the just and proper sum. It is often said, for example, and I think said rightly, that a University Professor should have as much salary as a member of the Judiciary, or as a Deputy Minister in the Federal Civil Service, but even this is unlikely in the near future. It is true that a University Professor has to follow a long and severe and sometimes expensive training, and his work is often irksome, but, on the other hand, we need not forget that he undoubtedly has many high enjoyments which are usually denied to business men and often to professional men. I have not much sympathy with the University man who complains bitterly and peevishly because his colleague is being paid more than he. Rather should he rejoice therefor and proudly continue his work, believing it to be worth while and knowing that his University will pay him all it can without sacrificing its needs in other ways. On the other hand, any University man who refused a higher salary for doing the same or better work elsewhere would be a sentimental ass. ~~Even the~~ Even the clergy are not high-minded enough for that. There is, after all is said, nothing so irrational and unjust in human life as the incomes men earn. One man whose work is a menace to society receives a colossal income, while the prophet and inventor is left to starve. It always has been so. It always will be so. Our present salaries in McGill College are, however, admittedly inadequate. The cost of living in Montreal is very high and the cost of citizenship perilous. The bare



necessities of life being provided for, the upward curve is almost perpendicular. I assume, too, that a University Professor is entitled to live in his community in reasonable style. The situation in McGill at present, however, is much more menacing than can be indicated by mere generalities, as the following considerations will show.

McGill University and other Overseas Universities have brought many or most of their Professors from Great Britain in the past. This policy, however, cannot be continued so successfully in the future. The Empire is too big for that and the Motherland is going to need all her own best educationists for some time to come. The War has had its effects. Many fine scholars lie buried on the fields of France. Oxford, Cambridge, Edinburgh and Glasgow take all the best of those that remain. The Provincial Universities and the various London institutions, now growing rapidly in number and size, take their share. The scientific industries will continue to take an increasing toll in the future. England is going to be forced to adopt the principle of mass education from now on. She ought to have done so a century ago. Only the casual unemployed and the dissatisfied ones are left, therefore and this is not good enough for the Premier Overseas Universities. As a matter of fact, this practice did not really work well in the past when measured by long periods. The men who came overseas and succeeded returned home at the first opportunity, and those who did not succeed stayed. The result was obviously not beneficial to the overseas institutions.

If we turn next to the United States, the prospect is even poorer than in Great Britain. The large number of highly endowed Universities of the premier class in the United States take all their best men. Their munificent foundations of research in all subjects also take their share. The scientific industries are even now robbing Universities of their best men in Economics, Mathematics and in all the Sciences. Already, too, the Universities of the United States are going into the British and European markets offering prices quite beyond our resources. And besides all this, most real University men must have a country all their own.



There is, therefore, only one alternative to follow and that is for the Overseas Universities of the premier class, McGill among them, to begin to train their own men more intensively than in the past, or at least, to carry them far enough to send them abroad for further intensive training. Unfortunately this is a very difficult task at McGill. Indeed it is at present our biggest and hardest task of all. The percentage of men from McGill who have followed educational employments has never been large. The number of men who have gone into the High Schools, Colleges and Universities of the eastern provinces of Canada, including our own Province of Quebec, is relatively very small, and this work in the great new western provinces has hitherto been almost exclusively preempted by men from Toronto, Queen's and Dalhousie. Good work was done by McGill in the Province of British Columbia, but that has now passed into other hands.

There is one and only one possible solution to this problem, and that is to boldly increase the remuneration, recognition and other advantages offered to University men so that their positions may be made more attractive to the more promising and ambitious students among our number. The future of Old McGill depends more upon this than upon anything else I know. I know of no other way to get rid of mediocrity. If we treat any class of men in the community in a mediocre way, we can only honestly expect a mediocre return in the long run.

Perhaps at this point I may be permitted to say a word about the movement to appoint Research Professors in Universities. I do not think that this movement will go far and I do not think it should, and for the following reasons. There are always two classes of Professors, viz., those who are mainly interested in the work of the students, and those who are mainly interested in their own work. Both these classes are useful, but I do not think that they should be divided in an arbitrary way into two separate groups. That, I believe, would be unfair to both groups and to the students. A Professor who has not interest enough in his subject to follow up his own researches outside the classroom is a drone and ought not to be in a University at all, and a Professor who is unable or unwilling to teach a few



students in his subject is usually a laboratory tinker, and sometimes a mere pretender. Doubtless men who are deeply interested in research should be relieved of some of their teaching work, and I think that a man who does, say, four hours of teaching work a week will do as good and even better research work than if he did no teaching at all. His researches will help him to throw <sup>new</sup> light on his teaching and his teaching will help to keep his mind clear on fundamentals. All real truth is simple and can, therefore, be simply taught.

### Education

This department has only just been founded by the appointment of Professor Clarke. As the department, however, is one in which I am intensely interested I may, perhaps, be permitted to offer a few general suggestions.

A department of Education in a University is in a peculiar position. It is not a little Normal School or Teachers' Training College within a University. If it attempt to be that and no more, it will fail. The Professor must be first of all a University man and he must, therefore, be interested in education from a University elevation. He must be himself an example of fine scholarship, else he will not command the respect and co-operation of his colleagues. He must also be familiar with the literature on the philosophy and psychology of education, else he will not command the respect and support of educationists in other institutions and in the community. He has, however, no position or power to influence the schools of the community save as a student and sympathetic adviser. He is not an administrator. He is a teacher of teachers and an exponent and critic of educational ideas and values in the University and in the community. He is that and nothing more. He has, however, plenty to do, and his task is a big one and his field well defined.

The History of Education, that is, the history of what men have done in all ages to educate themselves, and of the institutions they designed for that purpose, is undoubtedly the most fascinating and suggestive chapter in all human



life. This subject is usually taught imperfectly because the ordinary pedagogue has not enough scholarly interest or enough knowledge of history to appreciate its importance. The Philosophy of Education, too, is of great interest. Such problems, for example, as The Aims of Education, The School and the Individual, The School and the Home, The School and Society, The Relative Claims of Literature and Science in Education, The Sequence and Correlation of Subjects in the School and the University etc. etc., all fall in this field, and they also have a brilliant literature behind them, both classical and modern, from Plato to the present time. The Psychology of Education is more difficult because it has been mauled so much in recent years. Nevertheless this subject contains much sound, useful, human material which every teacher should know and appreciate. Subjects such as adolescence and sex should not be over-stressed and should be taught reverently and all morbid unproven theories should be avoided altogether. Everything here depends upon the man.

