



Our Debaters.

Winners of the I. U. D. L. Championship Cup.

R. C. JACKSON,

D. C. RAMSAY,

R. BRYDON,

D. A. MCARTHUR.



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## THE ORGANIZATION OF OUR EDUCATIONAL SYSTEM.\*

*Mr. President and Gentlemen:*

I do not think that there ever was an age when it was more important that our system of education should be of the best and most comprehensive type. Whatever view may be taken of the recent election in England—whether, with Mr. Chamberlain, we regard it as the result of temporary madness, or with the Liberals as exhibiting the determination of the people to prevent the country from rushing into the abyss—the return of fifty labour representatives to parliament shows that the working-class has at last become articulate, and is determined to have a direct share in the councils of the nation. Power is dangerous unless it is directed to wise ends, and I think we shall all agree that an uneducated people cannot be wise. What, then, is education? All graduates of Queen's know all about Plato and Aristotle—or did know all about them at one time—but it may not be out of place to remind them of the conception of education held by those great thinkers. What strikes us at once is that they regarded education, not as the acquirement of knowledge, but primarily and mainly as the development of character. In the *Protagoras* Plato points out that edu-

cation begins as soon as a child can understand what is said to him. His nurse, his mother, his tutor, and even his father, are always saying to him: "This is right," "That is wrong"; "This is beautiful," "That is ugly"; "This is pious," "That is impious"; and thus insensibly he learns to love the good, the beautiful and the holy. And when the boy goes to school, his schoolmaster gives even more attention to his behaviour than to teaching him his letters. He is taught to read the great poets and to learn their poems by heart, and his teacher draws his attention to the noble and the base features in the characters depicted, commending the one and warning him against the other. And the same thing happens when he goes to the music-master and the gymnastic-master; for by them he is taught to discriminate noble and inspiring music from ignoble, and to keep his body in sound condition, so that it may be the servant of his intelligence, and may enable him to discharge later his duties as a citizen, whether in peace or in war. The object of education, as conceived by the Greek, was, in short, to produce a good and enlightened citizen. The means by which this end was sought to be attained seems at

\*An address delivered by Dr. Watson at the Toronto Alumni Dinner on February 9th.

first sight almost ludicrously simple. He was taught *μουσική* & *γυμναστική*, i.e., letters, music and gymnastics. To the modern school-boy, with his multiplicity of subjects, the Greek boy may seem to have had halcyon days. He had no foreign languages to acquire, no grammar, history or geography, no physical science, certainly no industrial or professional knowledge. From 7 to 17 he was taught reading and writing, and at a later time, drawing, together with a little practical arithmetic and elementary geometry; but what mainly occupied his time was the reading and learning by rote of the Homeric poems and the best lyrics of his country, along with the art of playing on the lyre. Besides this literary and musical training he learned to dance and was carefully trained in gymnastic exercises, intended to develop the body symmetrically. The theory which underlay this system of education was that the youthful mind is most strongly impressed by what appeals to the imagination and higher instincts, and that familiarity with heroic deeds and characters insensibly tends to generate similar qualities, provided sufficient leisure is given—and leisure, or freedom from the pressure of physical necessities, is indispensable—for what is noble and beautiful to “creep into the study of imagination” and form the youthful soul after its image. And whatever defects there may have been in the Greek ideal, there must have been something fundamentally sound in a method of education which produced the men who at Marathon rolled back the tide of oriental despotism and preserved our liberties. So at least thought Plato and Aristotle; for, while

both suggest the extension and improvement of the traditional education, they endorse the principle upon which it is based. Education, as Plato tells us, is a process of nurture; for the soul, as well as the body, must be fed with what is wholesome; and the time never comes when it does not require to be fed. Hence, while the citizen must be trained in literature, music and gymnastics till the age of 17, and should from 17 to 20 be employed in the customary military duty of a Greek youth, his scientific education should be continued from 20 to 30, a period during which all his powers should be devoted to the study of the mathematical sciences. From 30 to 35 he is to enter upon the study of philosophy, i.e., to bring to a focus all that he has learned from experience and teaching; and only then can he be regarded as fitted to discharge the higher duties of a citizen. At the age of 50, having for 15 years devoted his energies to public affairs, he should retire from active life, and turn his attention to the completion of his philosophical and religious insight, continuing in this life of peaceful contemplation until he passes to another sphere, where his vision will be enlarged and purified. No doubt, as Plato recognizes, this ideal of education must largely remain an ideal—“a pattern laid up in heaven”—but its fundamental principle, that education consists in the development of the whole man, and can only secure its end when it is kept free from merely technical training, is one that seems to me as true now as when it was first formulated by Plato. The secret of education, as he conceives it, is that enlargement of sympathy which comes

with the enlargement of insight. It is for this reason that Plato, after the early training in literature and arithmetic, insists upon the study of science and philosophy; for by this study the mind grasps the truth that the world is a scene of law and order, and ultimately that it is the embodiment of a divine intelligence. The best citizen is the man who is in sympathy with all that makes for good, and sympathy of this comprehensive character comes only to one who has for years sought to "see things steadily and see them whole." If we accept the Platonic view of education, we must draw a clear distinction between education proper and technical training. Both are important, but they are not interchangeable. Education should develop a sane, enlightened and healthy view of life; the object of technical training is to fit the individual for a particular task, and to enable him to reach as high a degree of proficiency in the sphere in which he operates as his ability and knowledge will allow. Now, it must be admitted that for us, "upon whom the ends of the world have come," the problem of education is more difficult of solution than for Plato, and even he found it by no means easy. The Greek did not dream of educating the working-class, which was practically composed of slaves; and he did not float far down the stream of time, as we do, or find in himself impulses and ideas that have come from many different sources. Our problem is to educate every single individual, and to leave the way open for the poorest to secure the advantages of the highest education the state can supply. This seems to me a democratic axiom. How far have we solved our problem? Let us begin at the base of our educational system. Obviously, if all are to have equal opportunities, the primary education given in all our schools must be as nearly as possible of the same quality. What are the actual facts? As Mr. Cowley has shown, in his admirable article in the January number of the "*Queen's Quarterly*," our rural schools in many cases have hardly advanced beyond the pioneer stage. Sixty per cent. of the teachers hold only District or Third-Class certificates, and these are frequently renewed after the three years for which they are issued, while only two per cent. are in possession of a Senior or First-Class Certificate. No doubt some of our rural schools are good, but with the present sectional system, there is no guarantee of efficiency. The result is that many of them are poorly taught, and there is a change of teacher every six months. The reason of this unfortunate state of things is that there is no proper organization of the rural schools, each being under the control of the Local School Board. I am told that the government proposes to abolish District Certificates altogether. I hope this is true. Such a step, together with the merging of several of the smaller schools in one, and the subordination of the Local Board to the County Board, would be a great improvement on the present hap-hazard system. Our city schools seem to me in a much better condition. There is, however, one defect to which attention may be drawn. The teaching in our public schools is necessarily accommodated to the pace of the average pupil, and the brighter pupils do not receive the attention that their superior ability

would warrant. I venture to repeat a suggestion, which I made some years ago in addressing this Association, viz., that it might be well to provide instruction in, say, elementary French in the public schools, to be taken only by those pupils who display special talent, and who in fact do not find enough to exercise their energies in the ordinary work. In regard to the pupils in our High Schools and Collegiate Institutes, I think it is unfortunate that the Education Department, by its recent legislation, has made it increasingly difficult for them to find their way to the university. I do not claim that every boy should attend the university, but there can be no doubt, I think, that the way should be left open for him, if he should finally desire to do so. The examination for the Junior Leaving Certificate is of such a character that it practically excludes the study of all foreign languages, including Latin, and, as many of our High Schools cannot afford to prepare pupils both for the University Matriculation and the Junior Leaving Examination, the result can only be that any pupil who finally desires to enter the University finds himself without the necessary qualifications, and, unless he has unusual energy, a promising scholar is lost to the country. My main objection to the discrepancy between these two examinations is that whatever makes it more difficult for the son of the poor man to enter the university is virtually in contradiction to the fundamental principle of democracy, that everyone should have equality of opportunity in the matter of education. What I have just said applies with even increased force to those teachers who hold a

Junior or Second-Class Certificate. If teaching is to be a profession and not a trade, every encouragement should be given to the Second-Class teacher to proceed to the attainment of a First-Class Certificate. I think, therefore, that at least Latin should be added to the subjects required for the Junior Leaving Examination. This change, while in itself essential for a really educated teacher of English, would bring the two examinations into closer harmony with each other. A still more important improvement in the education of teachers of all grades might well be made. It is proposed, as I understand, to abolish the present unsatisfactory system of model schools, and to establish additional Normal schools. The character of the teaching in these schools should naturally be such as to incite even our Public School teachers to carry on their education until they had secured a university degree and a Specialist's Certificate. It is hard to overestimate the value of the inspiration which would be communicated to the whole teaching profession, and so indirectly to the pupils in all our schools, by all teachers coming into direct contact with the work and ideals of the University. If the Second Class teacher should thus be encouraged to look forward to a higher position, the general elevation of the whole profession would have a beneficial influence upon the High School teacher, and indirectly upon the University itself. At present our High School teachers as a rule limit themselves to the work of instruction. And no doubt, at least under present conditions, nothing more can be expected of them. In Germany, on the other hand, as Pro-

fessor Paulsen of Berlin recently reminded us, "the high school teacher shares with the university teacher the character of being a scholar or man of science; his position and social reputation are determined by the fact that he has a place of his own in the world of letters and science." This consciousness of discharging a high function in the state imparts a certain dignity and energy to his life. "There are among the ablest members of the profession few who do not feel it to be their right and their duty, an obligation of honour, to do something for the advancement of knowledge. And a great many actually carry this idea into effect, often under difficult circumstances, and with the expenditure of very great energy of will. We have only to turn over the pages of a German magazine of whatever branch of knowledge to gain an idea of the extraordinary extent to which the High School teacher participates in the work of research; and even in the production of books his share, quite irrespective of text-books, is very considerable." So much as to the High School teacher. Professor Paulsen also remarks that "in Germany the university teacher is not a mere instructor; his main function is research of some kind." Now, though it is much to the credit of our university teachers that they have made some contributions to the increased knowledge of the race, it can hardly be said that their "main function" is research. The University exists for the diffusion and the discovery of truth; but of these two functions, our Canadian universities have been mainly occupied with the former. The work done in them is to a considerable extent merely a continuation

of the work done in the High Schools, with the result that the energies of our University teachers are to a very large extent expended in teaching what is already known. No doubt a certain amount of research is carried on in our Universities by post-graduate students under the direction of the professors, but the comparatively small number of University teachers makes it impossible that we should at present compete with Universities like Johns Hopkins, Cambridge or Oxford, Leipzig or Berlin, in the work of research. With this inferior position we cannot be permanently satisfied. Lord Strathcona has recently said, that by the end of the century Canada will have a population of fifty millions. If this is so, we cannot devote too much attention to the improvement of our educational system from top to bottom. Canada is one of the most important members of the Empire, and in no way can she better promote the good of the whole than by developing wise and noble citizens; and such citizens can only be produced by a people who are on fire with the enthusiasm of truth. The necessity we are under of developing the material resources of the country should not blind us to the supreme importance of generating a race of scholars and men of science. The busy, practical man must always have a difficulty in sympathizing with a life that to him seems remote and ineffectual, but he should reflect that, had it not been for the toil and sweat of the truth-seeker, we should still be at the stage of our barbaric ancestors. Fortunately, there always have been, and always will be, men who find in the search for truth their own highest satisfaction. The University, so far as it has escaped

from that degradation of values which tends to prevail in a highly commercial age, exists largely for the perpetuation of the scholar and the scholar's ideals; and if it fails to make men truth-loving, sympathetic and reverent, its failure is absolute.

