

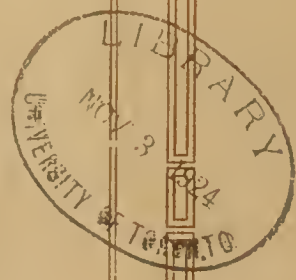
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QUEEN'S



1841-1911



PUBLISHED BY

QUEEN'S UNIVERSITY, KINGSTON, CANADA

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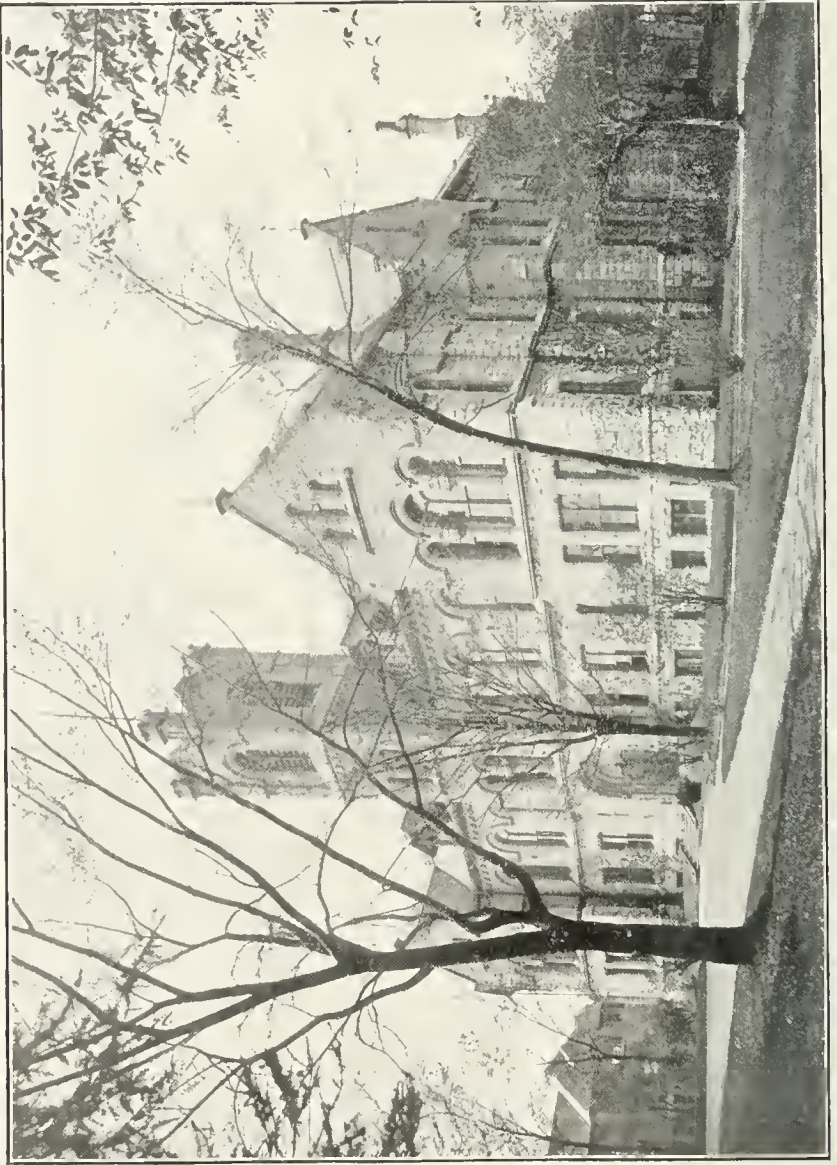
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Queen's 1841 - 1911

THE MAKING OF QUEEN'S.

QUEEN'S awoke one morning and found herself "national." So much of the best work of the world is done unconsciously. The men who began the College seventy years ago were not thinking so much of the future as of their own immediate need of an institution wherein religion and learning might be cultivated together; as it was expressed in the first proposal:—"Following the Universities of our native land as a model, we shall take up the pupil at the point to which the district and grammar school has conducted him and introduce him to those higher studies that may qualify him for public and professional avocations." It is a matter of history that Queen's was founded not as a denominational College but as a protest against sectarianism, which at that time had seized upon and held possession of the Provincial University. The notion of a denominational College was foreign to the minds of the fathers of Queen's. The Scottish national University hand-in-hand with the National Church was the only type they knew, and it they followed. It would have its Theological Faculty, in which the national religion would be taught, and its Arts Faculty was to be open to all. The religious test required of its teachers was in accord with the practice of the Scottish Universities at that day. The Royal Charter was granted in 1841, "For the educating of youth in the Christian religion and in Arts and Sciences." It was the nick of time. The old order was passing, bureaucracy was being displaced by responsible government, and new heart and hope animated the people. Funds were subscribed in Toronto, Kingston, Montreal and elsewhere, and work began in 1842 with ten students and two professors. Dr. Liddell, a man of ability and force, was sent from Scotland to head the infant College, and Dr. Campbell, afterwards the brilliant Principal of Aberdeen University, taught classics. In the next session came Dr. Williamson and began his fifty years of faithful and fruitful service. The struggle for life was strenuous from the first,



ARTS, THEOLOGY AND LIBRARY.

and all along has done its part in making the spirit and character of the place. Queen's has lived

"As soldiers live by courage; as by strength of heart the
sailor fights with roaring seas."

