

instead of specializing in order to become an educated man, a student should be an educated man before attempting to specialize. In other words, no student should be urged to enter upon the detailed and critical study of a science, with the object of becoming a teacher, an original investigator, or a *man*, until his soul-culture is assured.

A student may undoubtedly be a profitable worker for science before his higher manhood is developed: so may a child of eight be a profitable worker in a factory—from the manufacturer's point of view; but would science be in any way a loser if it were made to wait a little for the development of faculties grander than those which classify scientifically? It is strangely and significantly true that he who has looked most searchingly within himself, sees farthest beyond himself. If science wants more far-sighted, comprehensive investigators and fewer petty, dependent fact-diggers, then it must see to it that its students, before passing far beyond its threshold, know something of the depth and intensity of meaning in that word *man*.

Education must precede instruction, and it is vain to attempt to reverse the order without infinite loss. Our Universities, however, are making an attempt to do so; and German universities, so idealized and servilely copied in these days, have almost completely substituted instruction for education, but with what result? The German peasant is purer, nobler and less selfish than the German student. Happily with us a reaction has begun—and in the proper quarter—among the students themselves, for we find many who are honest enough and brave enough to confess ignorance of much that universities or polite society would have us believe is indispensable. All honor to such students! for they have brave hearts indeed who in spite of encyclopædic professors and examiners, and society prejudices, and money inducements, allow themselves time for quiet, earnest, manly contemplation of the facts of the higher life they feel within them.

Elaborately equipped universities must always exist and will necessarily grow more elaborate and costly year by year, for they have a most important work to do; but they will, in a future not far distant, be recognized as our instructing institutions merely. The institutions of higher education on the other hand, will be less pretentious, needing no large endowments; but the wealth of no Vanderbilt, Hopkins or Stanford will have power to create them; and their office will be—not to make chemists and mathematicians and philologists—but to develop men. Their professors will proceed on the principle that not what goes into a man but what comes out of a man educates him—that depth of soul, and not knowledge, is the true power. Their students will be led to see that the possibilities of a life increase with the earnestness and intensity of that life; and as graduates, while recognizing the true nobility of a life devoted to physical science, they will still feel that there is a higher and more lasting species of production than that of accurately estimated material facts, and then perhaps will dawn the morning of a new literature—a mighty and soul-inspired literature of power.

J. McW.

THE SOCIAL LIFE OF UNIVERSITY COLLEGE.

I need not here enlarge on the importance of the social element in student life. A college is a microcosm, its citizens should have ample opportunity to become intimate with each other. Intellectual work is of course their main object, but this can be all the better accomplished if the pursuit of learning is tempered by the amenities and enjoyments of social intercourse. Students who never learn to know each other are deprived at once of an indispensable element of culture and of all experience of the most delightful side of college life.

In an institution with so large an attendance as that of University

College it is especially necessary to keep this matter in view. When the number of students was so small that the great majority of them could be accommodated in residence there was no difficulty in the way of making each other's acquaintance. Now when only one in ten can be so accommodated, it is obvious that some other means of throwing them into each other's society must be found if they are not to be allowed to remain comparative strangers to each other. The freshman class is always large and is steadily increasing. Its members are kept together to some extent by attendance at the same lectures during the first and second years, but the comparatively slight intimacy thus formed is largely neutralized by their separation from each other into the specialized groups of the third and fourth. The Literary Society, the various minor associations for mutual improvement, the volunteer company, the athletic clubs, the gymnasium, the library and society reading rooms, and the college paper, all serve a useful purpose in bringing together the students of the different years and departments. So do the social entertainments given from year to year by the hospitable dons to the members of their classes. But are these social agencies adequate? Is the social life of the college what it ought to be? If not, what more can be done with a view to making it so?

The recently established undergraduate dinner was a move in the right direction. Students, like other people, have a weakness for eating in company, provided always that the company is *per se* agreeable to them. But a dinner at the Queen's once a year will after all go but a little way towards supplying the social deficiencies at present experienced in college life. If the residence could be enlarged so as to provide accommodation for all or even the great majority of the students, the latter would be thrown much more constantly into each other's society than they now are. But I frankly confess that to me it seems hopeless to expect any such event as the addition of even a single room to the west wing. Then, why not try to substitute for an enlarged residence a common dining hall? If the students generally could be induced to take even the midday meal together, the social gain would be very great. It would of course be much greater if the custom of taking all their meals in company were to become at all common.

I do not see any great difficulty in the way of bringing this about. From long experience of private boarding-houses in Toronto I am convinced that it is much easier to secure good rooms with the necessary attendance than it is to secure good meals. Many house-keepers are willing to let rooms and keep them in order, who could not reasonably be asked to submit to the inconvenience of providing meals at all hours for students of different years and classes. If there were a well conducted and not expensive restaurant attached to the college I am certain that the custom of taking rooms outside and meals inside would become almost universal. A student who is now compelled to put up with indifferent fare, of which he must partake at times as inconvenient to himself as to his landlady, could under such a system take his meals when he felt so disposed, and could at least accommodate himself more easily to the necessarily complicated lecture courses. As this paper is nothing if not practical, I will conclude it by throwing out a few suggestions which may make my meaning clearer even if they lead to no more important result:

1. The establishment should be a genuine bill-of fare restaurant, not an ordinary hotel dining-room. A skilful caterer could then guard himself more effectually against loss, and the student could more easily accommodate his eating at once to the condition of his digestion and to the state of his finances.

2. The interval for breakfast should extend from eight to ten, for luncheon from one to three, and the important meal of the day should be ready at six, lectures ending as they now do at five.

3. If an hour is needed by way of recess in the middle of the day it should be the hour between one and two, but I do not see any necessity for such a provision at all. Certainly, except for students in residence, it does not serve any very useful purpose at present.