#### EDUCATION AND BUSINESS LIFE.\*

**E**DUCATION may be regarded from three points of view. It may be looked at as the process of forming its own tools or instruments. The child must acquire the capacity to read, write, and employ mathematical processes; this in itself is a specie of technical training — an acquaintance with tools and the acquiring of some dexterity in the use of them. There is, undoubtedly, much that is merely formal in this work, with little inspiration for the teacher, outside of the collateral duty of training character, for this is best done indirectly, morality being essentially a *way* of doing things.

Secondly, education may be regarded as a training in the application of these tools of knowledge to the various processes connected with industrial or commercial life. This is commonly represented as the fitting of men for their practical life's work, meaning thereby the fitting of them for business as distinguished from leisure. And the main object of business is success in one's economic pursuits as evidenced by the acquiring of wealth measured by the quantitative standard of money value.

In the third place; education may be regarded as life's work in its widest and deepest sense. It is the full-orbed process of self-realization, the richest and most varied development into

a real social personality of the far-ranging capacities of human nature. For education in this sense, not only education as the acquiring of its own tools, and education as the adapting of these tools to the practical needs of business, but the whole of business itself is but a world of means to this great end. By reasoning otherwise, not only our educational processes, but man himself and all his best capacities become but the means and instruments of business, which, by becoming an end, falls from its own high ministry and loses its rank as a rational activity.

It is commonly said that the sin of this age is its worship of wealth. In point of fact, however, this is at best a very inadequate and at worst a quite misleading criticism. Men no longer worship mere wealth, the age of the miser has passed. Wealth, or money is a standard of success, but a standard is not necessarily that which it measures. Men strive in business, and, despite some archaic critics, under far more civilized and humanitarian conditions, for what they formerly sought through war and intrigue, civil or international. They strive for the means of self-realization, for the means to enable the bursting possibilities within them to find a local habitation and a name in the region of the actual. The acquiring of wealth is merely the more modern and refined method of acquiring fame, rank, and power. The criticism, therefore, is not that this age seeks after wealth merely, but that it makes too crude a use of it, and is too prone to be absorbed in the mere process of business, and to judge all other activities by its

\*An address delivered by Prof. Shortt at the Toronto Alumni Dinner on February 9th.

standards. The process of business may sometimes be adequate to afford a wide range of practical self-realization, yet it is far from adequate in the vast majority of cases, and is the more hopelessly inadequate when it is not joined with the wider range of spiritual outlook which is capable of giving a new meaning and deeper interest to practical life.

The chief danger to our whole civilization in North America is that instead of our intellectual and spiritual life setting standards for our business life, which has become so indispensable for the accomplishment of our private and social purposes, we are constantly finding our spiritual interests dominated by the standards of mere business success. Thus our achievements in literature, art, science, religion, political or professional spheres, marriage and social life generally, can only be understood and appreciated by the masses of those buried in economic pursuits, when they are translated into their language of worth, and set down as valued at so many dollars. A writer is judged not by the quality of his literature or the worth of his thoughts, but by the number of copies of his books sold, and the income which they bring him. The scientist is judged by the commercial use which can be made of his discoveries; the professional man is judged by his income, and even universities have to concede much to the same spirit and endeavour to impress the world with their quantitative standards. Now, sometimes it is true that the quantitative and the spiritual standards may have some rough correspondence with each other, but there is no necessary link between them, especially where the quantitative standard dominates.

But if our economic standard constantly dominates even in the spiritual world, how much more completely does it rule all the phases of life in its own field. There the vast majority of the populace from the day-labourer, the factory operative, and the skilled mechanic to the younger clerks at their desks, and up through all the graded hierarchy of foremen and overseers, office men, sub-managers, and managers, all alike come under the dominance of the business standard. Explicitly or implicitly, it is assumed that the serious work of life is business, and the standard of achievement one's relative position on the economic scale. The economic standard has not been consciously chosen to the neglect of all others; were that so it might be as easily discarded. Its dominance is the result of a general tendency, and can be corrected only by a general tendency. Many a business man, with finer spiritual instincts, or with the initial advantages of a higher education, earnestly seeks to find time for the pursuit of the broadening and refining interests of life. But too often, for lack of sufficient impulse towards completeness of life, the ever-present demands of business tell against more intellectual pursuits and in favour of merely commercial standards. Much less now than ever is it the individual alone who determines his concessions to business activity. His associates and rivals assist in setting the pace, and he must keep up with them or drop behind, which is hardly to be endured in the case of a man of capacity and ambition. Hence too often only the minor portions, or even the fragments of life are devoted to interests outside of the business circle. Yet, as Aristotle has said, it is peace alone which justifies



war, and it is leisure alone which justifies business. By leisure he meant a life redeemed so far from the exactions of business as to permit of the realization of those spiritual interests which embody the most rational happiness. For the great majority of our citizens, however, business and material interests so completely command their best energies that, having worked so strenuously and therefore, according to popular standards, so virtuously, in the making of wealth, they are able with a perfectly free conscience to dispose of it in their idle moments.

In no other part of the world are so much intelligence and capacity applied with such marvellous success to the making of wealth, as in North America, and yet nowhere else in the civilized world is relatively so little intelligence and capacity devoted to the spending of it. As a result, with far the largest and best diffused personal income of any people, we get fewer of the really satisfying things of life than many others less successful economically, but more fortunate in the larger education of life. This tendency shows itself constantly in the character of the things upon which as citizens we squander such vast amounts of wealth. Taking the crude wants furnished us by nature, we pamper the body while we starve the mind, and even when we patronize art and literature and the drama, and the things of the mind and the spirit generally, only the lighter aspects of them appeal to us, chiefly as means of relaxation and amusement. Business is ever the serious and responsible side of life, and to doubt its transcendent importance is to doubt the very foundations of the state and the crowning achievements of our continent.

Now this is where the balance of life is lost, and with our country just entering upon a great national development, from a material point of view, it is surely not out of place to enter a word of warning and of protest against the ill-balanced appearance of our prevalent conceptions of national greatness. Are we not in danger of losing our control of business as a human servant and liable to become ourselves mere servants of business? Is there not much truth in the words of the poet that "Things are in the saddle and ride mankind?" All breathless we arrive at the verge of the grave and are suddenly reminded, in a confused way, that we must surely have had other purposes in life, and that the speed we have made has not compensated for missing the road. In such a position the better minds can recall that they had many other and nobler interests which they fully intended to develop, when they could spare time from the rush and stress of business. The very completeness of the absorption of all their best energies in business was originally intended to give them more time for living later on. But, to paraphrase Aristotle again, as the pursuit of wealth is really for the sake of satisfying the self, and as the self is infinite the task is also infinite, and not to be completed in the brief span of human life. It is quality not quantity which alone can satisfy the mind.

Is it not the duty then of those who recognize that in education as a life's work we have the key to a well-balanced human activity, to preach that ideal, not only to those who have enjoyed the privileges of a university course, but to all citizens? For universities themselves are only aids to this wider education whether for

their students or for the many others who come more or less directly under their influence. Is it not clear that what is wanted above all things is not so much that the economic life should be checked as that the wider intellectual and spiritual life be the more fully developed to keep pace with it, and to direct the employment of its products to the achievement of real greatness. The interests for which we appeal are not to be considered as the alternatives of a normal business life, but as its complementary elements, maintaining the balance of civilization and rendering the use of wealth as profitable as the getting of it, and thereby alone justifying the getting of it.

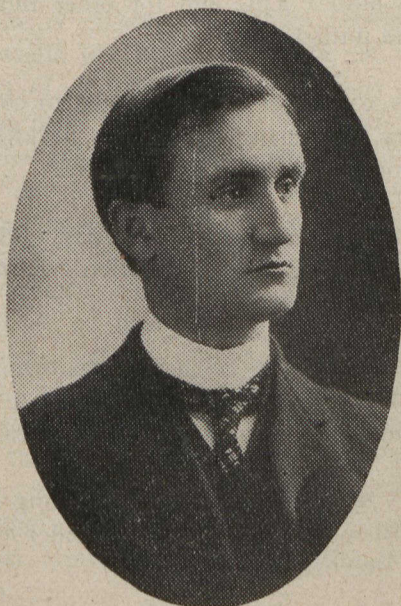
**THE BEN GREET PERFORMANCE.**

It was a rare treat which the Dramatic Club offered Queen's students and the public of Kingston when they en-

"Macbeth" in Grant Hall. Mr. Greet can well afford to fight the "starring" system, for he carries a company of



A. M. BOTHWELL,  
Rhodes Scholar elect for Saskatchewan and Alberta.



A. G. CAMERON,  
Rhodes Scholar elect for Prince Edward Island.

gaged Ben Greet and his company to present the "Merchant of Venice" and

"stars" with him. The dramas were played "just as Shakespeare played them," without scenery and without even a curtain, yet so realistic and perfect was the acting that one never missed the scenery, and only became conscious of its absence when the scene was over and the little blue-coat boys came out to shift the meagre furniture. By little more than the moving of a few chairs or tables in full view of the audience, the scene was changed from the streets of Venice to the mansion at Belmont, to the ducal court, or to Portia's gardens, and again from the witches' caves to Macbeth's castle, or the battlefield before "high Dunsinane." It was all perfectly simple and the peep behind the scenes added a

refreshing touch of novelty. It was all so natural that the audience felt itself living in the world of the play, not viewing it from afar. Then the music charmed one, the quaint Elizabethan melodies of the Merchant of Venice and the wierd plaintive Celtic airs of Macbeth, so different from the flaunting ragtime one hears at the modern opera.

As for the plays, it is difficult to make a comparison, some prefer comedy, some tragedy. In the afternoon Mr. Greet himself played the part of Shylock, and gave a sympathetic rendering of the old Jew's character. Jessica, who looked a very Jewess, threw perhaps a little too much hatred into her treatment of her father. Portia did not create a favorable impression at first, but steadily improved and did excellent work in the Trial scene. Gratiano made a true young blade, "wild, rude, and bold of voice," but Bassaino, his lord, seemed a trifle slow at times.