Dr. Liddell did not stay long, and after him "good Dr. Machar" of St. Andrew's Church became Principal and kept the flag flying until 1852, when Dr. George was appointed Vice-Principal and brought his originality, his personal force, and his strong character to give fresh life to the institution and impart some portion of his enthusiasm of humanity to his students. After him were Dr. Cook and Dr. Leitch, both men well fitted to fill the office of Principal. Then Dr. Snodgrass, in 1862, on the lamented death of Leitch. If men could have foreseen the calamities that were to befall the struggling College in 1868 they could not have chosen a man better fitted to encounter them than he. Steadfast and immovable amid the buffetings of the storm, he held on his course, undaunted through all the strain and stress of that desperate struggle for existence. The Provincial Government in 1868 withdrew the grant per annum which for years the College had received, and at the same time the failure of the Commercial Bank swept away almost the whole endowment. So heroic a soul as Prof. Mackerras said: "The only thing remaining to do for our Alma Mater is to bury her decently." But Mackerras it was whose stirring words inspired the friends of Queen's gathered in old St. Andrew's Church to take heart again, and the endowment of 1869-70 was raised to restore the fallen fortunes of the College. Amongst the men who took active part in that memorable meeting were the Reverends Robert Campbell, D. J. Macdonnell, D. M. Gordon, David Watson, and of laymen, James Croil, who still survives in a green old age.

Out of the travail of that trying time came the endowment of 1869-70, an increase of students, a striking deeper of the roots of Queen's and the dawn of the new era of progress which has been continuous until now.

The day of small things ended when Grant put his hand to the helm. From the first he gathered about him friends, who became friends of Queen's first for his sake, and then for her own, conspicuous amongst them all being our great Chancellor. What Grant did for Queen's would fill books. The strongest intellectual powers combined with tireless energy, the forces of the orator, a sympathetic nature, infinite tact, a

kindly, genial, wholesome disposition, and a rare moral enthusiasm made him a unique personality, attracting and charming all sorts and conditions of men, and sometimes sacrificing them when they stood in the way of his great plans, as he sacrificed himself.

It was the cheerful saying of one of his most devoted friends on the staff: "We know we are only pawns on the board." The buildings on the campus tell the story in stone of his triumphal progress, and his spiritual children, Dyde, Shortt, Gandier, and the rest, are the fruits by which we may know what manner of man essentially he was. There is no harder work than to raise a College endowment, and that was the least part of what he did for us. When we talk about the spirit of Queen's the thing we mean is the spirit of the men who have made her, and we do well to cherish that. It is more valuable than money for it is the kind of thing that money cannot buy, and if a College needs money to carry on its work, it infinitely more needs the endowment of spiritual treasure in its history and traditions, and in reverence for its past. If we forget these things we inevitably lose the secret of power.



THE MAIN DRIVEWAY.



Very Rev. George Monro Grant, C.M.G., LL.D.,
Principal 1877-1902.

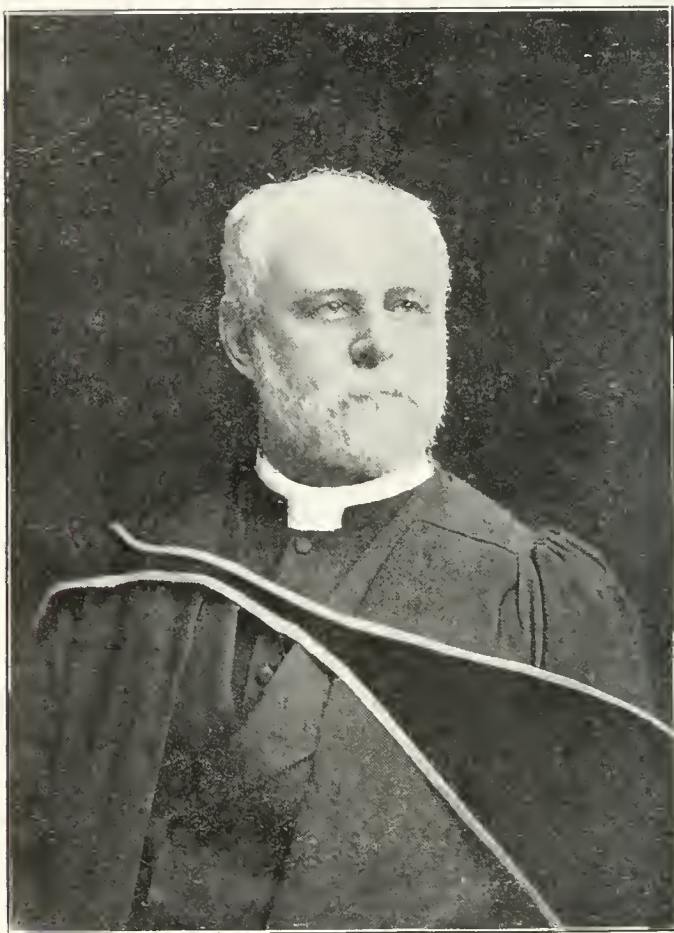
THE SPIRIT AND INFLUENCE OF QUEEN'S.

THE problem which every University worthy of the name must seek to solve is how to unite a single-eyed regard for truth with the free play of the individual mind. This problem, it may be said without exaggeration, Queen's has contrived to solve in a felicitous and satisfactory manner through the combined efforts of her teachers and students. From her earliest days she has been fortunate in having on her staff men inspired with the love of truth and goodness, with intense devotion to duty, and with a large and liberal spirit, which led them to "try all things and hold fast that which was good." This spirit, like all that is highest in human life, has a self-propagating power, and it has therefore communicated itself to successive generations of students. Truth is not something that is achieved once for all: it is a growing and developing thing, which can only be attained by the collision of ideas and the free play of the individual mind. And this double aspect of the genius of Queen's has a moral as well as an intellectual side. The love of truth cannot be exercised without leading to the enthusiasm of humanity, and therefore Queen's students are distinguished for their interest in all that makes for the common weal. Another and a very important feature of her life is the close connection between all the faculties. Arts, Medicine and Science are not divorced from Theology, and thus Queen's carries out in practice the principle of the Reformation, that no hard and fast line can be drawn between the secular and the sacred, both being but complementary aspects of one indissoluble whole.

The life of the University is so vigorous that discipline by the authorities is hardly ever exercised. For years that department has been in the hands of the students themselves, with the result that the same spirit which rules in higher things is exemplified here also. An institution of this liberal and yet reverent spirit cannot but leave on its students the impress of itself, and it has often been remarked that a graduate of Queen's hardly needs to name the institution in which he was trained. The rapid growth of the University, which this session contained over 1,600 students on its roll, undoubtedly puts a heavy strain upon its assimilative power. It



Sir Sandford Fleming, K.C.M.G., LL.D.,
Chancellor since 1880



Very Reverend Daniel Miner Gordon, D.D., LL.D.,
Principal.

