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Foreword.

OUR foreword must be a word of welcome, alike to the newcomers and to those who are no longer strangers within our gates. They come with various aims and ambitions. Some are eager to widen their realm of knowledge, to acquire culture, to enjoy literature and science for their own sake; others are just as eager for technical training that may help them to solve the bread and butter problem. Some, who have already tasted freedom of thought, wish for guidance in their thinking that they may use their thinking wisely, and may learn from the experience of the sages who have gone before; others are anxious to make the most and the best of themselves, to build themselves up in the ability to use life to the fullest advantage.

Queen's, like every other university, seeks to help all these and others, for the University exists for service. It is not a commercial enterprise, not an industrial combine, not a money-making concern; it exists for the service it can render, for the good that it can do.

We are the heirs of all the ages, and the University is one of the trustees of that heritage, one of the agents in conveying to us the portion that the past has bequeathed to us. Out of that past there come to us stores of knowledge which the University, in greater or less measure, imparts. Whatever be the line of our enquiry, we wish to know what has been learned and said and done by others along the same line, and the University seeks to put us at the furthest point already reached, so that we may push the search still further. And a college course should mean far more than gathering stores of knowledge, as it also means far more than fitting us to earn a living or to gather wealth. It should widen our vision, and push back our horizon, and, by bringing us in touch with the best thoughts of the best thinkers, it should fit us to do some good thinking for ourselves, to take broad, sane views, to be capable of giving a balanced judgment and a well-reasoned opinion.

Out of that past which is our heritage there has come to us not only knowledge but liberty. Great were the labours of those who acquired the wealth of knowledge that has become the current coin of our text-books. Still greater, perhaps, and more painful the labours of those who acquired and passed on the freedom which is like our native air. That men should dare to question existing authority, that they should oppose bigotry and prejudice and superstition, that they should assert the claims of reason in full conviction that God is ever on the side of truth, this has always required courage, the courage of faith and the labour of love and the patience of hope. Freedom of thought and freedom of speech are part of what the past has bequeathed to us, and the University is one