

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

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

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