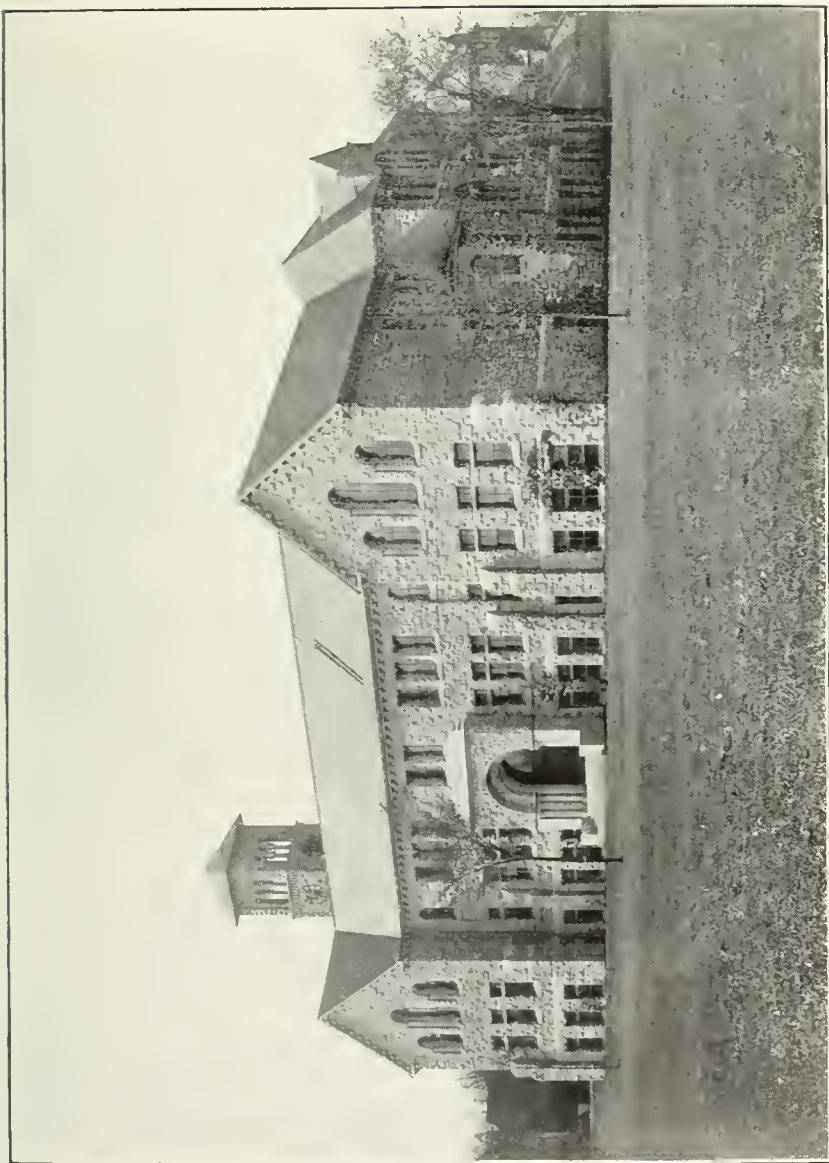
is comparatively easy for a small institution to impress its spirit upon its members, but as the numbers increase there is much greater difficulty in reducing the great variety of differences to harmony. So far Queen's has not lost her old power, and there seems good reason to believe that she will not lose it. Numerous as the students are, there is no need as yet for the active interference of the authorities in the matter of discipline, and this is of good augury for the future. To the original faculties of Arts, Medicine and Theology, have been added Practical Science and Education, but still the original spirit persists and has been caught up by members of the new departments; students of these as of the older faculties are proud of their Alma Mater and devoted to her service; a recent proof of which is that the graduates in Science have subscribed some \$9,000, to complete the sum required for the new Metallurgical building, to which Professor Nicol has contributed the magnificent gift of \$40,000.

The abounding life and energy of Queen's are shown not only in the ordinary teaching work, but in other ways. For fifteen years she has issued a University magazine, the *Queen's Quarterly*, which good judges have compared not unfavourably with the English Quarterlies, while her students publish a weekly journal which has been well spoken of by its contemporaries. And, to emphasize the intimate relation which subsists between the two main divisions of the University, at the annual Theological Alumni Conference the Professors in Arts have always occupied a conspicuous place on the programme, while the voluntary classes in the English Bible are attended largely by students in Arts, Medicine and Science. The effect of these combined agencies is to create what is known as the "Queen's spirit"—a spirit at once truth-loving, self-sacrificing and reverent—and to produce graduates who carry into their after life those qualities that have been developed during their undergraduate career. Thus the men of Queen's, diffused far and wide, have steadily contributed to the development of the higher life of Canada and indeed of the world.

THE FACULTY OF ARTS.

ARTS is the central, non-specialized faculty of the University. It is concerned with men, not as doctors, or ministers, or engineers, but as men. Doubtless the discipline and power of grappling with a problem attained will stand the student in good stead in his later professional and business career, but primarily the object is to train men and women to live rather than merely to make a living, to exercise their powers of thinking clear and straight, to awaken an insatiable curiosity regarding the mysteries of nature and of thought, to stir in them enthusiasm to grapple with the countless problems which the prosperity and growth of Canada are bringing in their wake. Not only the older ideals of scholarship and culture, but the newer ideals of service are fostered. In this training no narrow boundaries are set to the studies followed; the natural sciences and philosophy, the classical and modern languages and literatures, politics and economics, mathematics and history, all have their place, and a flexible system of electives makes possible a wide measure of individual choice. Nor is any narrow test applied of what education is. Can a man safely judge what is finally important in life? Is he master of the larger and less obvious circumstance? Is he acquainted with any intellectual giant of the past or present, who may, as Mathew Arnold says, "prop his mind"? Can he distinguish between peace and lethargy, activity and commotion? If so, he is educated, no matter how the knowledge has come, and though he may never have heard a college professor; if not, he is not educated, though he has all the doctorates in the calendar. But in a living university it is the special function of "Arts" to keep before the student the larger aims and prospects; and for that reason a comprehensive Arts course is umbilical at Queen's.