I suggest that the department should bend its efforts slightly towards the training of a few promising candidates for the High Schools of the Province. Two or three, or even one of these added to the High School each year will tell in the end. In any case, the work must be done with great patience at first. As for the general classes required by the Licensing Board, they have to be done. But it is not from them that we shall get our best results.

I recommend, therefore, that Two or Three Thousand Dollars be taken annually from the Special Provincial Fund for this subject to be awarded as scholarships to three or four creditable graduates of the College who may wish to spend one or two years studying for their M.A. degree in this department, with a view to taking positions in the High Schools and private preparatory schools of the Province. Possibly in this way we may be able eventually to get together a small group of really interested trained educationists in the community. The opportunities for observation and research work of this kind in the City schools of Montreal are unlimited.



Department of Fine Arts.

Music and the Fine Arts are the inspiration and soul of all fine literature, written or spoken. I recommend the appointment of a full Professor of Fine Arts. With one Professor, carefully chosen, and by the help of the Conservatorium of Music, the Department of Architecture and allied literary studies we could, I am convinced, build up a splendid department of this kind at McGill. I suggest that all lectures on the history, theory, literature and philosophy of music should be given in this department. Possibly the Head of the Conservatorium of Music should be a Director and not a Dean. We have far too little of the Aesthetic at McGill. All man is divided into four parts, Intelligence, Aesthetics, Morals and Religion, and most of our Universities at present, including McGill, seem to be entirely preoccupied with the first of these and to the neglect of the remaining three.

Oriental Languages.

I should abolish this department altogether. There are only a few students attending, and nearly all of these are Jews who elect this subject in order to fill in the number of required subjects for a degree. This is unfair. There are also a few, very few, intending Theological students in some of the classes, but all these would be very much better advised to spend their time on Greek. If any Theologian be not scholar enough to read the New Testament in Greek, he is not likely to read the Old Testament in Hebrew. Indeed it is perfectly futile to attempt to teach Hebrew to a student who has no adequate training in Greek and Latin. All intending Theologians should follow Greek and Latin in their Arts course. There should be one course in Hebrew in the fourth year, or one in each of the third and fourth years, but these could be done better than at present by one of the Hebrew scholars on the staff of the affiliated Theological Colleges.



### Psychology

This department has an excellent laboratory. The plan is convenient, the fixtures and connections perfect, and the necessary equipment is being slowly assembled. I need not repeat, too, what I have said so often before both by spoken and written word, that the policy of the College is to make the very best possible use of this laboratory for the mutual advantage of both the Faculty of Arts and the Faculty of Medicine. There are, however, some very complex and very abstruse questions in relation to this subject which will have to be settled some time, but I cannot discuss them here. I should have to write a learned treatise to do so.

### Sociology

The subject called Sociology, as I understand it at present, is apt to become a conglomerate of elementary Economics, Political Science, Social Ethics, Psychology, Social Therapeutics and other cognate subjects and is, therefore, often too apt in practice to overlap these other departments of study in the University. I am not finding fault with our Department of Sociology at McGill. Far from that. I am only pointing out a situation which seems to be true in all Universities which entertain a department of social studies. The subject called Sociology, therefore, is really not so much a new subject as a new movement, and this movement should undoubtedly be followed by the Universities with the utmost interest and sympathy, tempered always by careful criticism. The beginnings of this movement in the University are not difficult to discover. The traditional college of liberal education has always been divided into two groups or faculties of subjects, viz., the Arts and the Sciences. In Great Britain two great Universities are the result of this division of emphasis in higher education, namely, Oxford devoted mainly to the Arts, and Cambridge, devoted mainly to the Sciences. Thereby, too, hang some very profound problems which the Motherland must now solve for herself. The modern University, however, especially I should say the Universities on this Continent, is really divided into three groups of studies, namely, the Arts or Humanities, the Sociologies and the Sciences. The first of these groups covers the following



subjects:- Greek and Latin, Moderns, English Literature, Philosophy and probably, in practice at least, Mathematics and History. The third group covers all the numerous branches of Physics, Mathematics and Biology and possibly Psychology, which now claims to rank as a special branch of natural science. The aim of the first group is the intensive discipline and training of a few promising young minds which may become examples of clear thinking, sound scholarship and good manners in the communities in which they live. This aim is priceless and cannot, therefore, be forgotten in any community aiming at a high level of culture and civilization. The third group is, in like manner, interested in the intensive training of a few promising minds which may carry on the high work of scientific teaching and research in their communities and the application of the scientific results which they reach to invention and human industry. This aim is also priceless. The claims of exact science cannot possibly be overlooked alike for purposes of individual culture and social utility. The second and intermediate group of studies, which I have called the Sociologies, covers such subjects as International Relations, Economics, Political Science, Social Ethics, Social Psychology, Anthropology, Social Pathology and a number of other subjects which still remain in a very elementary, diffuse and inexact type of University study. The Sociologies, as I understand them then, direct their attention not so much to the study of the human individual as to the study of social groups of individuals. There can be no doubt about the importance of this movement. It has come to stay. It is already planted in a ragged way in almost all our Universities of the premier class. Its possibilities for human study and human uses are almost unlimited. Its importance on this Continent where our social groups and institutions are in the making is too obvious to be overlooked. Such subjects, for example, as the Family, Radial Groups and their Characteristics, the Claims of Humanity in the Industries, Shops and Homes, the Relation between the School and the Home, the School and Society, the School and the Church, and all these subjects are of infinite importance in every new country aspiring to conscientiously set up a civilization of its own. Call to mind, for example, the very great importance of the



