

phase of astronomy, painting, sculpture, architecture, biology, geology, archaeology, economics or literature, could not fail to be appreciated by the students or to draw large numbers of them to the Alma Mater Society's meetings.

WHY DO WE COME TO COLLEGE?

WHY do we come to college? The question is one which must suggest itself at times to every student. Coupled with it is the other question, "Do we get what we come for?" A complete answer to these two questions would involve a discussion of the principles which lie at the basis of true education. For so broad a subject we are not prepared, and must content ourselves with a few hints. If asked the first question, many would answer, "To get an education," and further, if pressed, might define education as the getting of new ideas. They do not come without ideas, of course. They inherited a certain number of them, a few more they picked up at school and in other places. They merely come to college to complete their collection, and after four years will go out to use the ideas as counters in the great world.

Needless to say a university is not a factory for supplying ideas after this wholesale fashion. It is doubtful if ideas can be supplied at all, or even exchanged. They are spontaneous and must grow up in the mind which claims them. The seed, however, can be sown, and the soil cultivated at the university, so that the ideas will start forth and grow. Such plants are deep-rooted and vigorous and bear a striking contrast to the pale and sickly bushes which have been transplanted

from another mind. But not even the fostering of ideas is the great work of the university. Most students have a fair share of these when they come to college. The trouble is they have them in a chaotic and unrelated condition. Some of them are imperfect and crude, and these occupy commanding positions, overshadowing their betters and preventing their growth. Others are adequate, but they are tied down or in seeming opposition to one another. Ideas may be there in plenty, but if there is no order there can be no important results. The university's great business is to bring order out of this chaos, to develop the imperfect and relate the adequate ideas so that the student may see truth in right perspective. In other words the university must supply a point of view. After his four years' residence the student may depart with not many more "ideas" than he had when he came, yet if he has been faithful he will be able to make better use of those he has.

DEBATING AT QUEEN'S

THE winning of the Inter-University Debating Championship by Queen's suggests to us the very small attention which is really paid to debating about the university. Two debates before the Alma Mater Society, three before the Political Science and Debating Club, an occasional one at a year meeting, and that is all; five or six debates, where there are almost a thousand students. The number is ridiculously small, and cannot serve to give any idea of the debating talent about the college. No student gets a chance to debate more than once in a session, and comparatively few get a chance to debate at all. Yet it is from those who