With the rapid growth of professional schools on this continent, the fear has sometimes been expressed that the central Arts faculty would be overshadowed and atrophied. Quite the contrary is happening. More and more the value of the broader general training as a foundation for the later specialized studies is coming to be recognized. An arts degree is almost invariably the passport to theology, the rule in education and law, and increasingly common in engineering and medi-



KINGSTON BUILDING (ARTS).

eine. The further years spent are amply repaid by the quicker grasp of the professional work and by the permanent possession of broader horizons and added interests in life. To encourage this tendency, combination courses are arranged which make it possible to take in six years both the arts and the medical or science degree. To an increasing extent also, an arts course is being taken by students who are going into business, journalism and government service. It is not surprising, therefore, that the number of students registered in Arts has grown from 448 in 1900 to 1,062 in 1911.

The Arts courses are divided into pass, or general, and honour, or specialized. The degree of Master of Arts, secured normally five years after junior matriculation, is awarded on passing satisfactorily the prescribed pass classes and securing first class honours—seventy-five per cent. or over—in two subjects, while the bachelor's degree, usually taken in four years, is given either on a general course or for securing second or third class honours in one of the special courses. To meet the needs of those desirous of carrying their arts studies further, without leaving Canada, post-graduate work leading to the degrees of Ph.D. and D.Sc. is done in a number of departments.



GRANT HALL AND KINGSTON BUILDING.



THEOLOGICAL BUILDING.

THE THEOLOGICAL FACULTY.

THE work of the Theological Faculty has a clear, definite aim, that is, to give to young men who are preparing for the Christian ministry the instruction and inspiration that is needed to fit them for their life-work, so that they may continue to be students in the noblest sense of that word after they have entered into the varied activities of their profession. It is acknowledged on all hands that in these days when the average standard of education is rising and the demands upon the members of all the learned professions is becoming more severe, the quality of ministerial training, which is one of the best traditions of the Presbyterian Church, must be maintained. In Queen's we believe that this is regarded not as an abstract standard to be worshipped in a pedantic spirit, but as something living and flexible that must be viewed in relation to the needs of the preacher and the life of humanity.

The Theological Professors have the advantage of being in close touch with the University as a whole, so that they do not regard their own sphere of truth as separated in any absolute manner from the instruction given in other departments.

They are also men who cherish a living loyalty to the Christian Church, and particularly to that branch of it to which they belong; in addition to the special scholarship that fits them for their particular tasks, they have had considerable experience in preaching and in the practical ministries of the Church. Hence, while it cannot be claimed that here or elsewhere the ideal is perfectly realised, an effort is made to treat all the branches of study,—criticism, history, theology and pastoral instruction,—not only as parts of one consistent whole, but also as aspects of that ever-growing revelation which comes to us from God through the complex life of humanity. Most of our students come to us after taking a satisfactory Arts course and so are prepared to do fairly well the work assigned. For those who have strength and ability for extra work courses are provided leading to the degree of B.D., with optional classes, so that they can specialize along particular lines. The aim is to maintain a high quality of preparation with a certain amount of adaptation to individual needs; scholarship is needed but here surely it must be a scholarship that is in close relation to human life and that tends to fit men for the high task of inspiring and leading their fellow-men.



MEDICAL BUILDING.

THE FACULTY OF MEDICINE.

ORGANIZED in 1854, the Faculty of Medicine has completed its fifty-sixth session. During a period of twenty-seven years teaching was carried on under a separate body, the Royal College of Physicians and Surgeons. In 1892, the Faculty again became an integral part of the University. The union has been so beneficial that no change is thought of, unless it be a tightening of the present bonds. Quite as great as in any other calling, there is the need in Medicine of men of broad, general education, and accurate, scientific training. Both of these are procurable under the aegis of Queen's.

Modern medical education is highly technical and demands specially trained teachers and well-equipped laboratories. Queen's is now able to offer both of these. Physics, Chemistry, Animal Biology and Physiology, Anatomy, Pathology and Bacteriology are taught by men whose whole time is devoted to teaching and investigation, each a specialist in his branch. The opening of the Medical Laboratories Building in 1908 marked a new era in medical education at Queen's. The building and equipment, after three years' use, have proven in every way suitable for the purpose for which they have been especially designed. Indeed it may be said that one who is familiar only with the work of the medical faculty of a decade ago is not competent to form an opinion of her present standard.

On the professional side also distinct advances have been, and are being, made. Until recent years the wards of the Kingston General Hospital alone were used for regular clinical instruction. Now additional systematic work is carried on at the Hotel Dieu with its 150 beds and at Rockwood Hospital for the Insane with its 600 patients, many of whom exhibit chronic heart and lung as well as mental disorders.

Having provided these essentials, the faculty is now directing its attention to the improvement of the library, which has not been as large and modern as is desirable. Beginning this year an expenditure of over \$1,000.00 per annum will be made until this part of the equipment will rank with the best.

With the improved facilities has come an increased attendance, until at present the 232 students tax the accommodation. This condition permits a rigid enforcement of regulations and favors a more general elimination of the unfit. Of



THE MEDICAL LABORATORIES.

last year's graduating class, there were left only twenty-seven of the sixty who originally entered.

As a result of these changes, it is gratifying to find that the writer of the Carnegie Report says that 'Kingston represents a distinct effort towards higher ideals,' and that the American Medical Association ranks Queen's in Class A, with McGill, Winnipeg and Toronto.