study of racial groups, their characteristics and occupations. This subject cannot possibly be overlooked in a new country like this country. Jews, Italians, Greeks; Hungarians, Poles, Russians; Germans, French, Scandinavians; English, Scotch, Irish; all obviously have their outstanding characteristics and occupations, and communities in new countries are always a conglomerate of these racial colours. No rational, scientific immigration policy is possible, therefore, for any country until it has solved some of these racial problems in a soundly scientific way. Indeed the real difficulty with the problem of immigration is that we know so little about it. What is it, I mean, which moves men to move in large masses in the first instance? Why are some civilizations nomads and migrate and others are peasants and do not migrate? The economic solution that migration always moves along the curve of greatest possible economic prosperity is an entirely inadequate explanation. I suggest that comfortable homes, good schools, fine churches and kindly hands and friendly faces have a great deal more to do with this problem than we sometimes imagine. What the immigrant is really looking for is better social conditions, and until we solve some of these questions in this country we shall not be able to settle the immigration problem at all. I do not wish to labour this subject, but it seems to me to be of such obvious and crucial importance to us at present that I have ventured to mention it in this way. I know, too, of no place in the world where these problems can be studied better than in the City of Montreal. It is, I suppose, a vain hope that we should have a School of Social Studies in this University which would correlate more carefully and effectively the work which we are now doing in the social subjects I have named. Many empty spaces, too, would have to be filled in in any venture of this kind. We should need, for example, new Chairs in International Law and Relation, Political Science, Political Theory and Government, Social Ethics, Social and Industrial Psychology, and some additions to the present Department of Sociology. We should also need a new building, because we are at present quite overcrowded in this Faculty, and the cost of library equipment and



field research would not be negligible quantities. Personally, I have thought for a long time that if we had the funds we ought to make this venture at McGill. At the present time, however, it seems to be quite beyond our reach financially. The re-arrangement of the work of the College into three groups instead of two is only a trifling matter. If Commerce and Science were made independent Faculties, as I think they should be, at an early date, it would then be very easy indeed to form a School of Social Studies in the Faculty of Arts, just as we have at present a School of Commerce in that position.

I should like to suggest, however, that it would be very dangerous to attempt to set up this School of Social Studies as an entirely independent unit in the University. The Sociologies are the link or buckle between the Humanities and the Sciences and must, therefore, always bear heavily upon these two groups of University study. It would not, surely, be advisable to tempt immaturely trained minds into a study of these very complex subjects. Before entering seriously on these social studies, the student should have, I suggest, a sound training in the Arts and Sciences. At least, I should say, two years and probably even three or four years. In other words, serious study in the Sociologies should, I suggest, be reserved for advanced students in the final years and for graduate work. It would, I think, at present be necessary for a student to have at least two years of graduate work before venturing on the task of a professional sociologist. One need only glance at the situation to see how fundamentally true this is. All human relations are really, in the final analysis, social relations. Language, for example, by which men communicate their ideas to one another is the most fundamental social agency in civilization. The study of law, too, rightly understood is almost purely social in character. One cannot sell a pound of sugar or keep a mangy dog without becoming entangled in the law of the land. How far elementary studies in jurisprudence, therefore, should be undertaken in a College of liberal education has always been a question with me. The importance of Mathematics, History, Literature and all the Sciences upon social conditions is far too intimate to admit of any easy method of training efficient



students and workers in social problems. Just how the problem will be worked out in detail, if we have the means to do so, is a very large problem indeed. I suggest, however, that the problem is one which the Board of Governors, Corporation and others interested should consider with the utmost care. It is impossible, however, to more than barely mention its significance in a report of this kind and I have not, therefore, attempted to reckon with it in the estimate of our immediate needs set out in the latter part of this report.

#### Commerce.

I should like to add a few comments on the work of the School of Commerce in the Faculty.

I have had many men come to me during the last few years and tell a story something like the following. "I only had an elementary school education. I worked on the railroad. I succeeded, however, and I now own a prosperous business. I want my son to succeed to this business, and he wishes to do so himself. But I want to give some tone to the business, and there are some scientific subjects which are of great importance to us. In any case I want my son to get an education. What studies do you think he should follow in order to get a creditable College education which will, at the same time, help him to take an interest in the business and to manage it successfully." Despite the fact that our Universities, as I have already pointed out, have been stampeded by this class of student in recent years, no University, so far as I know, has ever answered this question successfully. The School of Commerce at McGill has answered it in part but not wholly. Let me explain.

A School of Commerce is designed to offer a College education for four different classes of people in the community, (1) Accountants, (2) General Business Men, (3) Professional Economists and Statisticians, and (4) Actuaries. The first, third and fourth of these classes are competently taken care of by the regular departments of Accountancy, Economics and Mathematics respectively. The second class, however, is very poorly taken care of by our School at present, and it is this class,



I suspect, which the promoters really had most in mind when the School was first founded. By far the largest number of students in our School at any rate are really looking for an education which will fit them for financial and commercial occupations in life. How is this to be done?

I recommend the creation of a Chair of Commerce, and the appointment of a full time Professor to take care of this work. This work is being done at present under the name of Commercial Law, by three part-time junior members of the Bar, but this is wholly unsatisfactory. The point of view of the Lawyer, especially the junior Lawyer, and the point of view of the layman are entirely different. The Lawyer looks at the matter from the point of view of some section in the Civil Code, or of some moot case in Jurisprudence, the layman from the point of view of a concrete practical business transaction. 99 per cent of every concrete business transaction, say, for example, the sale and shipment of a consignment of goods from Liverpool to Montreal, is controlled by business customs and practices which never come near the law, and it is this substantial, dependable part of the transaction which every student of Commerce should know and understand. The less business men have to do with isolated sections of the Code, current legal maxims and moot cases, the better. They cannot possibly learn enough about the law to practise it safely in their own business. I speak with some confidence on this point, as I taught Commercial Sales, and Negotiable Instruments with much relish myself for several years. I believe unconditionally in the value of Commerce and General Business as a subject of University study. The way men live and work and succeed and fail in the business world is a profoundly human study and has a right to rank with the most human subjects in the curriculum. The Arts training is really meant for literary and professional men.