In Macbeth, Mr. Greet gave a practical exhibition of his aversion to "starring" by playing the subordinate part of the drunken porter. Lady Macbeth was played by Miss Scott, who had played Portia in the afternoon. It was a more difficult part, but she succeeded splendidly, especially in the sleep-walking scene, and in the scene where she eggs on her husband to remove the king from his path. Of the acting of the other players the best was probably that of Macduff, when he learned of the cruel slaughter of his wife and little ones. The affecting scene brought tears to many an eye.

Of special interest to Queen's students was the playing of Hubert Osborne, '05, Science, who has been with the company for some time. In the

Merchant of Venice he took the part of Old Gobbo, Launcelot's sand-blind father, and in Macbeth he played the part of the Scotch Doctor in attendance on Lady Macbeth.

#### ALMA MATER SOCIETY.

AT the meeting of the Society on Feb. 3rd, R. C. Potter was elected auditor in place of D. C. Ramsay who resigned.

Th report of the General Conversat Committee, recommending that the conversat be held hereafter on the Friday before the week that college closes for Christmas vacation, that the A. M. S. vote \$50.00 for the purchase of cushions and covering for use in decoration, that arrangements be made with the Senate for the use of buildings for functions of the Alma Mater, Arts, Engineering and Aesculapian Societies until 2 a.m., and for other functions until 12.30 a.m.

A committee was appointed to consider the changing of the JOURNAL from a fortnightly to a weekly.

At the meeting on February 10th, the officers of the Association Football Club were elected.

A hearty vote of thanks was tendered Dr. Jock Harty for his assistance in training the championship hockey team.

A short programme, consisting of vocal solos by D. A. McKerracher and A. Beecroft was given.

On the evening of February 17th, the Society voted \$16 to the Debate Committee to purchase souvenir pins for the championship debaters.

**Queen's University Journal.**

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**Editorials.**

A PROGRAMME AT THE A.M.S.

THE enthusiasm with which Mr. J. Z. White's lecture on "The Right to Work" was received by the students makes one wonder whether it would not be a wise move on the part of the Alma Mater Society to have more such lectures. It would be a pleasant and profitable way of filling up the society's last order of business, which is usually left so vacant. This year it is rather too late to attempt anything, but next fall, it might be possible to arrange for a series of popular lectures on interesting subjects. A few first-class men from outside places might be engaged, and for the rest, we have numbers of men about our own university who would willingly give a lecture or two to the Alma Mater Society during the session.

It is argued by some that the students are lectured to death, as it is, and would not attend such meetings. There is a certain amount of truth in

the statement, but a careful selection of topics and speakers would, in a large measure, get over this difficulty. The ordinary college student is usually none too well informed on a variety of subjects which lie outside his course. It is a lamentable fact that there is no place where a man can become so narrow, if he allows himself, as at a university. The opportunities and inducements for specialization are so great that students are apt to neglect all else in the pursuit of their one special subject. How often do students in Arts and Divinity have a chance of hearing a lecture on biology or physics or astronomy or geology? How many of them have any idea, for example, of the workings of such inventions as the X rays or the wireless telegraph? How often do students in Science and Medicine, and in some branches of Arts, have the opportunity of listening to a lecture on art or literature or economics? Scarcely more than once a year. The result is that when a man like Mr. White happens along, who develops his theory cleverly and logically, and who has a fund of illustrations and a certain amount of wit, what he says "goes" with a large part of his audience.

The Philosophical Society is doing a good work in this line, but the papers read there are often too technical and abstruse to be of much value to those not directly interested. Besides the name rather frightens away some who would otherwise attend. If the Alma Mater Society could take the matter up and not supersede but supplement the work of the Philosophical Society there is little doubt but that the result would be beneficial. A series of popular lectures touching on some interesting

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.

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WHY DO WE COME TO COLLEGE?

**W**HY 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.

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DEBATING AT QUEEN'S

**T**HE 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

do debate that the intercollegiate teams must be chosen. Even if only for the sake of the intercollegiate series itself, there ought to be some means of showing up more debating talent. The Debate Committee should be given greater choice and should be able to evolve some system which would give it greater choice. It might be possible to encourage more debating at year meetings, or to enlarge the inter-year series. It would not entail very much more work on the committee to have the inter-year series consist of six debates instead of three as at present. This itself would bring out a dozen more men. Queen's at present stands at the head of the I.U.D.L., but if she is to retain her position there, she must see to it that her debating talent is brought to light and given practice, not allowed to lie dormant.

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#### EDITORIAL NOTES.

At this season of the year when work is of necessity becoming continuous and intense, students are apt to complain of their hard lot. Ten or twelve hours a day they feel is too much. At the same time comes a despatch from over the water stating that King Edward extends his sympathy to the unemployed because they are denied the blessing of work. He, himself, regularly spends twelve hours a day in work, and in intense fatiguing work too. Students, after all, are not so badly used. Work is a blessing, not a curse, for work means service, and service is the end of man.

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A committee composed of representatives from nine of the great American Universities in the middle west has made recommendations which seem to

point to a settlement of the football difficulty in the near future. The committee wisely does not attempt to abolish the game, but to amend it, to free it from brutality and unnecessary danger. The principal benefit, however, will not come from the reform of American football itself, but from the removal of the abuses which surround it and which have resulted in making it the obnoxious game it is. The committee recommends that the football season be shortened, and the number of games decreased, that there be no preliminary training, no training table, no professional coaching, that the admission to matches be reduced to fifty cents, that freshmen and graduates be not allowed to play on college teams. These reforms all aim a blow at the commercialism which has been for several years the bane of all sport, and which is responsible for most of the abuses which have crept into it. Whether the results of commercialism can be removed without removing the thing itself is doubtful, and the great republic is not yet ready to have a part of its life-blood drained, even though that part contains poison.

The committee, however, is making a bold attempt to drive out the commercial spirit and to bring sport back to its old high plane. It claims much for its recommendations if these are adopted. The shortening of the season and the abolition of professional training will drive out professionalism and make the game what it really ought to be, sport and recreation, not business. If freshmen and graduates are debarred from playing, there will be none of the present rigorous canvass of preparatory schools for likely players, and none of the present inducements to

take post-graduate courses in football. All this, it is hoped, together with the reduced price of admission to matches, will make athletic committees cease to look upon football as a great dividend producer.

The season of examinations is drawing nigh. It is a season of dread to both professors and students, and would be well-nigh unendurable but for the prospects of a speedy release after it is all over. Perhaps in the far distant future there will come a time when examinations will not be a necessity, when with the lion and the lamb the professor and the student may live together in peace. But even in this dreary present, we would be bold enough to plead for some slight abatement of the nuisance. In the first place the papers should be of a reasonable length. It is scarcely too much to ask that the papers be not made so long that an expert stenographer would have difficulty in writing the answers in the three hours. Then, it might mend matters a little if professors were careful to read their proof before having the papers printed. We have seen papers at Queen's which were a positive eyesore. Reading proof is not exactly a pleasant task, but it is at least more pleasant for the professor in his study than for the student in the examination room. The latter has enough to worry him, without puzzling over an ambiguity caused by some stupid typographical error.

Is Kingston to have a Normal School? Of course she wants one, but so do a number of other places, and relying on the principles of a fair distribution of government favors,

they think their claim is better than Kingston's. Some of them have even offered a site; others have buildings that will "just suit"; still others have discovered that they are at the exact geographical centre of certain geographical districts which they have carved out. But Kingston's claim lies deeper than all these. Sites, buildings and central location are good, but for a Normal School, what is wanted is the spirit and atmosphere of a university. To live for a year under the shadow of Queen's would surely be more beneficial to the future teachers of Ontario's youth than to dwell for the same length of time within sight of Smith's smelter, or Jones' piano factory. The fountain of education must lie in the university, and the nearer you get to the fountain the fuller and purer will be the stream.

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### Ladies.

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#### A NEW SCIENCE.

JUST as all men were philosophers and political economists long before philosophy or political economy were heard of, so all men consciously or unconsciously study the people around them and arrive at more or less definite conclusions concerning them, although this new science has not yet been formally organized as such. There is a rich saturated solution awaiting but the crystallizing touch of genius, and instead of thousands of random observations we shall have a genuine organized science of—shall we call it *Psychosomatics*? Probably this is not the best word possible; it merely suggests and does not fully express the meaning, namely, a study of character by means of its outward expression in the face, hands, carriage, voice, language, dress, and so on.

No one will deny the existence of the random observations referred to. We instinctively attribute keenness of observation to deep-set eyes, musical talent to long-fingered hands, decision of character to a square-set jaw; we tell a gentlewoman by her voice, and a man of ability by the shape of his head and eyes; we can recognize an undertaker by his resolute air of settled gloom, a milkman by the angular, pump-like movement of his arm, an Oriental by his almond eyes, and a widow by her bonnet.

But seriously, we have only to think a minute to see how vast a field lies ready for the harvest. And as an instance of the beginning of a scientific treatment of the subject we may refer to the elaborate system of measurements and close observations carried on by criminal experts. The *criminal ear* is an acknowledged fact, and the *imbecile thumb* is said to be an infallible sign. But these too smack of empiricism, and we still lack the organizing principle. Can it be found?

Max Müller says: "An empirical acquaintance with facts rises to a scientific knowledge of facts as soon as the mind discovers beneath the multiplicity of single productions the unity of an organic system"; and that there is such an organic unity is amply evident. To illustrate by a metaphor, let us say the soul is the centre of a circle of which the body is the circumference. Rather, it is the centre of a series of concentric circles, the inner one representing say the internal organs, the second the external parts of the body, the third,—farther from the centre, and more likely to be merged into other circles, but still more or less true to the centre,—the acquired habits of speech, gait, voice, gesture,

dress and so on. Now the centre has no meaning except in relation to the circumferences, and on the other hand every part of each circle is determined by that centre. This is a little fanciful perhaps, but it illustrates the fact of the exceedingly intimate relation and inter-relation of mind and matter. And here we find the organic unity which is to be the basis of Psychosomatics.

It is quite evident that this vast science will subdivide into many branches. Indeed there have been various attempts to follow out these minor divisions,—palmistry, phrenology, cranioscopy, craniology, &c.,—all more or less failures because they take a partial view of the subject, and especially because they fall so readily into the hands of charlatans. It is not to be wondered at that Oliver Wendell Holmes gently sneers at phrenology as a "pseudo-science," or that Christopher North satirizes it in an elaborate treatise suggesting the use of metal caps to change the shape of heads and thereby modify the character of the individual to any desired type. Most scientists indeed laugh at it, but so able a one as Alfred Russell Wallace regards the neglect of phrenology as one of the mistakes of the "Wonderful Century," and in a very convincing manner shows the ground on which it stands, and the reason it has failed and fallen into disrepute. But we claim the real reason of its failure lies, not so much in the points he has brought forward, as in the fact that it has not been correlated with the other branches to form one grand science. The shape of the head is much, but we must also consider the eyes, the eyebrows, the nose, the mouth, the hands, the feet, the nails, the hair, and so on. A thousand



known and acknowledged observations about each need correction, and correlation.

"But," you object, "these conclusions of yours will so often be wrong! A sainted soul is often tangled up in an unattractive body, and what of beautiful Catherine de Medicis?"