The number of students enrolled in all departments in Queen's every tenth year from 1841 to 1911:

	STUDENTS
First session, 1842	10
Tenth session, 1850-51	41
Twentieth session, 1860-61	177
Thirtieth session, 1870-71	67
Fortieth session, 1880-81	240
Fiftieth session, 1890-91	430
Sixtieth session, 1900-01	727
Seventieth session, 1910-11	1612

THE SCHOOL OF MINING.

THE School of Mining was founded in 1893 under an Ontario charter, which placed its management in the hands of a Board of Governors elected by its shareholders, i.e., the subscribers to its funds. In 1896 it was affiliated to Queen's University. Its scope has been gradually enlarged until it is now a complete college of applied science, offering four-year courses in all branches of engineering, including mining, metallurgy, civil, electrical, mechanical and chemical engineering, power development, sanitary science, geology and mineralogy. Higher degrees, M.Sc. and D.Sc., are granted for post-graduate study and research. It has been the pioneer in Canada in the introduction of practical mining education, having built the first mining laboratory in 1894. A year later a mechanical laboratory was added, and from the original rather small building which formed its quarters in 1893, the School of Mining has expanded until it now occupies five buildings and is just completing a sixth and beginning a seventh.

The staff consists of forty professors and assistants. Last session there were 312 students registered for engineering courses, and 355 for courses in chemistry, physics, mineralogy, and geology. Professors have been chosen carefully, with a view not only to scholarship and teaching ability, but also such a practical acquaintance with their professions as would insure their being in touch with modern practice. To further this end professors and assistants are given all reasonable liberty to conduct a private practice. The results are admirable. Graduates of the School of Mining have everywhere the reputation of being able to apply their knowledge.

Kingston is well adapted for such an institution. Geology and mineralogy, two of the fundamental subjects of a mining engineer's education, and the chief part of the course for those preparing for geological survey work, are studied to best advantage where the minerals can be seen as they lie in nature and where geological formation can be examined *in situ*. In a few hours a class of students can be taken from Kingston by carriage to a region so rich in minerals that about forty different kinds have been secured in an afternoon. There is also a great variety of geological formation within easy reach, and mines are in operation within twenty-five miles. As good

object lessons in civil and mechanical engineering we have the Rideau Canal between Kingston and Ottawa; numerous water-powers, one at Kingston Mills, only six miles away; the Canadian Locomotive Works, the largest in Ontario; the Government Dry Dock, and the Kingston Shipbuilding Co. All these works are open to our students, who every session make tests of engines and boilers in the Locomotive and other Works. They have also the advantage of a complete central power plant belonging to the School of Mining and installed in the Engineering Building. This was the first central heating and power plant installed in a Canadian college. It is equipped with different types of mechanical stokers, boilers, engines (including steam, gas, and gasoline engines), and electrical generators. It thus affords rather unusual opportunities for observation and experiment in mechanical and electrical engineering.

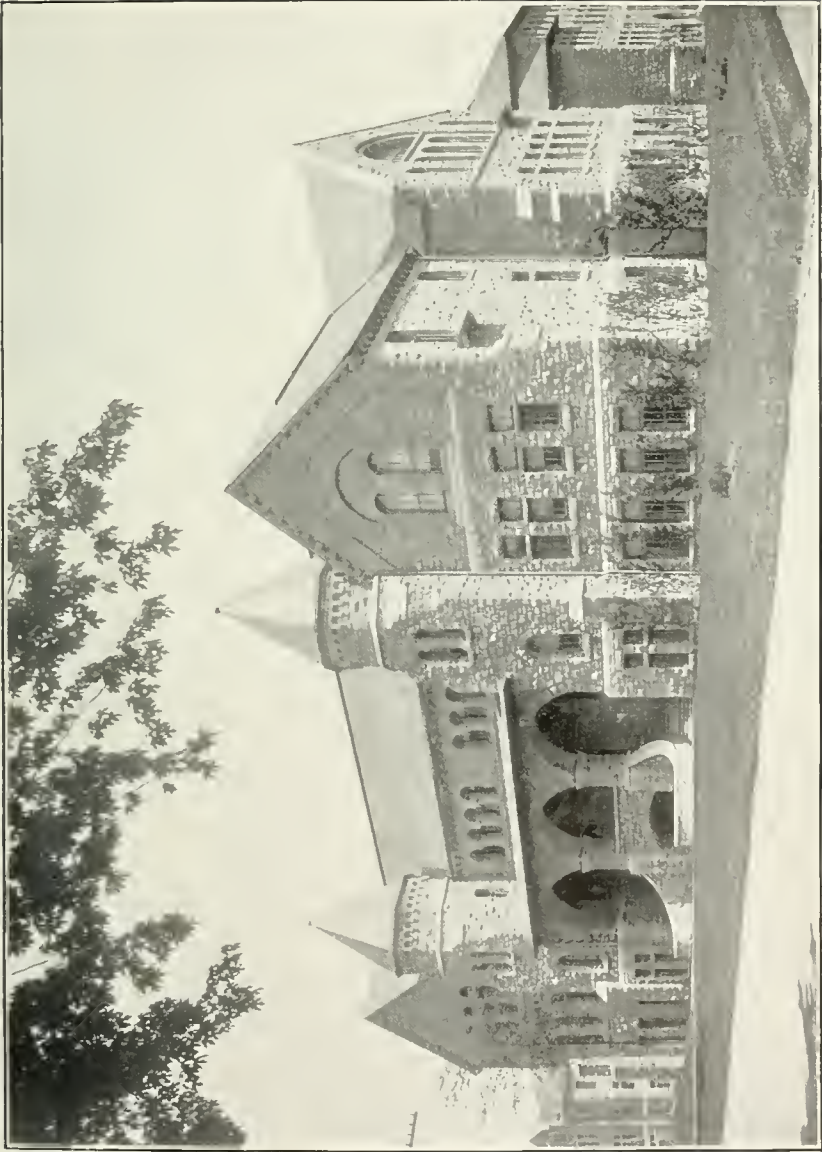
ONTARIO HALL is devoted to the subjects of Physics, Mineralogy, and Geology. There is a unique collection of mineral specimens so arranged that each student has a complete set for his exclusive use during the session. The Museum of Economic Geology, Mineralogy, and Metallurgy is strongly Canadian in its material and arrangement.

