

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. ^{Me} ~~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