That is just where our science would come to make plain the truth. Trusting to our unauthenticated impressions we make wrong classifications, just as the embryo botanist might group all yellow flowers in one family. If, as philosophers claim, the body is simply the outward expression of the soul, it is perfectly inevitable that a moral excellence or defect will express itself in *some* outward way, and it must be the work of the investigator to find out exactly what that way is. Then we shall see the hidden beauty in the unattractive face, and sorrow for the subtle curve of malice in the beautiful one.

A word in conclusion as to the practical value of our science. Obviously it would be most useful to a man about to choose a profession; let him submit himself to the observation of a trained Psychosomatician, and he will tell him exactly what his powers and limitations are. It would enable each to follow the old adage, "Know thyself," and finally it would completely obviate that most wretched vice, hypocrisy; with the general spread of the knowledge of Psychosomatics, it would be quite impossible to appear other than what you really are.

TIME-TABLE.

(As planned by an industrious Senior.)

A.M.

- 4— Awake! Arise!  
4— 5 Dressing and Breakfast.

- 5— 6 Old French.  
6— 7 Faust.  
7— 8 De Toqueville.  
8— 9 Geschichte der Deutschen Sprache.  
9—10 Philosophy.  
10—11 Political Economy.  
11—12 English, Anglo-Saxon.

P.M.

- 12— 1 French Lecture.  
1— 2 Dinner.  
2— 3 Carlyle—Sartor Resartus.  
3— 4 Byron.  
4— 5 Arnold.  
5— 6 Gothische Grammatik und Ulfilas.  
6— 7 Tea.  
7—10 Writing Essays.  
10—11 French Phonetics.  
11—12 Balladen Buch.

A.M.

- 12— 1 Philosophy.  
1— 2 Review and Meditation.  
How doth the little busy bee  
Improve each shining hour!

TIME-TABLE.

(As carried out by the same.)

A.M.

- 6— 7 Leaving the Land of Nod.  
7— 8 Agony of getting up.  
8— 9 Dressing.  
9—10 Breakfast.  
10—11 Morning walk.  
11—12 English Lecture.  
12— 1 Slope.

P.M.

- 1— 2 Dinner.  
2— 3 Afternoon Siesta.  
3— 4 Social Duties.  
4— 5 Skate.  
5— 6 Committee Meetings, &c.  
6— 7 Tea.  
7— 8 Wise and Otherwise.  
8— 9 Getting up Steam.

- 9—10 Putting on the Brakes.  
 10—11 Give us this Day our Daily  
 Bath.  
 —11 Bedibus.

Don't stay up much later than ten or  
 eleven,  
 Be up in the morning by half after  
 seven;  
 Don't open your books unless they  
 come handy  
 And keep in your study a box of good  
 candy.

Would you desire at this day to read  
 our noble language in its native beauty,  
 picturesque from idiomatic propriety,  
 racy in its phraseology, delicate yet  
 sinewy in its composition—steal the  
 mailbags, and break open all the let-  
 ters in female handwriting.

—*De Quincey.*

“Early to bed and early to rise”—  
 Does very well for sick folk and  
 guys,  
 But it makes a girl miss all the fun till  
 she dies  
 And joins the chaps that have gone to  
 the skies.  
 Eat what you like,—go to bed when  
 you please  
 And you'll die just the same of some  
 Latin disease.

Illustrations of some book-titles:—

Alice to the Looking-Glass—Girls'  
 Dressing Room.

Study, in Scarlet.

(or perhaps better)

Guide to Polite Conversation—Red  
 Room.

Vanity Fair—Grant Hall, February  
 2nd.

Les Misérables—Grant Hall, April  
 2nd.

## Trinity.

### INSTITUTIONAL CHURCHES.

A CHURCH must fill some place  
 in the life of a community, or  
 it does not justify its existence. As  
 a rule a church is built as a common  
 meeting place, for worship, and in the  
 older settled parts of our country this  
 is found to be its place, and all that is  
 required of it. In the newer districts,  
 where building is expensive, and where  
 every item of heating and lighting must  
 be taken into consideration, it is often  
 found advisable to use the church for  
 other purposes. At times of course  
 it is a building erected for some other  
 purpose that is used as a church on  
 Sundays, but when a church is built  
 it often seems a pity to leave it shut  
 up all week, when many lonely men  
 and boys are looking about for some  
 place to spend their evenings. And  
 so the idea of the Institutional Church  
 arose, that is, a church with Reading  
 and Recreation rooms in connection.  
 Of course many city churches have  
 club rooms, and parlors, and social  
 rooms of various kinds, where meet-  
 ings may be held during the week, and  
 then too in the cities and larger towns  
 there are Reading Rooms, and Public  
 Libraries, and Y.M.C.A.'s, as well as  
 Societies and Lodges of various kinds,  
 so that none can say he cannot find a  
 decent place to spend his evenings. In  
 the little country towns and villages,  
 and in the remoter parts, the newer set-  
 tlements of our country, there are at  
 times none of these things, and life is  
 often very dull and monotonous. In  
 such places there is often great oppor-  
 tunity to make the church fill a large  
 place in the community than it occu-  
 pies. The circumstances and situa-  
 tion must be taken into consideration

in each case, but generally something can be done to make things better.

Perhaps some details of the working of a church that is made to fill a very large place in the little town in which it is built, will illustrate this idea. In October, 1904, the writer was sent to White Horse, Yukon Territory, to supply in the Presbyterian Church there, until a suitable man could be found to take the place of Rev. J. J. Wright, who had resigned after four or five years of faithful work. White Horse is a small town, the terminus of the White Pass and Yukon RR., and the head of navigation on the Yukon River, being just below the famous White Horse Rapids. The population varies greatly, at times there may be 2,500 or more, and at times there are only a few hundred. On account of its position numbers of train men, and steamboat men live there, and there are large shipyards, where a number of men are employed about eight months each year. It is the headquarters for the R. N. W. M. P. for Yukon Territory. Then, too, there are large numbers of miners working in the creeks in the vicinity. There is a constant stream of men coming and going, to all parts of the Yukon, in fact, when the spring and fall rush is on, the town is full of men all the time. It will be seen then that it is an ideal place for just such a church as the "Yukon Presbyterian Church," which occupies a prominent corner lot, near the centre of the town.

This is a long, low building, to which several additions have been made, so that it now has a manse attached. The main body of the church is used as a Reading Room during the week. It is not very large, nor very high, because it is so much easier to keep a low room heated, and that is al-

ways a consideration in the north. It is very bright and very comfortable, and consequently very popular on cold days.

On the roof there is a large sign, "Free Reading Room," and in front there is a glass light sign, so that day or night all that run may read, and feel welcome. The main body of the manse part is also the Church Parlor, and there the Ladies' Aid meets, to plan for the good of the church, and to make things for their annual "sale of work." There is also a very nice little kitchen, stocked with everything a lone "preacher" might need, but this is a digression.

As for the Reading Room, it is well stocked with papers and magazines, an excellent selection. There are a number of the best of the British, American and Canadian, Daily, Weekly, and Illustrated papers. There are about twenty-five monthly magazines on file, and several of the leading church papers are there too, the best of those published by several denominations. Chairs and tables are placed wherever needed, and the place is lighted and heated from early morning till 10 p.m., or till later if any wish to stay. Living in the same building, and having full charge of all the departments, even to keeping on fires, and keeping it all neat and clean, of course gave one every opportunity to see the working out of the scheme, and it was surely an unqualified success.

As a great number come "outside" for the winter; that is down to Vancouver, Victoria or Seattle, generally, the population of the town is not very large in the winter, but there are always a number of men who are very glad to come in during the day or evening, to read the papers. Some were in nearly all the time; it was a rare

thing to find the place empty. Some who were working near-by would even come in for a few minutes during the noon hour. There were no rules hung up for their guidance, but they were nearly always very careful not to disturb others. Possibly the fact that it was a church they were in kept them quieter, or possibly they stood in awe of the "preacher," at all events they kept excellent order. It was easy to see that they enjoyed having a warm, quiet place to sit and read, especially the men from the distant camps and creeks, some of whom had not seen any papers for weeks or months. For instance, a man came in one day who had just walked from near Dawson, about 350 miles, a 12 days' trip. He was in the Reading Room almost constantly for five days, and then one morning he resumed his march towards Skagway, where he would catch a steamer for Vancouver. He said that he had enough to think of for a few days anyway.

Games were provided too, chess, checkers, crokinole, etc., but they were not much used, as most seemed to prefer to read. In one corner there was a table with writing materials and paper and envelopes provided. Over the table was a card reading: "How long since you wrote home? Write to-day." And many a man took the hint, no doubt giving joy to friends afar off. Mails come in fairly regularly, depending of course on the steamers from the south, and the sort of weather they encountered. The papers were given away, when read, if any wanted them, and the magazines when read were placed in a box by the door, and all could help themselves. Often these were carried off to the distant camps, where they were just as good reading

as if they were not two or three months old.

Then too there was an excellent Lending Library, free to all. It was not so very large, as libraries go, but on account of the excellent selection of books it was really of more value than many libraries ten times as large.

They were not merely the old standard works which everybody should read, but a very large number of those books which most people wait a year or two for, until they are issued in cheaper form. And there were few or none of those books one sees so often in Public Libraries, the kind that are neither good nor harm to anybody, because nobody ever reads them. And that Library was well used too; the books were carried far and wide. They were not supposed to be out beyond a reasonable time, but were out at times for two or three months, passed about from hand to hand in a camp, till there was some chance to send them in to be exchanged. One or two were returned from Carcross, one from Dawson, one from Atlin, two or three from the Alsek, in fact they were carried all over the Yukon.

Such was the reading and Recreation Room. But it was a church on Sundays. On Saturday night, after the last man had departed, all the tables and chairs were removed, as well as the partition across the end, the seats were put in, Bible and Hymn books were put in the places of the magazines, and in that church there were enough Bibles and enough Hymn-books to supply all the people the place would hold. Here too we might notice that there were copies of the Bible in several foreign languages, for any who might need them. So it was a church on Sunday, and very enjoy-

able services we had. Many of the men acquired the church-going habit during the week, when it was not a church at all, so they came along naturally on Sundays. Then too the sign outside could be seen quite a distance, and many strangers were glad to come in for the services. There was generally room for them somewhere. It was all very informal. If they wanted a book to read after church they could get it. No one objected if any wanted to stay and read awhile. The door was never locked, and if once in a while some poor duffer wandered in during the night and slept by the stove there was none to chase him out, as nobody but the "preacher" knew anything about it, and he did not care.

We did not have any week night meetings, but probably such would be held during the rush season. There was a Wednesday night service over in the English Church, to which all were welcome, so any who wished to attend a week night service went over there. It did not seem to surprise anyone very much to see the Presbyterian minister there once in a while. That is one of the joys of the north, the freedom. Plenty of room for all, up there.