In FLEMING HALL are the lecture rooms and laboratories for Civil, Mechanical, and Electrical Engineering. CARRUTHERS HALL has been so far used for Chemistry. It is now being vacated, and the Chemistry Department removed to the large new building, GORDON HALL, just completed. The new building for Mining and Metallurgy, NICOL HALL, is under construction. It is proposed to remodel Carruthers Hall for Civil Engineering.

The School of Mining buildings are on the same campus with those of Queen's University, and, while the two institutions are separate corporations, they co-operate usefully, the students mingle as one body, and the fine college spirit of the older institution has been inherited by her child.

The growing reputation of the School of Mining, not only in Metallurgy and Mining, but in all branches of engineering and applied science, is evidenced by:

(1) The success of our graduates in securing and holding good positions in mining, metallurgy, geological surveys, exploration, railway surveys and construction, municipal engi-



ONTARIO HALL (GEOLOGY, MINERALOGY, PHYSICS).



FLEMING HALL (ENGINEERING).

neering, power development, electrical manufactures and installation, machine shops, editorship of technical journals, chemical manufactures, analytical laboratories, etc.

(2) By the increasing number of students from places far removed from Kingston and Ontario.

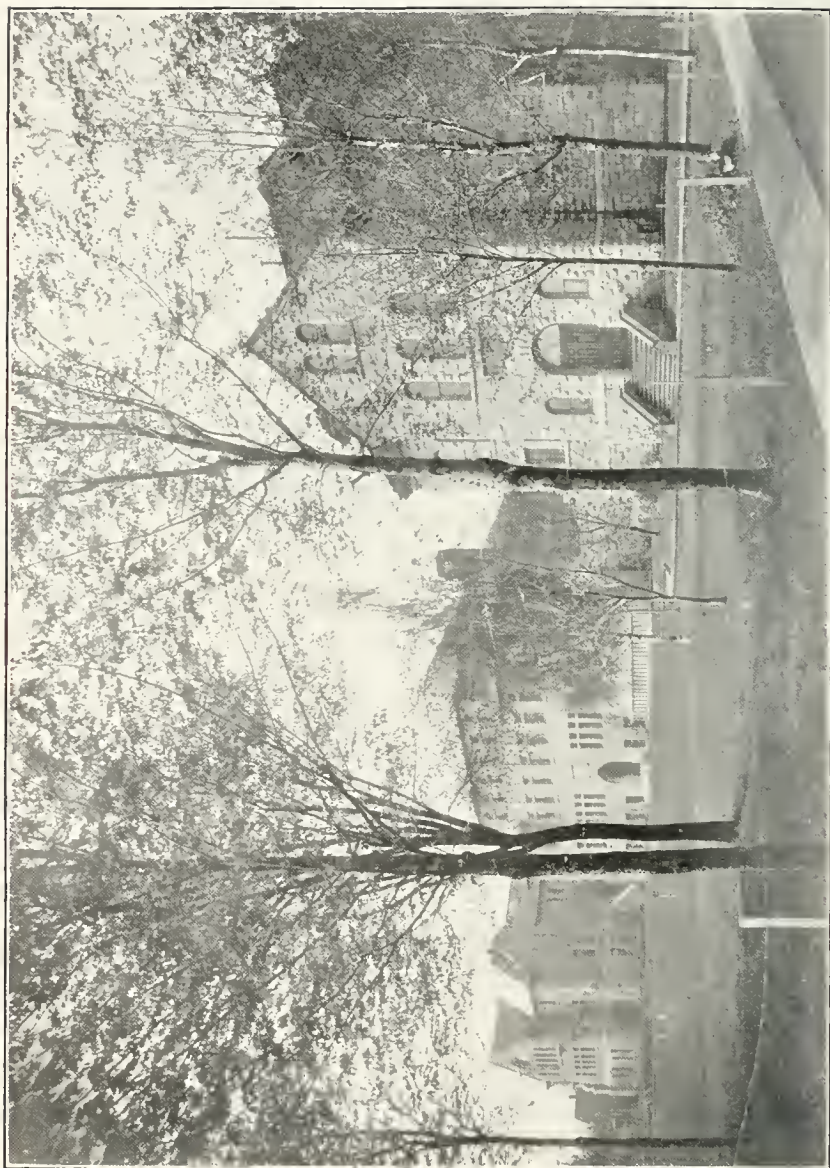
(3) By the public tributes of men like His Excellency the Governor-General, Sir James Whitney, and John Hays Hammond, Esq. At a meeting of American Institute of Mining Engineers, held in Cobalt in 1908, Mr. Hammond, the recognized leader of mining engineers on this continent, said that 'Canadians need not go outside of Canada for mining engineers, so long as the Kingston School of Mining was turning out such graduates.' In his speech at the banquet of the Canadian Mining Institute, held in Montreal in 1909, Earl Grey gave our School first place among such institutions in Canada. In referring (in 1909) to the grant by the Ontario Legislature of \$100,000 for the Chemistry building, Sir James Whitney said: "I am unable to express in detail this afternoon the great and lasting advantage that this institution is to the Province. No



GORDON HALL (CHEMISTRY).

appropriation given under the auspices of the Government gives us more satisfaction."

It is sometimes asked whether the country can find employment for the large number of engineers being turned out every year. Canada is growing fast. Increase in population means new railroads, new power development, new industries founded on a scientific basis. The development and application of electrical power are expanding in importance, and Canada, on account of the amount and wide distribution of water power, will lead the world in this, and thus provide for large numbers of civil, electrical, and mechanical engineers, and for those who make a special study of power development. In working up our immense stores of raw material there will be abundant scope for our chemists and metallurgists. If we add to all these the increasing demand for good mining engineers, we can confidently invite young men who have the natural ability to enter upon such courses as are offered by the School of Mining.

