

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

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

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

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