Well, such is one Institutional Church, and it will be easily seen that it filled a very important place in the life of that little town. And it will also be easily seen that there are many little villages even here in Ontario, where such a scheme could be successfully carried out. In many places, both here and in the West, there is no place for the men and boys in the evenings except at the corner grocery, or the saloon. This of course of those who have no real homes of their own. There are always a few in every little community who have really no pleasant

abiding place, and so seek some place where there is company and comfort of some sort, when they are not working. The expense of fitting up a Reading Room is not so great, once the building is there, and it does not cost so very much to put in a few papers and magazines. The list can be added to, as is found practicable, but anyone who does not already know will be surprised to find what a list of papers and magazines can be paid for for a year with one hundred dollars, or even with fifty. Then heating and lighting do not cost so very much.

The writer had the pleasure of initiating such a scheme at Union Bay, B.C., this last summer. They needed a church there, as there was none of any kind, and they quite readily fell in with the idea of having such a church as the one at White Horse. This year they will build it, and they intend to make it a place that will be popular every day in the week, not merely on Sunday. It is an ideal place for it too, as there are a large number of men and boys employed there who must live in hotels or boarding houses, and this Institutional Church idea, if properly carried out, will provide a place for them where they may spend their earnings pleasantly and profitably.

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We are enjoying an excellent series of Sunday services at the University. Space will not permit of an extended report of all or any of these addresses, but we may at least mention the speakers and their subjects. Feb. 4th, Chancellor Burwash of Victoria, Toronto, spoke on Matt. xx., 28, "The Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many."

On Feb. 11th, Prof. McFadyen of

Knox, Toronto, was with us, and glad indeed we were to welcome one of whom we have heard so much. At the University service his text was Luke x., 42, "But one thing is needful." His sermon was an earnest, thoughtful setting forth of the living truth.

On Feb. 18th, Rev. R. E. Welsh, the General Secretary of the Canadian Branch of the British and Foreign Bible Society, preached at the University. He took Jeremiah xxxvii., 20, in connection with I Peter i., 25, as his subject, "Is there any word from the Lord?" "The word of the Lord endureth forever. And this is the word which by the Gospel is preached unto you."

We are much indebted to Prof. and Mrs. Macnaughton for a very enjoyable evening, Thursday, Feb. 15th. It was quite informal and very jolly, indeed it would be a very sombre-souled student who would not enjoy himself at Prof. Macnaughton's. We had music, plenty of it, and the very best quality,—solos, duets, trios, quartettes, quintettes—right up to whatever you call it when about thirty-five college boys are all trying to sing at the same time, or as near the same time as they can make it. Our ventriloquist ventriloquisted, our Moderator moderated his disputes with his neighbors, our Deacons watched carefully lest any frisky freshmen should kick the furniture or tear holes in the curtains, or crawl under the chairs, or fight among themselves, and our Bishops waited anxiously yet gleefully for the supper hour, where indeed they bore themselves bravely, showing a glorious example to all the flock. And our Seniors thought sadly of the days to come, alas! so soon, when such an evening as this is only a

pleasant memory, when the old college songs are heard no more, and the tinned beef and the soda biscuit will be their fare—and no more may they eat of turkey until they be filled.

Our heartfelt sympathy goes out to Mr. R. W. Beveridge, of our Second Year, on account of the recent death of his father. We can feel for those to whom sorrow comes, although we do not know the deepest sorrows of earth, until they come home to us, through the calling home of those we love.

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### Arts.

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THE social evening held by the Final Year in Arts a few evenings ago was a pronounced success, and if Seniors whose place soon will know them no more may offer a suggestion in this connection to the other years in college, it would be to abolish the costly, formal "At Home" and substitute the less burdensome, informal Social Evening. The supposed object of the At Home is to furnish the members of the year with an opportunity to become acquainted with each other. Experience has proved that this aim is not very fully realized, simply because the number of guests belonging to other years and to the city is so large. Attendance at the Social Evening, however, is strictly limited to members of the year holding it, and thus the difficulty is solved. Each At Home committee, too, would be freed from many of the numerous trials that fall to its lot in the endeavor to surpass the other years in the success of its entertainment. The objection offered by some, that the At Home is the only means we have of returning the hospitality of city friends, could

be satisfactorily answered by holding an annual Arts At Home, which would no doubt rival in popularity the Science and Medical dances. But to return to the '06 Social Evening. The historian related the wonderful deeds of a wonderful year from the time, scarcely remembered, it is true, (save by those possessed of antiquarian tastes), when its members were bewildered freshmen, down to the present glorious days when in fancy degrees seem to beckon us from the platform of Grant Memorial Hall. Then in numbers that Longfellow himself would have applauded, the Poetess chanted the praises of those who by common consent "Deserved well of the Year." Then our Cassandra told how (in a trance) she walked the gulf profound and by supernatural power did learn what was to be. Of the things learned it behooves us not to write. To the over-curious we should vouch-safe this information: "The child is Father of the man." Then came the oration. Words prove themselves pitifully weak when taxed with the description of the Orator's mellifluous periods and sonorous peroration, but lo! is it not written in the Year Book of '06? The programme, too, was pleasingly varied with instrumental music and vocal selections.

Great interest was naturally manifested in the speech of the Honorary President, the head of the Department of Political Economy, and few will forget the inspiring address he delivered. It is certainly to be regretted that the pith of the speech, Self-realization is the aim of college education, could not be indelibly imprinted on the consciousness of every son and daughter of Queen's.

At the conclusion of the programme

refreshments were served, and it is hinted, some dancing indulged in: Those present went home that night feeling that '06, although renowned for the success of her social functions, had at her last surpassed her former records.

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### Medicine.

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ON Tuesday morning, Feb. 20th 1906, Dr. J. C. Connell, Dean of Queen's Medical College, presented to each member of the final year in medicine a copy of "Counsels and Ideals," from the writings of Dr. William Osler. The book is neatly bound and gilt edged, and contains a vast amount of information useful for the medical student as well as for the young practitioner. The gift was greatly appreciated by all.

The time-table for the Medical examinations was issued a few days ago. This year they begin on March 23rd and end on April 4th, after which the orals and clinics take place. For the next few weeks, therefore, we may expect some very strenuous mental work especially among the men of '06, who have almost reached the first goal of their ambition.

There is to be a change in the appointment of House Surgeons to the Kingston General Hospital. Hitherto the honor has gone to the three men taking the highest standing in the graduating class. Now we understand special application has to be made for the position. Two will be appointed in the spring, one for eight months, the other for a year. In September another will be chosen and another in January. If an appointee be not found

suitable his term will expire at the end of four months. The object of the change is to always have a house surgeon of experience in the institution.

An invitation having been received from Laval University Dinner Committee, a special meeting of the Aesculapian was held to appoint a delegate to attend the function. Several candidates were in the field and after a spirited contest Mr. J. A. Charlebois obtained the honor. The dinner was held on the 22nd inst, and as Mr. Charlebois spent some years at that University and obtained his B.A. degree there, he had an excellent time.

The following extract from *Queen's Medical Quarterly* refers to a Medical graduate of '03:—

"Dr. Kune was a man of upright character. In his bright, though short professional career, we have a good example of the fruits of indomitable perseverance. His parents died when he was quite young. He was never robust. Much of his life was a struggle from foes within and adverse circumstances without. He received his preliminary education in Gananoque schools, and for some years taught successfully a public school in a neighboring county. Later he entered the Medical department of Queen's. His course throughout was marked by honest work and careful attention to details. He sought the pearls and they are never found on the surface. After acting as intern for a time in a Rochester hospital, he began practice at Aultsville, Ont., and was soon recognized by his patients as a careful, trustworthy physician. On Dec. 8th last he was thrown from his sleigh, sustaining internal injuries from which he died a

few hours later. In his death the community lost a good physician, and the profession of Eastern Ontario a valued confrere."

The January issue of *Queen's Medical Quarterly* contains a description of an interesting case occurring in the practice of Dr. A. J. Lalonde, '04.

We are sorry to learn that at this critical time two medical students, F. J. O'Connor, '06, and D. A. Carmichael, '09, are confined to the General Hospital with serious illness. Mr. S. MacCallum, '06, who was ill there for some days, has recovered.

Prof. (calling roll)—"Mr. S-n-w-h" prolonged scraping of feet.

Prof. (proceeding)—"Mr. T-m-l-m-n" prolonged cheering.

Prof.—"Is Mr. T. always after Mr. S.?"

In the "*Journal of the American Medical Association*" of Feb. 17th, Dr. J. C. Connell, Dean, has a letter regarding the now famous Hagen Berger case. Dr. Van Meter of Colorado, in a previous issue of the aforesaid Journal, criticized Queen's for not cancelling, immediately, the degree granted to Hagen Burger in 1904, and threatened that if Queen's Senate does not convict Hagen Burger, certain disabilities will confront Queen's graduates who go to Colorado to locate.

Dr. Connell shows that the state board of Colorado has been lax in its duty. They should have convicted Hagen Berger on the criminal charge of offering false and forged evidence of standing in Kiel University, Germany. Once a degree has been grant-



ed by Queen's Senate, it is no light matter to cancel it, and requires evidence that will hold in any court of law. An investigation into the matter was begun here last December and will be continued later, when evidence direct from the German universities has been secured by two members of the Senate who are going there in a few months. Queen's graduates and friends may depend on everything being done to protect the dignity and honor of their Alma Mater.

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'08's OPERETTA.

K-mn-d- and Cl-nc- sing:

"Who leads our infant minds away  
In chemic fairyland to stray  
With Esters, Ethyls and Silicates;  
And to us hour by hour prates  
Of spirits proof and spirits woody?"

Class in reverential awe:

"That's 'G—d-e.'"

C-rm-ch-l and B--rs sing:

"Who soothes our souls with soft  
narcotics  
And somnifacient hypnotics,  
And bids us ease our infant ills  
With Paregorica cum Squills,  
Yet fain would have us think he's  
cross?"

Class, in gentle interrogation:

"'Sthat R-ss?"

E-y and C-st-ll- sing:

"Who asks us where to look for what;  
And which anastomoses ought  
To come to view; and then us hauls  
Thro' fossas, triangles, canals,  
On fascias dotes like maids on silks?"

Class, assuredly:

"That's M-lks."

L-ngm-r- sings to guitar accompaniment by R-ss with mandolin obligato by M-cK-nl-y:

"Who taught my infant mind to see  
The depths of Physi—oll—o—gec,

To watch the cells absorb, and laugh  
With glee, at the Plethysmograph,  
To view the neurones' wanderings  
mazy;

And learn an idiot wasn't crazy,  
The varied functions of the spleen,  
And the food-values too, I ween  
Of stuffs, proleid, fat or starchy?"

Class:

"Shut up, L-ngm-r-! (sings) That's  
| A—ie."

B-k-r and M-cD-n-ld sing, whilst  
W-llw--d giggles:

"Who 'soaks' us twice a week with  
Brain,

And Sat. p.m. will not refrain,  
But demonstrates on Spleen,  
And makes us spend three hours a  
day,

Dissect, dissect, dissect away,  
And: "Get that plexus clean,"

Dig out the teeny-weeny nerves,

Repeat correct the colon's curves

And show what useful purpose  
serves

The fissure calcarine?

