

and how? does he overtake him? The Toronto man has put in a longer time at school, a whole year longer at least, is better equipped, works just as hard, and has the advantage of working with a group of honour men all trained as he is. Compare for example the Toronto student in Greek with three, or perhaps four years schooling in the subject, entering the college with two or three books of Homer, with a speech or two of Demosthenes and at least two books of Xenophon's Anabasis at his finger ends with the McGill student, who in his first year begins fumbling with the Greek alphabet and doesn't know enough Greek to read the sign outside a fraternity house.

As with Greek so in a lesser degree with the other subjects: when does a mathematician who enters college without Progressions, Permutations and Plane Trigonometry catch up to the man who has a year of advanced mathematics to his credit when he comes in.

In the subject of French alone there is no need of comparison, the Ontario school method of teaching French being such as to destroy any possibility of a student recovering from it.

In the same in the departments such as Philosophy, Economics etc. which subjects only begin in college and are not taught in the schools, there is a lack of general basis. Objection is often taken to the fact that some graduates in economics, perhaps a good many, write indifferent English and even spell indifferently. This is quite true. They come to us still unformed and uneducated. We have to take them as they are, and adapt our hand to the clay it works in. The truth is that few McGill students write well, and hardly any of them, except those from England, can read out loud, - I will not say well, - but even intelligibly. It is a plain statement of plain fact, said without exaggeration or humour, that if a McGill student in Arts