It will, I know be difficult to find a man for this position. The Harvard School of Business Administration is the only place I know where this work is done successfully. Perhaps, however, we might choose some young lawyer with at least as much native intelligence as knowledge of the law and leave him to work out his own problem.



Scholarships.

Our Scholarships in this Faculty are in a hopelessly miscellaneous, ragged and meaningless condition at present. Most of them date from thirty years ago when the purchasing value of money to the ultimate consumer was three times what it is now and, therefore, the present stipends are too small to encourage competition. Moreover, these scholarships offer very little clear outstanding distinction, because they are awarded for so many petty, technical, miscellaneous reasons. I have tried repeatedly to arrange them in some sort of rational plan but without success. The terms of the original endowments are fixed in most cases and in others there are always old rules standing in the way. Some of them, too, are wholly charitable, and I do not believe in charitable scholarships. Scholarships are awarded for Scholarship and not for charity. The proper way to take care of deserving charitable cases is through an aid or loan fund for that purpose. It is necessary, therefore, to find some principle upon which all scholarship funds should be administered, and I suggest the following principle. All scholarships should be so arranged that a certain number of exceptionally successful students may be able to pay a substantial part of their College expenses by earning scholarships from year to year throughout their course. With this principle in mind, I venture to make the following suggestions. (1) Matriculation Scholarships. - Mr. Beatty's admirable scholarships in Classics and Mathematics offer an excellent model for other scholarships of this kind. I recommend that three others be awarded on the same conditions and in the same amounts, as follows:- one in English and History, one in French and another language, and one in Physics and Mathematics. (2) First Year Scholarships. - There are only three small scholarships for competition at the end of the First Year in a class of 420 competitors, viz., The Jane Redpath for highest aggregate standing in the year, value \$115.00; The Barbara Scott for first place in Classics, value \$115.00; and the Robert Bruce for high general standing, value \$100.00. I recommend that all three be complemented by a further scholarship of \$300.00, and that seven additional scholarships be granted to the next seven students in order of general merit, and in



the following amounts, viz., \$350, \$300, \$250, \$200, \$150, \$100 and \$50.

(3) Second and Third Year Scholarships. - Six scholarships of the aggregate value of \$750.00 are offered for competition at the beginning of the second year, and ten scholarships of the aggregate value of \$2355.00 at the beginning of the third year, and I recommend that all these scholarships be multiplied by the number three (3).

(4) Fourth Year Scholarships. - I recommend that the Faculty in full session be given the right to elect each year not more than ten scholars from the Graduating Classes in Arts and Science. These scholarships shall carry no stipend but the holder shall have the right to use the title and distinction "Scholar of McGill College" for life and good behaviour. These scholarships shall be awarded on the student's full four years of work in the College. I recommend that the Faculty be given the right to award each year one travelling scholarship of the value of \$1750.00 per annum and tenable for two years to candidates holding the B.A. or M.A. degree from McGill.

The total increase in the amount of the above scholarships is \$13,500.00 per annum and I recommend that the student fees in Arts and Science subjects be increased \$25.00 per annum, which will yield an additional sum of about \$25,000.00 per annum, and that this sum be appropriated first to the payment of this increase and the remainder to increases in the salaries of the Professors. Although this is, I think, a new suggestion, it is not an arbitrary one. The good student is an asset in the class. He sets the pace, he improves the standards, he sets an example of how students should work in College, and he is a great help and encouragement to the Professor. The mass of poor students, on the other hand, are a drag upon the class and a burden upon the Professor's work. These students, therefore, owe a heavy debt to the good students and to the Professors and they ought to pay this debt in part at least. Our fees are not half what they are at Harvard, Chicago, Yale and other universities of the premier class operating under private endowments in the United States. The fees in private Universities will always be higher than in State owned institutions where every ratepayer has the right to stampede the University if he wishes to do so.



### Student's Loan Fund

I believe that the student has the same right to finance himself as anybody else whilst gaining useful experience that will be of service to his community in after years. I also believe that the promise of a diligent student to repay his Alma Mater any loans which it may make to him while in residence is as safe a security as there is on the market. Many universities in the United States have had student loan funds for years and the plan is, I think, universally approved. Dr. McCracken of Vassar tells me that they have had such a fund for twenty years and that they have not in all this time lost a single cent through bad loans. The same was true at Cornell in my day. Sometimes the loans are slow coming in but they are always paid in the end with interest. I recommend that a fund of \$25,000.00 be set aside for this purpose. Loans would be made chiefly to promising students in the third and fourth years, but these cases are personal and no rigid rules should be laid down. Each case must be dealt with on its merits and this fund would be under the management of a careful loan fund committee. I pity the student who has to work after hours to pay his way. It is so unfair. After four years of hard work this class of student only succeeds in getting an indifferent degree. I, personally, always advise against this plan. It is far better, I think, that the intending student should work three or four years to raise money before coming to college and then borrow the rest where he can. Probably each student to whom a serious loan is made should take out a policy of life insurance to guard against loss in cases of fatality. Possibly, too, some scheme of student group insurance might be devised to protect the fund in these cases.

### The Moyse Hall.

This Hall has been a great success. The builders aimed at the maximum of propriety, utility and simple beauty and they got all three. I do not think that university money has ever been better invested. The Hall is used for large classes four hours each day and is open from 5 p.m. to 11 p.m. and sometimes until after mid-



night for lectures, debates, public addresses, practices, rehearsals, music and plays. A monthly church service is held on Sunday mornings. I should like to see this service held every week. I should dearly love to see an annual appropriation of about \$3000 set aside to bring the best available clergymen to the College to preach to the students. It is true that the city churches are open to students, but serious college students demand something different from the usual miscellaneous congregation of worshippers. When the Hall was built we said that we did not want a theatre with a pulpit but a chapel with a stage, and that was what was built. The cost of transforming the stage into a pulpit, a choir and an altar (why not!) every Sunday morning would be trifling. I do not recommend this but I strongly suggest it. The worship of God is not very visible in this University.