Who brings the little bones to view  
And says, "Pray, can they master  
you?"

Who grinds us hour-long, one by  
one,

Then "turns us down" when grind  
is done?

Who works himself like eager horse?  
(We have to follow up of course.)

D-l- and M-g-ll "butt in":

"Who turned us all, to pluggers  
steady?"

Class, fortissimo:

"GEE WHIZ!!! That's T-DD-E."

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"Father will come to his babe in the  
nest."—J-ff-r--s.

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"Je n'aime pas ces contes de fée."  
—All-r-, '08.

"Nothing to pay, no, nothing to pay,  
Never a word of excuse to say."

—Pr-sn-l, '09.

"By Jove, after this I'll be careful  
about charging a *fee*."—H-rr-s, '09.

"I seen my duty and I done it."—  
F-c, '08.

C-nn-ll-, K-ll-, B-ck and F-e, as each  
pays a dollar to the Aesculapian's trea-  
surer: "The fool and his money are  
soon parted."

"Provided the gentleman is desid-  
erant of demonstrating to his numer-  
ous contemporaries the immaculate-  
ness of his chiropterygial termina-  
tions, I personally, can conceive of no  
operation, better calculated to achieve  
the predestined purpose—"

—L-rm-nt, '09.

"I have, after much original re-  
search, patiently carried on, discover-  
ed the 'crookedest' man in four coun-  
ties."—W. J. T., '06.

At the recent examination in Men-  
tal Diseases (a final) Messrs. R. K.  
Paterson and C. Templeton led the list,  
but since they were assistants at Rock-  
wood Hospital last year, they are de-  
barred from taking the prize of twenty-  
five dollars, which falls to Jas. Reid,  
the next in order. Congratulations.

A certain person prominent in uni-  
versity politics has been doing some  
electioneering. In the course of a  
speech he said, "Now, sir, I shall pro-  
pose a question on Protection to my-  
self." Voice from back, "An' a dom  
silly answer ye'll get."—*The Student*.

## Science.

THE regular meeting of the Engi-  
neering Society was held Friday,  
Feb. 16th, and was well attended. A  
communication from the Senate re-  
questing that the Society enforce the  
"No Smoking" rule, was read, and it  
was decided to do everything possible  
to carry out the Senate's wishes. The  
committee on "The Extension scheme"  
reported. Several speakers supported  
the project, among whom were Pro-  
fessors A. K. Kirkpatrick and Alex.  
McPhail. This new departure will  
require much careful consideration, so  
that in all probability it will be next  
session before it takes on definite  
shape. An excellent paper was read  
by L. B. Code, '06, Electrical. The  
subject was "Patents" and called for  
some discussion. Arrangements have  
been made, to make the next meeting  
an interesting one, and there should be  
a large attendance.

A new lantern, of the Thompson  
make, has been placed in Room 16,  
Fleming Hall. It might be of inter-  
est to note, that whereas but a few  
years ago, this means of illustration  
was little used by the lecturers of the  
University, to-day many of the profes-  
sors find the lantern almost indispens-  
able. Fifteen years ago there was but  
one of these instruments, to-day there  
are twelve lanterns in the different  
buildings and ten of these are in con-  
stant use.

The science of photography is re-  
ceiving more and more attention every  
year, and deservedly so. Ontario, Flem-  
ing, Carruthers, and the Medical Halls  
are fitted with dark rooms and photo-  
graphic apparatus. Every student in  
Engineering would find it greatly to

his benefit, to inform himself as to some of the elements of the subject, such as the making of exposures, developing plates and prints, making lantern slides, &c., &c., as he is certain to require it some day.

Some file system, it has been suggested, should be arranged for by the School, whereby the address and occupation of each graduate and any changes in such address and occupation, might be recorded, and be ready for use at shortest notice. Frequently the members of the faculty have communications as to openings for employment, and they are often at a loss to know just where to find the right man. It would therefore be to the graduate's interest to keep the authorities informed as to his whereabouts. Any clerical work entailed could be attended to at the Registrar's office, or by the Secretary-Treasurer of the Extended Engineering Society, should such extension materialize.

A challenge to a game of hockey from Divinity Hall to the Final Year in Science, without Richardson—or Richardson without the Final Year, the former to be much preferred, was recently received and promptly accepted. The teams chosen to splinter sticks and exchange other like courtesies with Divinity was as follows:

Goal—Old Rameses Robertson.

Point—Roimeo Carr-Harris.

Cover-point—Husky Dobbs.

Forwards — Temperance Shorey, Happy Hooligan Speers, Montmorncy Berney, Thirsty Thornton.

Spare—Young Lochinvar Bailie.

An ambulance corps, and refreshment committee was also named, composed of Bovril Bill Timm, Cupid Con-

nel, Pink, Manitoba Mac, Finnie the Gay Lothario, and others.

In addition to the customary honors associated with winning such a struggle, there was a cup to be contested for, but as the donor of the cup has requested that his name be withheld, we leave his identity to your conjectures.

“Be not afeard; the hall is full of noises,

Sound, and sweet (?) airs, that give delight (??) and hurt not (???)  
Sometimes a thousand twangling instruments

Will hum about mine ears; and sometimes voices that” &c., &c.

Be not afeard for it is only the little group of Civils in the basement of the Physics building at the continual Saengfest.

Scene: Sky-parlor draughting room. B-I-ie discovered enjoying a cigarette. Steps heard on the stair. Hasty concealment of offensive cigarette. Enter Professor.

Professor (snuff, snuff)—“Now this is too bad, and from the Senior Judge, too!” B-I-ie faints.

### Musical Netna.

EACH year as we draw near to the close of the term we see that some of those who are doing good work in the various branches of college life will not be back again with us to stand in their accustomed places, and inspire us to greater effort by their own willingness to give of their time and energy; and we begin to wonder who will do their work in the same spirit as they have done it. College teaches us to be optimistic in that regard—to

recognize that among us there can always be found those who are willing to give their best—but we cannot help feeling deep regret where we stop to think that some of those who had proved themselves true are leaving us. The musical organizations of the college will find it hard indeed to make up for the loss of such men as Mr. D. A. MacKeracher, Mr. J. M. MacDonald, Mr. F. R. Nicolle, and Mr. N. V. Finnie, who are leaving us this spring. The former two are members of the Glee Club quartette, and besides doing good work in that, have helped at many of the college functions; the latter two have been strong supporters of the Mandolin and Guitar Club. Judging from the way these men have worked during their university course, we have no fear but that they will do good service in the larger university of the world.

The Musical Committee looked forward to the city concert given by the Glee, Mandolin and Guitar Clubs, in the hope that enough would be realized from it to defray the expenses of the Clubs during their tour. Though this object was not realized, still the annual

*Mr. Telgmann,*

*teacher of the Violin and all  
String Instruments.*

*Mrs. Telgmann,*

*teacher of Elocution.*

*Address 222 Johnston St.,  
Kingston.*

concert was by no means disappointing in any respect. The audience seemed satisfied that they had received good value for their money—and certainly that is a consideration not to be despised.

Of course, criticisms of different kinds were offered on the character of the entertainment generally, and the quality of the music given. It was suggested that the Glee Club was rather disappointing in this respect, that the selections given were lacking in the merriment and swing that is supposed to characterize college songs. Yet that was the intention of the Club in starting out—to give less of what is light and funny, and try something of a better quality; and certainly it did not choose the latter in order to make less work for itself, but with a view to furnishing a higher order of entertainment. Every member of the Club did his utmost to have the annual concert a success—the Mandolin and Guitar Club played at its best and was well received. The piano solos given by Miss Singleton, though rendered under difficulties, were excellent; and the enthusiastic applause given to Miss Winlow were ample proof that they were of the best. All things considered, the Club is to be congratulated on the success of the entertainment.

Those who attended the Glee Club concert on Jan. 23rd would undoubtedly say that the Musical Committee made no mistake in securing Miss Lois Winlow, 'cellist, to help in the entertainment. Her playing deserved all the praise it received from those who heard her.

On many occasions the students have reason to thank Principal and Mrs.

Gordon for their kindness and hospitality. Again we owe them a debt of gratitude for their thoughtfulness in entertaining the members of the Musical Clubs the evening of the city concert.

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### Athletics.

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THE largest attendance that ever witnessed a hockey game in Kingston saw Queen's win the Inter-Collegiate championship on Friday, Feb. 9th. McGill put up her usual good fight and had a team of strong players as was shown by the swift individual rushes that were made by the visitors. Individually Queen's was but slightly the stronger team, but won both on the forward line and on the defence by speed and combination. The final score was 13-3.

The teams lined up as follows:

McGill—Goal, Lindsay; point, Stevens; cover-point, Ross; centre, Chambers; rover, Patrick; left wing, Raphael; right wing, Gilmour.

Queen's—Goal, Mills; point, Macdonnell; cover-point, Sutherland; centre, Crawford; rover, Walsh; left wing, Richardson; right wing, Dobson.

Referee—Lou Burns, Toronto University.

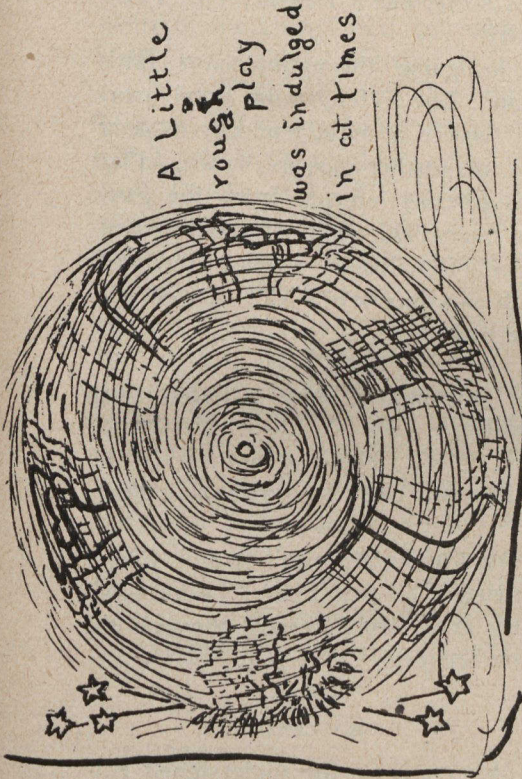
The first five minutes of the first half kept the spectators in a state of doubt. Then Richardson relieved the tension by scoring on a pass from Dobson. The second goal also went to Richardson on a pass from Crawford. The third goal was more doubtful. McGill was several times dangerous but Mills was playing a great game and the defence relieved well. Queen's forwards showed their good condition by following back rapidly. Crawford final-

ly scored Queen's third goal on a pass from Richardson. Richardson secured the fourth on individual work, leaving the half-time score 4-0.