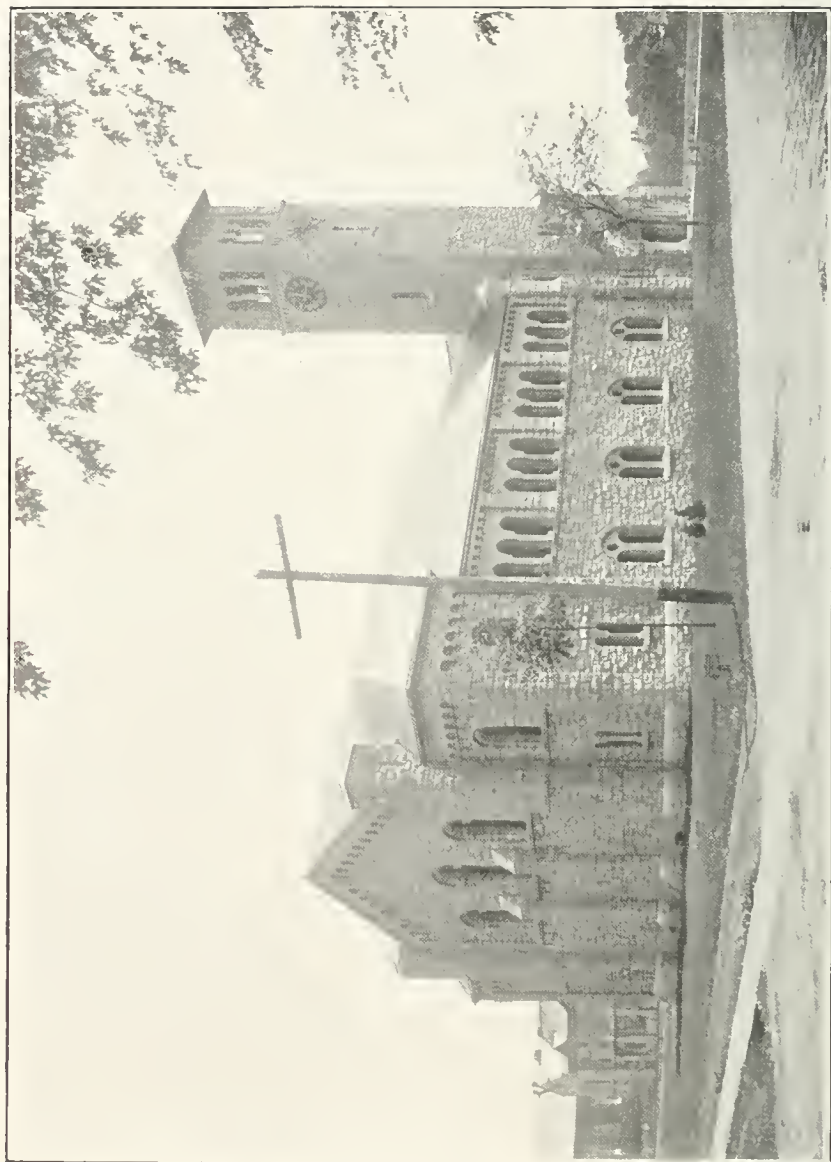


ONTARIO HALL, FLEMING HALL, THE JOHN CARRUTHERS HALL.

FACULTY OF EDUCATION.

IN 1907 two Faculties of Education,—one of them in Queen's University,—were organized for the purpose of carrying on the work of professionally training teachers for secondary schools in Ontario. Thus at the end of twenty-five years of experimenting, the Provincial Government has decided that the final stage in the evolution of a system for the preparation of teachers shall be a department of the University. This is an eminently wise decision, for two reasons. First, the University is the most highly developed institution that civilization has evolved in connection with educational work. It is, therefore, fitting that it should take over the duty of guiding educational progress, of setting up ideals worthy of the period and of leading the way both in practice and theory toward the goal of higher attainment. Second, this change raises teaching definitely to the rank of a profession in this province, for the Faculty of Education is an independent unit within the university system. Two of its most important duties are, to study the problems of the day as they relate to the art, theory and results of education, and to keep the public informed on these topics; and to prepare teachers for the higher schools so that in respect to both knowledge and practice they may be capable of rendering efficient service to the community.

It is obvious that when the University took over the work pertaining to the Faculty it accepted a serious responsibility, and must take measures to carry out its implied obligation. This the members of the staff expect to accomplish, so far as the training of teachers is concerned, by close personal attention to the requirements of the candidates. The comparatively limited number of these (from fifty to sixty) makes it possible for them to get their practice teaching and observation under the direct supervision of the staff, in ordinary schools with classes, appliances and regulations such as they may expect to find when they go out to assume their professional duties. The highly technical character of the teacher's work makes it necessary that he should have skill and expert knowledge. Skill is gained under the direction of those who have already acquired it, otherwise the acquisition will be wasteful of human life; and expert knowledge comes from contact with those who know. Herein lies the chief value of the service Queen's is prepared to render to education in the province.



GRANT HALL.

OUR PUBLIC HALLS.

“GRANT Hall” was built by the devotion and liberality of the students and their friends, only a few short years ago, to perpetuate the name of the chief they idolized. Before the advent of Principal Grant, Queen’s had a past sprinkled with memorable names. His pluck, sagacity and faith gave it a future. If we had failed to raise to him some shrine here, the coming age might rightly have accused us of being *μωροὶ καὶ τυφλοί*, ignorant of what was before our very eyes.

This noble hall forms a fitting memorial. It stands on the western side of the quadrangle and its lofty campanile adorns the whole group of buildings. With a seating capacity of sixteen hundred, it is already indispensable, and none too spacious for the final examinations and the various academic, social and public functions that centre here. Pleasant memories begin to festoon themselves about its columns and arches. For the students of all faculties it is not the “debatable land,” but the “Commons,” the embodied unity of spirit which characterizes Queen’s. It is bound more and more to focus, so far as any building can, the multiform life of the University.