#### The East Block.

In the McGill Annual for 1928 I wrote inter alia as follows:-

"We must not forget, however, that the work of rebuilding Old McGill is not yet complete. The east wing of the building still remains to be done. All McGill men know, too, that this east wing is probably the most sacred place in all McGill history, for it was once the home of Sir William Dawson, who stands highest of all in our McGill Temple of Honour. Clearly, therefore, one of the next tasks to be undertaken by the University and by all McGill men is to enlarge and rebuild this part of the College. The plans, I suggest, should show a suitable entrance and front elevation facing on The Little Campus at the end of Milton Street, and the whole designed in harmony with Molson Hall and the main College building and to be known as Dawson Hall. Just what the interior of this part of the building should contain is largely conjectural, but with over fifteen hundred students now attending the College daily, the need for a completed building is clear. That it should contain the Department of Geology - at present sorely in need of accommodation - is obvious, for Dawson was one of the greatest geologists of all time and this subject is of the very greatest scientific importance in the future development of Canada..... That done, I predict that McGill College will then reorganize into a college of four distinct and yet closely affiliated faculties in Arts, Pure Science, Law and Commerce. The suggested change of name from "The Faculty of Arts", always a misnomer, to "McGill College", is, therefore, not without significance."

I see no reason for changing the opinion expressed in this paragraph. I know of no way in which University building funds could be used to such great profit at McGill at present. This block is four stories, and extended back with Molson Hall and Moyses Hall would contain, I estimate, as much or more cubic contents than the new Arts Building. There would, therefore, be, I am convinced, ample room for the Law School



above, Geology in the rear and the Administration in front, and a few classrooms and offices in addition at present much needed by this Faculty. The classrooms might very well be used in common by all. Not a single seat need be wasted by dividing college students into arbitrary water-tight compartments. That way, again, lies waste of much needed money. Every college building should be built to fit the student body instead of trying to fit the student body into the building. Every building should be tailor-made. That seems to me to be the supreme principle in all University building policy. The present building was designed in that way and I shall venture that there is not a single college building in the world with more daily work of a kind done within its walls.

#### New Faculties.

I think, too, that the suggestion that we should have three Faculties of Arts, Science and Commerce is also timely. After all, the spirit and aims of these three groups are quite distinct and they should, I suggest, therefore be left as free as possible to work out in time their several destinies. At any rate, a joint Faculty of all three sections is really too cumbersome to be efficient and is often apt to be completely smothered by multiplicity of counsel and sometimes by petty personal and departmental oppositions. With the Biological sciences controlled by Medicine, and Physics and Chemistry independent entities, there really never has been any effective organization of this Faculty on the science side.

There is also a further reason why there should be a separate Faculty of Science for the whole University, and although it is admittedly quite beyond my jurisdiction I should like to be permitted to touch upon it briefly. I refer to the science work at Macdonald College. I know that the problem of the agricultural colleges is perennial and it will, I am convinced, remain perennial until these colleges realize more clearly what they are really trying to do. An agricultural college is designed, as I understand it, to provide a liberal useful education for men and women who intend to live on the farm and home. The idea is that there should be two universities in every community; one for the country and the other for the city. There never was a more profound or a more extravagant and wasteful fallacy than this. There is not a single



subject of liberal education which is not needed on the farm and home; not one. Why then should the Arts subjects not be taught in the University where they belong? This question, too, is equally applicable to the Sciences. There is no specific science called the Science of Agriculture. What is usually called by that name is only the application of the standard sciences, Physics, Chemistry and Biology, to problems of tillage and breeding. How then can any student apply a science to any pursuit unless he first know the science itself? The question, I think, answers itself. These applied sciences are chiefly the following:- Soil Physics, Agricultural Chemistry, General Botany, Genetics, Plant Pathology and Bacteriology. Why then should a specialist in each of these subjects not be placed in their regular University departments where they may collaborate fully with their colleagues instead of isolating them in a separate institution where they are compelled to teach both the fundamentals and the applications of their subjects to immature students? The chief trouble with the agricultural colleges, frankly, is that they are trying to compact a liberal and a vocational education into a single curriculum to carry on research work leading to a doctor's degree and to operate a large and expensive experimental farm, all by men usually of inadequate training and without any significant practical experience. Hence, constant inefficiency and dissatisfaction. I suggest, tentatively at least, (1) That the science department in the University and at Macdonald College be consolidated into a single University Faculty, (2) that the first two years for the degree of B.S.A. be the regular two years of work in the University, and (3) that the third and, in some cases, possibly only the fourth year at Macdonald College be reserved for the usual field work and husbandries incident to farm management.

#### Dormitories.

This Faculty has a common interest with all the other Faculties in the proposal to build dormitories at McGill and perhaps I may also be permitted to offer with deference a few suggestions on that proposal. There are throughout the University at present about 800 - 1000 students who might live in dormitories. The cost of erecting these dormitories would be great, especially if they are to be commodious and comfortable internally and consistent with the landscape externally. Would the educational returns from



this venture be commensurate with the cost? That is the question. I do not think that they would. Almost everything I have said in this report bears upon this question. Dormitories are a necessity in universities and colleges built in small towns and it is true, I think, that these universities and colleges often show a greater college spirit than similar institutions without dormitories located in the larger cities. This spirit, however, is usually, I fear, of the small town type and, therefore, of no great lasting value to the student. I am not sure, indeed, that it is genuine. Certainly the academic standards in these colleges are no higher nor as high, I think, as in other institutions doing the same or similar work. The spirit of a university with dormitories located in a large city, like Harvard for example, is, I know too, quite different from the spirit of a similar institution like Cornell located in a small town. Nothing should, therefore, really be done in ventures of this kind without the most careful inquiry into local conditions and local needs. There is no use copying other institutions blindly.