Queen's started the second half with a rush, completely out-playing her opponents. Seven goals were piled up in fifteen minutes and the speed was phenomenal. The goals were secured as follows:—1st and 2nd, Walsh scored on passes from Richardson; 3rd, Dobson by individual work; 4th and 5th, Crawford on passes from Richardson; 6th, Walsh on a pass from Richardson; 7th, Walsh by individual work. This brought the score up to 11-0. At this point play naturally lagged somewhat. Gilmour scored two in succession for McGill, and Raphael soon after scored McGill's third and final goal. During this goal Ross was hurt and Crawford retired from Queen's to even up. Richardson added two to Queen's score on passes from Dobson, and the game was over.

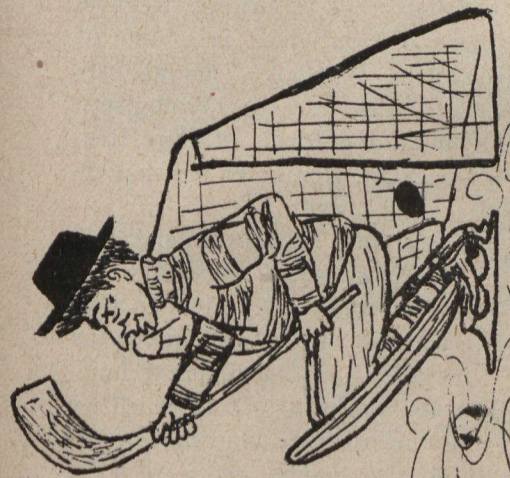
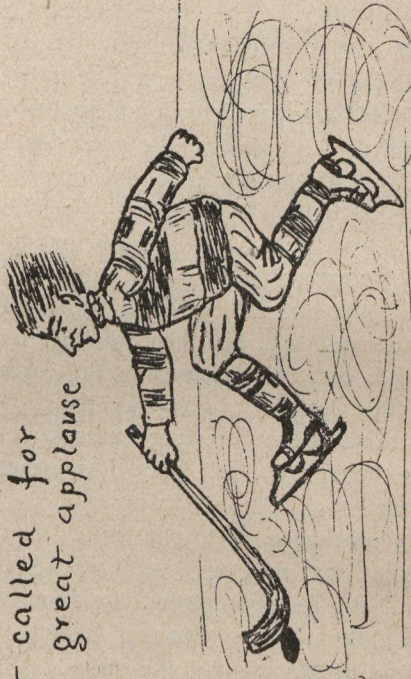
Needless to say the result of the final game with McGill brought joy to the student-body of Queen's. We expected victory. Every omen pointed that way. But the victory was sufficiently decisive to show us that we have a good—perhaps a great—team. McGill as usual put up a strong fight and a fight to the finish. Queen's success was due in the first place to good material, and in the next to hard, faithful work, and in consequence we have a strong, clean team.

As a result of winning the Inter-Collegiate championship so handily, Queen's has challenged for the Stanley Cup, which represents the highest amateur hockey honors. The games will likely be played in Ottawa on Tuesday, Feb. 27th, and Thursday, March 1st. The objection might be



A little  
rough  
play  
was indulged  
in at times

R-msy's rushes  
called for  
great applause



D-m-m made many sensational stops

Pl-tt ruled off  
Wee mee-th-r takes  
his place at point



Monday's match, Hon. Phil. Vs Hon Pol. Econ.

raised, and indeed has been raised, that the style of play in the two leagues is so different as to make these games unsatisfactory. The Inter-Collegiate Union was formed in the first place to procure good clean hockey. The question arises: Is it well for a college team to take part in games, the precedents of which, to say the least, do not promise strictly clean hockey? On the other hand, it is justly argued that as Inter-Collegiate hockey has succeeded in its purpose, the greatest value of that success will be only obtained by at least occasional games with teams of other leagues. There is the further advantage of testing Inter-Collegiate hockey by that played in other leagues.

So here's success to our team. And whether we win or lose, Queen's is proud to be represented in Stanley Cup games by as clean a bunch of players as are playing the game.

In the last issue of the JOURNAL we recorded the challenge of Hon. Pol. Econ. to Hon. Philosophy to a game of hockey. The game was played on Monday, Feb. 12th. The teams lined up as follows:

Pol. Econ.—Goal, Donnell; point, Platt; cover-point, May; forwards, MacArthur, Uglow, McCallum, Code.

Philosophy—Goal, Beecroft; point, Ramsay; coverpoint, Wilson; forwards, MacDougall, Jackson, Gibson, Laing.

Referee—Huff.

Philosophy's score in the first half was largely due to the gallant rushes of Gibson towards the south end of the rink. The half-time score was 1-0. In the second half the play was hard. Donnell did sensational work

in goal. For particulars see snapshot of our own special artist. The final score was 4-1 in favor of Philosophy.

The game throughout was fairly clean. The referee did good work but showed a slight tendency to penalize the smaller men too much. Platt was forcibly ejected from the game for overwork, while MacArthur's offence of willfully moving the puck with his hockey stick was entirely overlooked.

MacDougall's skate suffered from dualism.

Beecroft played a very steady game.

May was a stonewall on Pol. Econ's defence. So was Platt. Philosophy's only goals were scored through the lane between.

#### CHALLENGE.

Whereas, we the undersigned Students of Honor Philosophy apud Universitatem et Collegium Reginae having found ourselves in a state of self-involved simplicity (unmittelbarkeit) in regard to the Paralogisms, Antinomies, and Ideals of Pure Reason, (cf. Kant, Kritik der reinen Vernunft P. 399.), and

Whereas, the Professors and Fellows of the aforesaid Department of Honor Philosophy do profess to possess some skill in the game known by the "hoi polloi" as Curling, but technically as the "roarin' game," in which we the aforementioned undersigned students do also humbly aspire to some proficiency, and

Whereas, according to transcendent-al grounds, no a priori conclusions

may be drawn regarding the relative skill of the aforementioned Professors and Fellows of the first part, and of the aforementioned undersigned Students of the second part (an und für sich), we of the second part do in the words of Psalm .55-6 of the original Hebrew, *vel mcta phobou kai tromou* (Phil. 2-12 in the original Greek) alias "mit Furcht und Zittern" (cf. Das Neue Testament: Philipper 2-12) aspire to try conclusions with the said Professors and Fellows of the first part on a posteriori grounds, näher on the ice, and do therefore humbly request and confidently challenge the said party of the first part to meet us with "stane and besom" on the afternoon of Thursday at the hour of 1.30, the game to be played in accordance with the rules of Formal Logic, and inferences to be drawn in accordance with the original Aristotelian Figures.

HONOR PHILOSOPHY STUDENTS.

REPLY.

Jawohl.

The above game was played under the conditions mentioned in the challenge; and after a hard-fought contest the Professors and Fellows finally won by a score of 14-10.

BASKET-BALL.

In the Meadows Cup League the Preachers suffered their first defeat at the hands of the Crescents. The score was 40-33.

Preachers—Sully, Boak, McFadyen, Sutherland, Neilson.

Crescents—Maple, Birch, King, Bews, Ross.

In the Inter-Year games, '09 beat '07 by 19-13.

'09—Collins, Menzies, Saint, Bruce, Wood.

'07—King, Rintoul, Sands, Woolsey, Herriott.

### Our Alumni.

THE ALUMNI MEETING AT TORONTO.

THE Alumni Association of Toronto with a number of invited guests dined together at Webb's restaurant on Friday evening, Feb. 9th. Great interest was attached to the meeting by the presence of Principal Gordon, Professor Watson and Professor Adam Shortt, each of whom delivered an address. These addresses were highly commended by the press of the city, and we cannot give a better account of the character of the meeting and addresses than by reproducing the following paragraphs from *The Globe* of Feb. 10th.

"The functions of a university in its relation to society, its influence upon its students, its organic duties, and its ultimate bearing on national life, were fully treated in the several brilliant addresses made at Queen's University Association banquet at Webb's last night. They constituted one of the finest tributes that could have been indirectly paid, as well as a testimony to the value of Queen's, and constituted a most instructive review to all who may be interested in the question of university education. Principal Gordon raised the whole question in his remarks as to the necessity, growing out of the increase in Canada's material prosperity, for the maintenance at all costs of the supremacy of intellectual and spiritual forces. Prof. Watson took up the system of education in vogue, and argued, from the practice of the Greeks, that it was not merely the acquisition of knowledge, but the



production of the best type of citizens, that was the university aim. The idea of education proper must be kept distinct from that of technical training. Prof. Shortt spoke of the relation of education to modern business, pointing out that the lack of time to think precluded the development of men who could live the best life, and that the spiritual achievement, and not the material accumulation of a nation, gave it enduring life.

Rev. Dr. Milligan presided, and summed up the whole matter in the reminder that the only asset we could take out of life was ourselves.

The attendance was somewhat under a hundred. . . . Near the close of the proceedings great enthusiasm was excited when Principal Gordon announced the result of the McGill-Queen's hockey match, and the college yell was given the Queen's champion team."

The addresses of Professors Watson and Shortt are reproduced in another part of the JOURNAL. The *Globe's* summary of Principal Gordon's address is as follows:—

"Principal Gordon, after some preliminary remarks, alluded to the erroneous idea held by many that the university system was meant for a small proportion of the people, of value only to those directly interested. The universities were fountains of influence, and high among the formative forces of the country. Ministers, editors, lawyers, doctors, engineers, an increasing proportion of business men, High School teachers, and others, were channels through whom these influences percolated through society. It was necessary that the universities in a new country should be united in giving their influence. They should send out men,

not only who knew more than their fellows, with their natural cleverness sharpened, but men with the true university spirit, men set for truth and righteousness, against every form of greed and graft, generous however rich, high-minded however poor. The more men were sent forward with the stamp of the higher learning, and also of the higher life, the more gladly would the country maintain the system, the more reluctantly let it die. At all costs must be maintained the high hopes that make us men. Each university must strive to realize its own aim and ideal, and unite also to achieve the common purpose as a national fountain of splendid hope, wise enthusiasms, well-directed energies. For such a spirit if unity as well as of liberty and charity in making for all that is best and wisest in the national life, the speaker pledged the cordial co-operation of every son of Queen's."

Brief addresses were also given by Mr. Robert Jaffray of *The Globe*, Mr. J. E. Atkinson of *The Star*, Rev. D. C. Hossack, Moderator of the Presbytery, and Dr. Clark.

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It is to be hoped that this gathering will prove an effective opening for the Queen's Endowment Fund campaign in Toronto. The sum of \$25,000 has already been subscribed. On Sunday, Feb. 11th, Principal Gordon presented the case for Queen's in Chalmers' and College Street churches, while Rev. Robt. Laird, the Financial Agent, occupied the pulpit of New St. Andrew's, King Street, in the morning, and that of Dunn Avenue Church, Parkdale, in the evening.

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Rev. J. J. Wright opened up the endowment work in Whitby Presbytery

by preaching in St. Paul's Church, Bowmanville, on Jan. 21st. Since then he has been visiting Orono, Columbus and Brooklin, and Oshawa. R. McLaughlin & Sons of the latter town have agreed to found a scholarship for Queen's worth \$125 per year. This means a capital sum of \$3,000 for the endowment.

