

them to love her and one another. There is surely hope for a country whose Universities are of this type. "Who shall predict," writes our first Professor of Classics, that out of this may not one day arise that which we now scarce dare to hope for, a termination of those religious feuds which are our bane, our misery, and our disgrace?" Some of them dream that union means surrender to their pretensions, others have erected schism into a faith. But, in great unsectarian Universities, animated by a Christian spirit, he has hope. It is our hope, too. And the day shall surely come.

"Be the day weary or be the day long,
At length it ringeth to evensong."—SENEX.

* * *

The Chancellor will be able to report at next Convocation that this authentic and complete record of the origin and history of the University, including the names of all benefactors from 1839 onwards, is at length fairly under way and likely to be completed before the end of this year, up to date. He has been at a great deal of trouble in endeavouring to obtain the best possible designs, and any one who sees these that have been selected will feel that his time and trouble have not been wasted. The work is going on at the house of Dr. Williamson, who is responsible for the compiling and literary form of the record, and who has engaged Mr. Toshi Ikehara, of Tokyo, Japan, to inscribe the work. The existing records are defective in places, but Dr. Williamson's and Dr. Bell's memories are generally able to fill in the gaps. It is most fortunate that this work was commenced in time. The Chancellor looks ahead as well as behind, and this comes up to the definition of man as "a being endowed with large discourse of reason, looking before and after."

* * *

The Jubilee of Queen's was dated from the first meetings held to raise money for the University it had been decided to establish in Kingston. These were held in December, 1839. In 1841, Dr. Liddell, the first Principal, arrived, and Rev. P. C. Campbell, of Brockville, was appointed Professor in Classics. The first session, however, did not open till March 7th, 1842, and therefore it follows that the real jubilee of Queen's should be celebrated by the students next March. At the same time we should celebrate Dr. Williamson's jubilee, for he arrived from Scotland the same year, in time to begin work on October 1st, 1842. The sessions at first were nine months long. Soon after it was decided that eight months were enough for Arts and six for Theology. What form should our jubilee take next March, and how should we, in particular, honour Dr. Williamson? We invite answers to these queries.

* * *

What is your aim in becoming a University student? I wish to get my degree, for that will either admit or help to admit me into a profession, or will show that I have been a faithful student, and at the end of my course received the regular Hall-mark. I keep that aim diligently before me, and the more subjects I can "knock off" the better. Those subjects! Would they were fewer in number! What are they but stumbling-blocks in the

way of the degree! A malevolent senate put them there, but I think I can crawl under, over, or around them. That is the heart language of students, few or many, put into "broad Lowlands" or "the brutal Saxon vernacular." If that is the aim, is it worth while going to a University? No. You can get into the professions in other ways, and why should you spend years merely for the sake of showing to others what is not true? You wish to pass as an educated man, but you are not. You have sacrificed substance to show. Would it not be better to get the education without the degree, than the degree without the education? Take up the subjects you find profitable and study them thoroughly. That is the only sensible plan. If the degree comes in that way, well and good. If it does not come, you can live without a degree, but you cannot live very well without self-respect.

* * *

In our pressing and ever increasing multiplicity of lectures, classes, and text-book work, there is one thing we should not neglect—our independent reading. The true University man is not a jug into which water has been poured from many vessels until it is full even to overflowing; he is a man who has formed his own culture by his own reading and reflections; the lectures and professors are helps and encouragements, not the be-all and end-all of his intellectual life. Some words of Carlyle express this admirably: "The University which would completely take in that great new fact, the existence of printed books, and stand on a clear footing for the nineteenth century, as the Paris one did for the thirteenth, has not yet come into existence. If we think of it, all that a University or final highest school can do for us, is still but what the first school began doing—teaching us to read. We learn to read in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we are to get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manner of Professors have done their best for us. The true University of these days is a collection of books." We may gain a double lesson from this passage. It asserts in far stronger and more effective words what we have more than once endeavored to say. Our need is not more study, more actual going over text-books and lectures, but more reading, more making ourselves familiar with the best and wisest part of the best and wisest men. And let us always remember Matthew Arnold's dictum, that it is necessary to read much in order to read well. There is another thing the passage we have quoted contains, which we might peruse with advantage, "the true University of these days is a collection of books." We are Queensmen and therefore loyal, and therefore keenly alive to our beloved Alma Mater's needs. We need more chairs and more Professors in many branches. More attention should be paid to Science. We should have a school of Engineering. We need all these things; but our crowning need is—a Library. In all our efforts to benefit the University, let us remember this greatest need of hers. These are the two lessons then that we would draw from the text we have taken—more books and more reading. We have