Dormitories are usually dismal places. The halls are cold and dreary. Each room contains two single beds, a table and a rude bookcase. The fires are seldom kindled in the common room. There is no library, and that alone is almost fatal. The meals in the refectory are usually tasteless like all cheap meals prepared in large quantities. Who would wish to live for long in a cheap hotel, and that is just exactly what the usual college dormitory really is. Something should be allowed for individuality. How are the mind and manners of students to be improved seriously by herding them together in a dormitory? Should not something be conceded to the right of the student to choose his own quarters at a cost which he believes to be consistent with his own resources? If any one thinks that the daily morality of students is improved by living in dormitories, he should look about a bit among the colleges. College dormitories are a relic of monasticism and the military barracks, and both these institutions are pretty well faded out in the colour of our present civilization. I have lived whilst a student in all sorts of places, in attics, in lodging houses, in boarding houses, in fraternities, in dormitories and hotels, and the best of them all is the simple, old-fashioned, quiet boarding house. It is at least something like home.



The history of college dormitories on this continent is exceedingly interesting. About thirty years ago some of the universities of the premier class in the Eastern United States recognised that Oxford and Cambridge had something which they had not and which they wished to have, and they attributed this difference to the fact that the students at Oxford and Cambridge lived in residences. They were, however, completely mistaken. The peculiar charm of Oxford, for example, is not due to her dormitories but to her storied past, the memories of her men, her chapels, her colleges, each with its own individuality, where professors, tutors and students live together in high company, to the thorough careful scholarly traditions of the leading colleges, to the preparatory work done by her students in such famous schools as Eton, Harrow and the rest, and also not a little, I suggest, to the fact that most of her students have come from the leisured, mannered classes in English homes. Harvard is finding out this mistake at present and President Lowell is now trying to reform the dormitories into houses. Will he succeed? I do not think so. You cannot create a university out of bricks and mortar and ivied walls, and no merely mechanical rearrangement of the student body can create a single new idea or a single new sentiment in the spiritual life of the institution.

#### The Gymnasium.

I am sure that this Faculty agrees unconditionally that we are sorely in need of a gymnasium at McGill. Many questions, however, must first be answered, as, for example, the following:- What opportunities for outdoor sport are available to the University? What are the essentials and what the extravagances in the building and equipment of a gymnasium? Is an outdoor track needed, and why? Is a badminton court needed, and for whom? How many students will use a gymnasium and to what extent? What is the real value of gymnastics to the physical education of students? Should a gymnasium ever take precedence over much needed requirements for salaries, classrooms, laboratories and books? It seems to me, with the utmost deference, that all these and similar questions should be answered in the most conservative economical way. A large amount of money has been wasted on extravagant gymnasiums in some universities.

We should always too, I suggest, keep carefully in mind the aims of



Physical Education. Firstly, the University should encourage sports which are likely to be continued in after life, i.e., skating, snow-shoeing, skiing, swimming, cricket, tennis etc. Secondly, the University should also encourage co-operative games, Football is the best of these. There is no use decrying football. It is the best combination autumn game ever invented. Thirdly, there can be no doubt about the value of gymnastics for young men and women. For muscular co-ordination and skill, gymnastics are unsurpassed. They are apt sometimes, however, to be too intense and cannot be continued very long into after life. We need an adequate, conservative gymnasium. A large building, however, with an indoor track, badminton courts etc. is, I suggest, beyond our present resources.

Summary.

I now wish finally to present a short summary of the increased cost of the changes and additions to the College which I have suggested in this report:-

Salary Increases . . . . .	\$ 21,050
Biology (Additional Professor) . . . . .	6,000
Philosophy (Additional Professor). . . . .	6,000
English (Additional Professor) . . . . .	5,500
Professor of Commerce . . . . .	6,000
Professor of Public Speaking . . . . .	5,000
Professor of Fine Arts . . . . .	5,000
Scholarship increases . . . . .	13,500
Assistant to Dean's Secretary. . . . .	1,200
Extra Caretaker . . . . .	800
Total,	70,050
Less from Increase in Student Fees,	25,000
Net Increase,	\$ 45,050
Capital Value at 6%,	750,833.34
Plus Students Loan Fund,	25,000.00
	\$775,833.34

Note.- The net result is, therefore, that we need a capital additional endowment of \$775,833.34 to finish the College, including salaries in Physics, Chemistry and Biology, for an indefinite future time. Maintenance and equipment in the Science Buildings are not in my jurisdiction. I do not suggest that the full sum would be needed at once, but I am convinced that it will be needed within the next five or six years.

All of which is respectfully submitted,

Ira A. MacKay

Dean

December 18, 1929.



**DOCKET ENDS:**



FACULTY OF ARTS AND SCIENCE

768  
See page 3  
sm

Numbers accepted for First Year

Sept. 14, 1932.

MEN		<u>B.A.</u>	<u>B.Sc.</u>	<u>B.Com.</u>	
Gentiles		47.	76	22	145
Hebrews		22	18	4	44
	Totals	69	94	26	189
WOMEN					
Gentiles		75	10	3	88
Hebrews		12		2	14
	Totals	87	10	5	102
					291

Note:  
Please return  
to Principal's office

Sir Arthur:-

Hebrews (58) are already distinctly over the limit. Note the continued rapid increase in the percentage of women in the B.A. course. This movement set in three years ago. Probably the majority of the first year in the B.Sc. are pre-engineers. We shall, I think, be quite up to the 400 mark and over before registration is complete.

J.A.M.H.

September 14, 1932.

Keep <sup>to</sup> the Hebrew limit

I am not recommending Isaacson



FACULTY OF ARTS AND SCIENCE

1st Yr. Registration and Results

B.A. Men

<u>Year</u>	<u>Number Registered</u>	<u>Passed in May</u>	<u>Passed in Sept.</u>	<u>Failed or Left</u>
1928-29	120	39	20	61
1929-30	88	53	9	26
1930-31	69	39	7	23

B.Sc. Men

1928-29	100*	56	14	30
1929-30	122*	61	13	48
1930-31	119*	63	20	36

\* These figures include students intending to enter Engineering.

Jan. 25, 1932.







Bachelor of Science. This number, as in former years, is made up largely of students intending to proceed into Applied Science at the end of their first year, and into Medicine at the end of their second or third year.

