

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

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

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

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

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