

CONTRIBUTED.

THE PURPOSE OF EDUCATION.

It would seem that many students enter college with the belief that their course of study will include all the factors needful to turn them out educated men and women. With this belief dominating their inclinations and actions they steer clear of outside things, wise or beautiful, as unnecessary impediments. Thus not a few substitute a partial development for a full unfolding of their capabilities. As a German writer puts it—"The whole end of education, or culture, can be obtained only by developing the intellectual, ethical, economic and æsthetic sides of life." To college students there should be no need to urge the developing of the first. Nor should there be any need to urge the developing of the second, unless in that subtle region which combines both the ethical and æsthetic.

When we come to the economic side there is more to say than space in which to say it. If there is such a necessity for man to study the resources of life that he may find time to develop in other ways, it is also important that woman should give much thought to what in her particular sphere specially affects her. The most successful housekeeping is that in which the machinery is never out of gear, and in which there is no friction. To achieve this perfectly would require unlimited memory, eyesight, energy and tact, but to make the success of it that so many housekeepers do, often necessitates the forfeiture of the æsthetic side of life. How many women spend the latter part of their lives hungering and thirsting after literature and the beautiful things of life; but hungering and thirsting in vain because neither they nor others have developed the means of economizing their time.

It is hoped that some of the advantages given in a college course may be used directly or indirectly to this end. It is hoped that the future influence of the lady graduates will be to the lightening and the brightening of womens' lives in this respect.

Again, such is the hurry and scramble to keep pace with others, to cover all the necessary ground of each required class that many go blindly on through the years between their initial and graduating day, ignoring so far as possible the æsthetic and social sides of life. A due and living sense of the beautiful in nature and art is such an important factor in the make up of an educated man or woman that it cannot be neglected without serious loss. It unites refinement of one's nature and a delicate regard for what is becoming in all one's relations, constituting the essence of taste in its widest sense. Taste is that undefinable good which is as much the outcome of many elements working within the individual as knowledge is the result of a wide range of facts. It is something we can recognize but cannot define. This is one of the ultimate things of true development, and is not gained by the closest study of the curriculum alone.

But to this end there must be an economical arrangement of daily life and a recognition of the fact that the æsthetic is a real factor in education. To follow the best

ideals is to be passing daily the mileposts on the one road to success. For unless we can "rise on stepping-stones of our dead selves to higher things" day by day on the special traits that makes the bias of the whole life, we are not rounding our natures to that perfection of which we are each capable. An essential to this good end is a good physique. Nature gives once the wherewithal to develop the physical nature. If the protectors of our young days have given us that bequest unimpaired when we arrived at years of discretion, it is largely our faults if we are paying debts to nature in pain, wakefulness, or any one of the thousand ills that follow an outrage of nature's requirements. The first twinge of pain, the first feeling of unexperienced languor, headache, dizziness, etc, ought to be as a trumpet call to halt and inspect our accounts with nature. Education was never intended and is not expected to impair the physical well-being of any individual. It fails in its aims if it does this. During the university course the solid foundations of all these parts should be laid. There the impetus given to work on in the same lines through the practical life that will be reached after the college days are past.

There's the marble, there's the chisel,
Take them, work them to thy will,
Thou alone canst shape thy future,
Heaven give thee grace and skill.

OUR TABLE.

THE *Argosy* sends its subscribers a Christmas number—a very tastily made up sheet. The cover of this special number is neat indeed. It ought to give the Editors an idea of how much after all the appearance of a thing contributes to our happiness in receiving it.

From the Metropolis of the Prairie Province comes the *St. John's College Magazine*, fresh as the summer breeze on those Canadian savannas

The *King's College Record* is among our exchanges. Like most papers of the kind it has not yet reached a very high degree of excellence. Some lively college news and a joke column would prove a delightful sauce with the goodly amount of dry matter the journal contains. There is, however, a very marked improvement in the present volume.

Knox College Monthly appears to be in a transitionary state and will probably have left, for ever the college which gave it birth, before our exchange Editor next year has pointed his quill. Year after year since the *Monthly's* first appearance have we duly received and adopted its faithful report of the proceedings in the sister college. Frequently it has been our pleasure to review one or other of the many excellent articles found within its covers. It has always been one of our best exchanges, and has deserved all the attention we paid it. Under its present management it has been especially worthy of our praise, but we can no longer praise it as a *College Magazine*, for it is not now the exponent of student life at Knox, and, apart from its literary character, can have little interest for students. We think it unfortunate that it is so, but we hope that when the *Monthly* has