The resolution passed at the meeting of Faculty on May 9th proposing that the Science departments in the Faculty be organized into a Science Division of the Faculty, with a chairman to be called The Dean of Science, was presented to Corporation at its last meeting and after a lengthy, suggestive and interesting discussion was approved unanimously. The impression seems to persist in some places, however, that this movement is a first fatal step towards the complete division of the Faculty. It is nothing of the kind. The different branches of Arts and Pure Science are at present far too intimately related in the liberal education of the University student to admit of any complete separation. I believe, too, that this move will lead, in the end, to much more effective unity than exists at present. The presence of two Deans sitting in one Faculty in full session may be unusual, but I have no fear of a dumvirate. A dumvirate is just as valid a form of government as any other form, given the essential elements of mutual confidence and courtesy, and these elements must always be assumed in the government of any institution and especially in the government of Universities.

The history of other premier Universities is exceedingly interesting at this point. Harvard University was once Harvard College. New faculties were added and Harvard College became Harvard University, but the traditions and aims of Harvard College still remain distinct in the life of the University with this important result that Harvard has kept the outlines of higher University education more distinct perhaps than most other institutions on this continent. Many other Universities followed the same line of development as Harvard but failed to preserve sufficiently the aims and interests of their original foundation. McGill University was once McGill College. There was also at this time a McGill Medical College, and I venture to tell you that the Medical Faculty in McGill is still known as the McGill Medical College in many parts of Canada outside this province. New faculties were added and McGill College became McGill University.



The Medical College became the Medical Faculty. The Faculty of Applied Science or Engineering became generally and misleadingly known as the Faculty of Science. Arts, Pure Science and Commerce Studies were compacted into The Arts Faculty. Finally new colleges were added, namely, The Royal Victoria College for women and Macdonald College at Ste. Anne de Bellevue, and the result now is that our constitutional nomenclature at McGill has become distinctly confused and sometimes misleading. I do not think that these ideas on University design are wholly worthless.

I still believe in a central college of two or even more faculties, if necessary, with the professional colleges or faculties grouped around the central college. This is, I venture to think, the simplest and clearest idea of University organization suitable for Universities operating under a unitary administration such as we have at McGill. I need not dwell here, I think, on the great importance to the whole University of strengthening the position of the central College in every possible way. All the students in this University, for example, who proceed to the professional faculties are carefully selected and sifted in advance by The Faculty of Arts and Science. It is apparent, therefore, that the work done by the College affects the whole life of the University in a very comprehensive way. I believe that this resolution to organize the Science departments with the Faculty of Arts and Science is a movement in the right direction and may lead to more very interesting developments in the future. The Science departments of the Faculty have not had, hitherto, any organization of their own, and I suggest that it is not only their right but their duty to organize themselves carefully for the purpose of discussing all questions of policy, method, equipment and maintenance necessary for promoting the study of pure science in McGill.

A proposal to recommend that an adequate scholarship fund and loan fund be granted the College and discussed at the meeting of the Faculty in full session on June 5th, has also been presented, at some length, to Corporation at two recent meetings. The finances of the University are not at present, we know, in a position to grant these two funds, but I suggest, nevertheless, that we should keep the proposal carefully in mind for the future. Most of the students attending this College at present are what



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

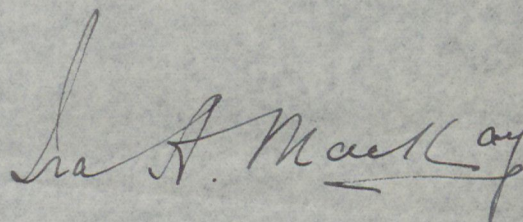
Members of Faculty there are only a few other very minor matters which I need bring to your attention in this report. I may point out, however, that the tendency of students in the first year to side-step Mathematics has, I think, become a distinct abuse and should be considered again by the Faculty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



throughout the year to two and a half subjects, namely the subjects in which they have failed and one subject from the next higher year is to offer them only a half year of work, and to compel them to leave the College is obviously unfair. I have tried, therefore, as hitherto, to decide these cases on their individual merits. There are also a few students who were ill during the examination period last May and after who have been permitted to take their examinations for the first time partly in September and partly in February. All other registrations have, I think, complied strictly with the written rules of the Faculty.

This report is intended wholly for the information of the Faculty and calls, I think, for no further proceedings except informal suggestion and comment.

Respectfully submitted,

A handwritten signature in cursive script, reading "Ira A. Mackay". The signature is written in dark ink and is positioned to the right of the typed name "Dean".

Dean



Registration 1929-30 and 1930-31.

First Year

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	<u>1929-30</u>	<u>1930-31</u>	<u>1929-30</u>	<u>1930-31</u>	<u>1929-30</u>	<u>1930-31</u>
B.A.	91	69	104	89	195	158
B.Sc.	117	124	14	16	131	140
B.Com.	80	51	10	10	90	61
				<u>Totals</u>	<u>416</u>	<u>359</u>

Total Figures for 1929-30 and 1930-31.

	<u>1929-30</u>	<u>1930-31</u>
First Year	416	359
Second Year	313	322
Third Year	258	268
Fourth Year	202	231
Partials	87	89
	<u>Totals</u>	<u>Totals</u>
	1276	1269

November 3, 1930.



MCGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

January 7, 1930.

Sir Arthur Currie, G.C.M.G.,

Principal, McGill University.

My dear Principal,

Following my recent note to you, I now wish to add the following figures for your information covering the Freshman Year during the last session, 1928-29.

Number of students admitted by McGill Matriculation and High School Leaving,	298
Number failed in more than one subject,	127
Percentage failed,	42%
Number of students admitted by other certificates,	106
Number failed in more than one subject,	71
Percentage failed,	67%

Some of the more detailed figures are interesting so far as they go. 52 were admitted from Ontario and 33 or 63.47 per cent failed; 8 from the University of Montreal of whom 7 failed; 10 from New Brunswick and 9 failed; 6 from Nova Scotia and all failed; 12 from the United States of America and 8 failed. I think, however, that the distribution from other places is too small to offer any serious suggestions.

