

curriculum. We ought to try to revive in our students the idea of study, of study for learning's sake, in place of their present life, or at least in mitigation of it. At the present time the life of the McGill student is immersed in college activity. He spends his time in mimic journalism, mock committees, an infinity of Clubs of Everybody and for Everywhere, gatherings, votes, resolutions, entertainments, by the sum total of which his interest in study is overwhelmed. He cannot serve two masters. As I see them our students are being trained into sound, capable, business men, efficient to the last degree, able to slip into the ranks of the business world, and endowed with a spectator's knowledge of athletics that will never leave their future evenings dull. But scholars? people of letters and learning, who value thought for thought's sake, who ask in life something else than organization and committees. Are we making such?

In Canada we have all else but that: this wonderful country has produced men of action, business leaders, soldiers and men to lead them: has produced and is producing them, - but we need, if only in a lesser way as a means of tempering the hard metal of courage and efficiency, men of another kind, whom the older countries have always produced from generation to generation: men of thought.

To help to make such, - or to unfold and develop the powers we cannot ourselves create, - ought to be the highest aim, the ultimate meaning of this faculty.

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Stephen Leacock.