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WE need offer no apology to our readers for publishing in this issue the whole of Prof. McNaughton's inaugural address, delivered at the opening of Divinity Hall. We feel that to dismember such a beautiful lecture by publishing it in two separate issues would destroy its unity and do it an injustice, and we are certain that it will be eagerly read, not only by those who had not the pleasure of hearing it delivered, but also by those present on the night of the opening.

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Our readers will be pleased to see in this number the familiar face of Prof. Dupuis, and a sketch of his life by Dr. Williamson. His long connection with Queen's, as well as the prominent part he has always taken in educational and scientific matters, has made his name well-known throughout Canada. The warm interest he takes in the students, his kindness and sympathy, and the excellency of his teaching capacity, have won for him the respect and love of all who have received instruction from him.

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"It is the correct thing to have a degree." "It is the key that opens the door to the profession I have chosen." "Because the course of study pursued at college and the associations of college life develop character."

The above are some of the reasons usually assigned for attending a college. Probably all students will admit that the last is the only adequate reason. Yet there is a considerable difference between admitting a statement to be true, and being practically influenced by it. Few will hesitate to admit that the end which every educational institution should set before itself, is the development of character in its students. All the great men whom the world has ever seen, unite in declaring that the true aim

of all education is to develop the man, and not simply to increase the amount of what he knows. To increase the knowledge of anyone is found to be a valuable and indeed an indispensable means for the development of character, but we must carefully distinguish between the means used and the end sought. The end at which the college should aim is, as we have said to make men of its students; and the end at which a student should aim is to be a man. This may seem like a truism, but if it is, it is a truism which a student is very apt to forget. Each day he is striving to get up his class work and towards the close of the session he is striving to be ready for exams. This continual striving for what we have called the means is very apt to make a student mistake the means for the end. Hence it becomes necessary for him to remember continually, that the ultimate aim of all this work is, not the passing of such and such exams., but the development of the highest that is in him. And to make some progress in this direction should be the first object throughout the whole of our college course, and indeed throughout life. One of the most ancient Literatures tells us that man was made to have dominion over the animals. Let us see to it that we dominate the animal within ourselves; for the true measure of a man is not what he knows, but what he is. Not that we would belittle knowledge, far from it, but knowledge is simply a means, a developed character is the end. And to use every means within our reach to develop ourselves physically, mentally and morally, is the duty of every son and daughter of Queen's. The physical and mental development should be sought for as means to the realization of the highest moral ideal.

"But," it may be asked, "of what moral value is a determined struggle on the foot-ball field; or the solution of a knotty problem in mathematics; or the mastery of a difficult passage in a Greek Play?" Much every way; such efforts strengthen the will and thus enable us to keep the body under. Every time we overcome a difficulty we raise ourselves above it, for "we rise by the things that are 'neath our feet." These efforts then teach us how to erect ourselves above ourselves, and in this chiefly lies their value as means for the development of character.

It is said that some cannibal tribes have the idea that when they eat the body of one who was strong and brave, his bravery and strength go to augment theirs. We may smile at the notion, and yet the idea is literally true when applied to education. When we master an author his mental strength goes to augment ours. And the moral value of such an effort, when it is undertaken in the right spirit, is quite immeasurable. These illustra-