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Rev. Norman McLeod, Brockville, has been doing effective work in Spencerville. This charge is an old friend of Queen's, having contributed most generously to the Jubilee Fund in 1887.

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On Friday evening, Feb. 9th, the Queen's Alumni Association of Alberta met at Calgary. The following officers were elected: Honorary President, Rev. Principal Gordon; president, Dr. Lafferty; vice-presidents, Rev. J. S. Shortt, M.A., Rev. J. S. Ferguson, B.A., and George Brown, B.A.; secretary, Dr. Gibson. In the evening a very enjoyable banquet was held, with Rev. A. M. Gordon of Lethbridge, son of the Principal, as the guest of honor. Many splendid addresses were given.

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Dr. J. L. Warren of Leeds, North Dakota, is dead after a two weeks' illness. He was a brother of Dr. J. W. Warren, who graduated here last spring, and who for some months has been assisting his brother in a large practice.

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In last week's *Presbyterian* we notice a short article on the town of Weyburn, Sask., from which we quote the following paragraph:—

"The educational and religious institutions are good. A well-equipped Public School is about to be converted

into a High School and a larger building erected for Public School purposes. Mr. Black, a graduate of Queen's, is doing fine work as Principal. We were pleased to see the solid, practical influence of the school as an educational centre upon all around."

This is just what we would expect from our Norman F., and we are glad to find that his services are appreciated.

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Frederick J. Pope, M.A., '91, an old Kingston boy, has accepted the position of Economic Geologist with one of the largest individual mine owners and operators in the United States.

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The many friends of Rev. Robert Herbison, M.A., of St. Giles' Presbyterian Church, Toronto, a graduate of Queen's of the class of '96, will learn with deep sorrow that his wife, formerly Miss Hunter of Glasgow, Scotland, to whom he was married last October, passed away on Thursday, Feb. 22nd, after a brief illness.

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The *Manitoba Free Press* of the 17th February, contains several illustrated pages concerning the new and thriving town of Saskatoon, Sask. Among those whose likenesses are shown is a former well-known Kingstonian, Fred. M. Brown, barrister, now located at Saskatoon. Of him the *Free Press* says:

"The secretaryship to the board of trade is held by Fred. M. Brown, one of our practising barristers. Mr. Brown is a Kingston boy, where his father was a physician. Of course Queen's is his university, and his respect for his Alma Mater and his cordiality towards her Alumni characteristically very strong. For several years after his call to the bar he practised law in his native city, but two years ago

the call for the west was heard and obeyed. He came to Saskatoon, and soon after entered into a legal partnership with his present partner, the town solicitor, the two together, constituting the firm whose name is not now heard for the first time, but is known far and wide, the firm of Smith and Brown."—*Whig*.

G. Cecil Bateman, B.Sc., '05, who has held a mining position at Copper Cliff, has been paying a short visit to his parents, Mr. and Mrs. Bateman, Sydenham Street, before leaving for Mexico, where he has received a more important appointment with a large mining company.

Dr. E. G. Cooper, Calabogie, died in Renfrew hospital on Monday, Feb. 19th, of typhoid fever. He was a graduate of Queen's of the class of '99.

#### MR. WHITE'S ADDRESS.

On Saturday, Feb. 17th, after the meeting of the Alma Mater Society, an address was given by Mr. John White of Chicago. Mr. White is an entertaining speaker and has quite a fund of funny stories with which to carry conviction to the minds of his hearers. Moreover, he seems to believe what he says and so is all the more apt to convince his audience.

Mr. White's specialty is the single tax theory as enunciated by Henry George. He spoke on various phases of the question, and hence, all that can be done here is to give a very brief outline of the address. There were two main ideas—the first that the existing legal order with regard to things economic is fundamentally wrong—the second that a panacea for most, if not all, the evils resulting from such a sys-

tem, is to be found in the single tax theory of Henry George.

The fundamental evil or contradiction of English law is that it tries to defend the right of the individual at the same time that it defends the claims of certain privileged classes, notably the owners of land. This, the lecturer said, is very simple and apparent. A man must have food, clothing and shelter if he is to live. These things are produced only by labor. Labor is therefore the only basis of private property. But labor is only effective when it has access to land, that is to the raw material of nature. Now if a man has a right to live he has a right to labor, and if he has a right to labor he has a right of access to nature. And if he has a right of access to nature no one has a right to forbid him that access. From which it might be inferred that private property in land was wrong. Not so, however. Private property in land is necessary. But the unfair division of land is wrong. And this injustice could be remedied by a system of taxation, which would recover the unearned increment of land. Yet English law makes such recovery impossible, and hence our modern economic evils. How different things would be if this fundamental contradiction were removed. Buyer would seek seller, the monstrous doctrines of Malthus would be eternally discredited, the laborer would get the full product of his labor, vacant lots would disappear from our cities, land speculation would cease to exist, privileged classes would vanish, and all men would have equal rights.

A discussion of the points taken up would take too much space. It may be noted that the assumption as to a man's right to live is not so simple as it seems. Again it is true that a man cannot la-

bor without access to land. But that most men *do* labor and live without *owning* is also true. Several other statements the speaker made which in themselves were true but which led to inferences that would be very debatable. However, the purpose of this is not to discuss but to record the fact of a lecturer of the type of Mr. White having been hard by the students.

**CALENDAR.**

**ALMA MATER SOCIETY**

- Every Saturday evening at 7.30.
- Mar. 3—Election of officers of Basket Ball Club.
- Mar. 10—Election of Athletic Com. Election of Musical Committee Election of Officers of Mandolin and Guitar Club, Men's Glee Club and Ladies Glee Club.
- Election of Debate Committee.

**ARTS SOCIETY**

- Tuesday, Mar. 13 and every alternate Tuesday thereafter.

**LEVANA SOCIETY**

- Every alternate Wednesday at 4 p.m.
- Mar. 8—With the Graduating Class, Social Meeting.

**ÆSCULAPIAN SOCIETY**

- Meets Friday at 4 p.m. weekly.

**ENGINEERING SOCIETY**

- Friday, Mar. 2, and every alternate Friday thereafter.

**Y. M. C. A.**

- Every Friday at 4 p.m.
- Mar. 2—Address—Prof. Matheson.
- Mar. 9—Address—J. A. Petrie, B.A.

**Y. W. C. A.**

- Every Friday at 4 p.m.
- Mar. 2—Florence Nightingale—Misses Grass and Asselstine.
- Mar. 9—Individual Responsibility—Misses Lindsay and De Forneri.
- Mar. 16—The Character of the Messiah—Misses McLennan and Spencer.

**MISSIONARY ASSOCIATION**

- Every Saturday morning at 11.
- Mar. 3—Home Missions.
- Mar. 10—Foreign Missions.

**POLITICAL SCIENCE AND DEBATING CLUB.**

- Mar. 9—Prof. Mavor of Toronto University will deliver a lecture on Municipal Government in Britain. Lecture at 4 p.m.

**SUNDAY MORNING BIBLE CLASS**

- Meets at 9.45.
- Mar. 4—Jesus' Last Conflict with the Chief Priests and Pharisees, John 11; 47-57, 12: 1-50.
- Mar. 11—Jesus' Final Estimate of His Own Life and Work, The Seven Last Words.—A. Calhoun, M.A.

**Exchanges.**

IT is a pleasure to read over the January number of the *University of Ottawa Review*. A number of really good things are in evidence, chief of which are an appreciation of "A Gaelic Poet of the Last Century," and the sketch "Good-bye, Sweet Day," with its illustrations. The Book Review Department is carefully and ably edited, as is the Science Notes' column.

Many of our exchanges are showing the interest of their colleges in the Nashville Convention, by notices of the local participants and plans for the trip. The February *Intercollegiate* gives something of the personnel of the gathering. We note the familiar names of John R. Mott, Robert E. Speer, Bishop McDowall, General John W. Foster, Sir Henry Mortimer Durand, and Rev. J. A. Macdonald of the *Toronto Globe*, besides many others who stand high in missionary and ministerial life in various parts of the world.

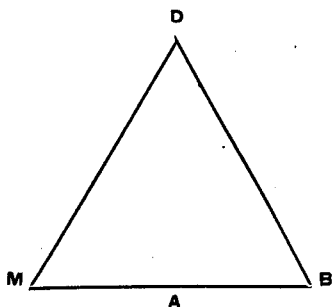
An excellent contribution to the last *McGill Outlook* is "University Traditions," a sane moderate criticism of the "rush" and the class-room behaviour of students. If there were more free discussion of college affairs in the college publications, much more effective work could be done by the paper in regulating the life and organization of every phase of college affairs.

The Annual Girls' Issue of *The Lantern* is a credit to the co-eds of O.S.U. From the first page cut to the "Sophomore Protest" it is done "artistically." Just to show how much it is appreciated we quote the latter for our '08 class.

**De Nobis.**

**M**ARCH: "Man goes into the matrimonial game like a lion and comes out like a lamb."

A PROBLEM IN HIGHER GEOMETRY.



If there be two girl graduates, M.A. and B.A., equal to one another in the same line, and if the inclination of a graduate in medicine M.D. to one of the girl graduates, M.A., be equal to the inclination of a graduate in divinity B.D. to the other of them B.A., then shall the graduate in medicine be equal to the graduate in divinity, each to each, and the inclination of the one to the other shall be less than two right angles.

GRANT HALL AT EXAM. TIME.

Where man may sit and hear each other groan,  
Where youth grows pale and spectre-thin and dies,  
Where but to think is to be full of sorrow, and leaden-eyed despair,  
Where beauty cannot keep her lustrous eyes,— —

Feb. 14th, boarding house on Union Street, at supper table.

W. M. H—y: "I received a — — post-card to-day from — — a — — a — — some designing female. It had a big red heart on it."

WHAT DOES THIS MEAN?

Two of our staid divinities, S— and W—, stand gazing into the window of Abernethy's shoe store.

Prof. McN—, coming along, quietly puts his head in between them and remarks: "Pretty fine slippers, gentlemen!"—then, with a start of surprise, "Why! they are all ladies'!"

The first bird of spring  
He tried for to sing,  
But before he had uttered a note,  
He fell from a limb,  
And a dead bird was him,  
And the music, it friz in his throat.  
—T. M.

A few weeks ago Prof. B— was illustrating a lecture in Geology with lantern-slides. On the screen appeared a picture of a balanced rock with a donkey standing beside it,—

D—t: "Get up, get up!"

Prof. B—: "You recognize a friend, do you?"

Senior Greek Class (from noon to one o'clock), the day after "Macbeth."

Prof. (about to read some of the hardest parts of "Thucydides")—"You will probably meet with some difficulty here."

M—nt—y, groaning inwardly—"You bet! I'd sooner meet the ghost any day. . . . And we're meeting this on an empty stomach, too."

Overheard at Science Dance (Mr. T—n—r and Miss M—, having finished all the extra-extras together):

Mr. T—n—r.—"Now you mustn't expect me to skate with you for two weeks."

Miss M—.—"Why?"

Mr. T—n—r.—"Because they would be sure to put it in the JOURNAL."