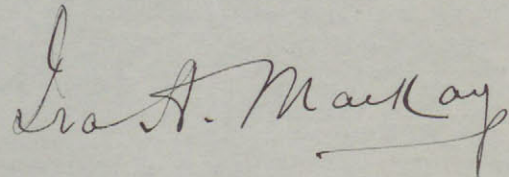
There were, I should estimate, about 50 who applied showing certificates other than our own, who were refused, and if we add this number to the 106 admitted making a total of 156, then only 25 of these



Sir Arthur Currie, 2.

students were able to pass our first year. This clearly indicates that our minimum requirements for admission to this University are distinctly, indeed very much higher than the minimum requirements for admission into other Colleges. Indeed, the whole situation looks distinctly ominous for students coming to McGill from other places. If only 25 out of 156 who apply for admission actually succeed in our first year, it seems to me that we have come very nearly to the point of refusing outside certificates altogether unless they be distinctly creditable. Just what policy the University should pursue in a situation such as this is a very difficult matter to decide. If we keep on raising our standards at McGill we shall obviously come very soon to the point where we will be compelled to refuse to recognise outside certificates altogether except for students who have a very distinguished career in their own schools. What should we do? I know that the school authorities in the other Provinces will immediately deny that our standards of admission are higher at McGill than in the local Universities, and who is to decide? The public, even our own public, do not know the facts and it would be impossible to put them in possession of the real facts at present. The situation is distinctly interesting.

Yours very truly,

A handwritten signature in cursive script, reading "Ira A. Mackay". The signature is written in dark ink and is positioned above the typed name "Dean".

Dean



MCGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

January 4, 1930.

Sir Arthur Currie, G.C.M.G.,  
Principal, McGill University.

My dear Principal,

I have received your note of yesterday and now wish to say that Dean Laird probably referred at the recent meeting of the Protestant Committee to a remark which I made to him recently that the most of our bad failures in the Freshman Year during this term were coming from outside the Province. I have just made up a list for my own information of the twenty-five poorest students in their term tests this session and ten of these come from our own matriculation and school leaving examinations and fifteen from outside examinations. The figures are:-

McGill Matriculation ...	10
Ontario .....	8
University of Montreal .	2
British Columbia .....	2
Nova Scotia .....	1
Alberta .....	1
Cambridge, England .....	1

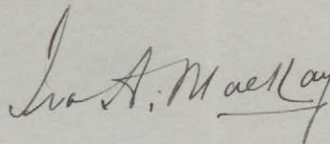
This is probably too small a number to judge from, but I shall make out a list of 50 for this year and for the whole of the Freshman Class last year at the regular May examinations for your information. I had some fairly accurate figures three years ago on this subject and our own students showed at that time a slight advantage. I am inclined to think that further figures will show that this advantage has distinctly increased during the last two or three years. I need



Sir Arthur Currie, 2.

scarcely point out, however, that this method of judging is really not fair to outside schools, as the high schools in each community naturally follow more closely the usual requirements in their local universities and colleges.

Yours very truly,

A handwritten signature in cursive script, reading "Ira A. Maellay". The signature is written in dark ink and is positioned above the printed name "Dean".

Dean



McGILL UNIVERSITY  
MONTREAL

FACULTY OF ARTS  
OFFICE OF THE DEAN

October 24, 1927.

Sir Arthur Currie, G.C.M.G.,  
Principal, McGill University.

My dear Principal,

The following figures, taken from my records of students attending the College during the present session, will be of interest to you:-

No. of pre-Medical and pre-Dental Students in the 1st Year,	30
No. of B.A.,M.D. Students in the 1st Yr. (stated at registration),	3
No. of pre-Science Students in the 1st Yr.,	53
No. of pre-Medical and pre-Dental Students in the 2nd Year,	46
No. of B.A.,M.D. Students in the 2nd Year,	8 1 R.V.C.
No. of B.Sc.,M.D. Students in the 2nd Year,	14
No. of B.A.,M.D. Students in the 3rd Year,	29 4 R.V.C.
No. of B.A.,D.D.S. Students in the 3rd Year,	1
No. of B.Sc.,M.D. Students in the 3rd Year,	16
	<u>205</u>

These 205 cases are all known cases and there will, doubtless, be other accessions to the professional Faculties during the next four years. The net result is that from a freshman class of,



Sir Arthur Currie, 2.

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



Sir Arthur Currie, 3.

careful attention and criticism of the instructor.

The claims of the community being what they are, however, it is a little difficult to suggest any remedy for this situation. So far as the pre-Science students in the first year are affected we might be able to take care of them if we were permitted to segregate them in sections of their own under the instruction of junior members on the Staff, but I doubt if this would be satisfactory as the Faculty naturally desires to allow these students the best that they have to offer in their Departments. I cannot help thinking, however, that these students should be placed under the direction and supervision of the Science Faculty during their preparatory year. The members of the Science Faculty ought to know better than the members of the Arts Faculty just what these students require in the way of preparatory training, and surely contact with their own College and with their own Professors should be an incentive of some value to students whose primary ambition is to pursue the study of the applied sciences and engineering.

It is also very difficult for us to know what to do with the large number of students who enter the second of the two pre-Medical years from other schools and colleges. These students enter with all sorts of certificates, ranging from senior matriculation certificates given by the schools in the English-speaking Provinces to graduates of other Universities. No two of these students are alike and, as a general rule, the results of their year of work with us are not very satisfactory. I think, therefore, it is a little unfair for the Medical School to expect



Sir Arthur Currie, 4.

us to repair so many candidates for admission to Medicine. The Medical School has a very large number of candidates from which to select the students permitted to enter the first year, and I do not think that this repair work which we are doing in this year improves the general standing of their first year student body very appreciably.

Kindly do not think that I am complaining in any way of the attitude of the Medical and Science Schools in this matter, as the situation is one which has come about in a very natural way and must be dealt with in the most satisfactory manner open to us. I should prefer, too, not to have the matter brought up too acutely either in the Faculty or before Corporation, as it is much easier, I think, for us to solve these problems by friendly negotiation between the different Faculties interested. I should like some time to discuss this matter with you a little more fully.

Yours very sincerely,

*Ira A. Mearns*  
Dean