

QUEEN'S COLLEGE * JOURNAL.

VOL. XVII.

KINGSTON, CANADA, APRIL 12th, 1890.

No. 10.

QUEEN'S COLLEGE JOURNAL

Published by the ALMA MATER SOCIETY of Queen's University in TWELVE FORTNIGHTLY NUMBERS during the Academic year

JAMES BINNIE, B.A., - - - *Editor.*
DAN. R. DRUMMOND, B.A., - - - *Managing Editor.*
ROBT. S. MINNES, B.A., - - - *Business Manager.*

The annual subscription is \$1.00, payable before the end of January.

All literary contributions should be addressed to the Editor, Drawer 1104, Kingston, Ont.

All communications of a business nature should be addressed to the Business Manager.

TOO much cannot here be said in praise of the devoted supporters of the Woman's Medical College. Through their untiring efforts, notwithstanding the doleful predictions of some, it has passed another stage of its history, and is now on a firmer footing than ever before. Considering the excellent work it has done, and feeling that it would never do to let it go down, they came nobly to the rescue. It was felt that the building hitherto occupied was too far away from the Hospital and the Arts College, where some of the classes were taken, and that therefore a new location must be obtained. The purchase of a commodious and conveniently situated building overlooking Queen's College grounds, and the appointment of a first-class teaching faculty, afford facilities for a thorough medical training. The professors appointed have generously agreed to relinquish their salaries for some time until the debt is wiped off the new college building. The devotion of the faithful supporters of the college deserves our highest approbation, and we hope their example will be followed by many who have it in their power to aid in the cause of higher education of women. Much is yet needed to equip the new building and the subscription list is still open for other friends to add their names. The prospects for the future are hopeful, and we heartily recommend the Woman's Medical College of Kingston to all lady students who have a medical course in view.

* * *

There are thirteen honor courses on the curriculum, and in five out of the thirteen a student has a chance of taking two medals at graduation. No medal, however, is attached to the courses in Philosophy and Mathematical Physics. Now all will admit that a medal is an unworthy end when sought for its own sake. The man who

makes the acquisition of knowledge simply a means is terribly mistaken. But since medals are given, it seems hardly fair that a student who has taken honors, say in English and Political Science, may rank as a double medallist, while a student say in Philosophy, who has taken the highest stand in his class, is ranked simply as an honor man. The present distribution may be due partly to the stipulations of the donors; we firmly believe, however, that it would be better to follow the example of Toronto and abolish medals entirely, and especially if they cannot be placed within the reach of students in every department. As a matter of fact, the public recognize a medal as a higher testimonial of scholarship than honors alone, and therefore it is often a perfectly legitimate means of securing a situation. Looking at the question from the point of view of the value of a medal as in itself a means, we think every student should have all the recommendations his standing deserves.

* * *

The vexed question of the relative values of literary and scientific studies in preparing men and women for performing the duties of life aright is every year pressing more urgently for a satisfactory solution. In this Province, not to go beyond our immediate interests, our Public and High Schools are wavering between two opposing influences. The popular conception of a complete education is utilitarian. Our school system is supposed to be a vast machine for educating young men and women in those departments of useful knowledge, directly bearing upon the means of livelihood. The popular tendency is more and more to give our Public Schools a distinctly scientific and technical character. Thus studies tend to multiply *ad infinitum* and those less distinctly useful are either put in a corner or omitted from the programme of studies altogether.

* * *

On the other hand the universities, the champions of liberal culture, exercise an opposing influence. Nowhere do superficiality of culture and mediocrity of character stand in such marked contrast with true education of the whole man as in the effort to master the higher problems of life and thought with which a student is brought into contact in a true university. Accordingly it is not surprising that from the universities there comes an urgent demand for greater depth and intensity of study rather than greater variety of studies, combined with deeper insight into the great problems of life and thought, or at least an awakened sense of the importance of such problems. An exclusive adherence to strictly scientific studies, it is a well known fact, tends to weaken the human sympathies, to narrow the field of vision, and to discourage