But it is in “Old Convocation Hall,” if anywhere, that one is carried forward by the gathered spiritual momentum of the University. As the visitor enters he is greeted by the portraits of men whose lives have been built not only into its walls but into the character of generations of students. Here are the past Principals of the University, men of intellect, vision and strenuous toil, and with them many of their fellow-workers whose names are imperishable in the annals of Queen’s.

The eye is caught, too, by a number of commemorative tablets, nine in all, keeping fresh and green the memory of thousands of benefactors who from the beginning have come to the help of the College. On one brass is written, “In remembrance of the benefactors who laid the foundation of Queen’s University, 1839-40-41.” Another is erected “To commemorate the spirit of the students of 1887-88 who of their own motion contributed a large sum to complete the Jubilee Fund.” When with these tablets is linked the action of the students who in the last decade gave Grant Hall and the Gymnasium to Queen’s, one learns how noble and contagious has been her spirit, and how rich and stimulating are the memories enshrined in Old Convocation Hall.



INTERIOR GRANT HALL.



INTERIOR OLD CONVOCATION HALL.



THE LIBRARY AND OLD CONVOCATION HALL.

THE LIBRARY.

The Library occupies the northwest portion of the first floor of the Theological Building. Its interior bears many visible signs of the demands for expansion, until now a new building has become imperative. In 1877 there were eleven thousand volumes in the Library. At present there are upwards of fifty thousand, with an annual increase of between two and three thousand. Its shelves have from time to time been enriched by most valuable donations from the British, French, United States and other governments. Its value to both professors and students is steadily increasing and every effort is put forth to make its contents accessible. Consulting Room No. 1, well fitted with tables and chairs, contains a wide selection of encyclopaedias and other books of reference. On its walls is a fine collection of portraits of the Governors of Canada, and other historical personages, presented to the University by Sir Gilbert Parker. Consulting Room No. 2, in the new Arts building, is a most attractive apartment with its scarlet walls, dark panelled wainscott and its large open fireplace, surmounted by Mr. G. A. Reid's decorative paintings.

EXTRA-MURAL STUDENTS.

PROBABLY no part of the University system is doing more unobtrusive and yet more useful work than that known as the Extra-mural system. Started originally in 1888, it has gradually been developed till to-day it is in a state of thorough efficiency. Its object is to provide part of a University education for those members of the community, notably public school teachers and clergymen, who are unable either for want of time or through lack of funds to attend the University for the full three, four or more years necessary for a degree. Under the system such students are enabled to take part of their work by correspondence, while taking the ordinary University examinations at special examination centres, and part of the work, in most cases the Honour classes, at the University. It also enables others who are anxious to do some higher work without any thought of a degree to do so without attendance.

As regards attendance, the regulation enacts that all those proceeding to a degree must attend at the University at least one year. In the case of those taking the Specialist Courses, qualifying for the Non-Professional Certificates of the Department of Education of Ontario, two years' attendance is required.

The method of instruction in Extra-mural study is by work—essays, exercises, questions on difficulties, etc.,—sent in weekly by the student, and criticisms, correction and answers returned weekly by the Professor in each subject taken or by a Tutor acting under the direct guidance and supervision of the Professor. At the same time printed or typewritten papers are sent out regularly with hints on various points, specimen lectures given by the Professors at the University, and detailed studies of specimen passages and authors in the case of the literary subjects. Here the object of the University is to assimilate as far as possible the work and instruction of the Extra-mural student to those of the students within the University.

That this aim has in a great measure been obtained, more especially in the Pass classes, is proved by the fact that many of these students, though handicapped by lack of personal contact with the teaching staff, have yet shown themselves at least the equals of the Intra-mural students, and many of the best



THE OBSERVATORY.

sons of Queen's, notably in the teaching profession, have been students under this system.

A further advantage of the system is that it enables many who, through no fault of their own, have been obliged to leave the University before completing their courses, to do so as Extra-mural students and so obtain a degree which otherwise they would have been obliged to give up all hopes of ever attaining.

The system has been extended to meet the needs of those who are unable to come to the University for examinations. Extra-mural examination centres are found all over Canada, where for a trifling fee any student may write the regular University examinations under proper supervision. The system was started tentatively in the cause of the spread of higher education. That it has met a real need of the Dominion is shown by the fact that from the 33 Extra-mural students of 1894, the numbers have risen to 442 in 1910-11, including 35 taking post-graduate work, and that these four hundred students were scattered all over Canada from Atlantic to Pacific.

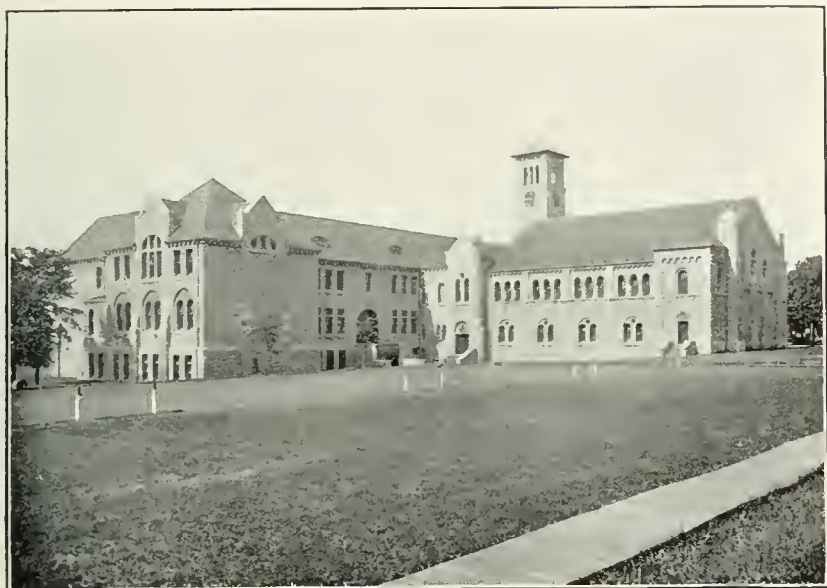
THE SUMMER SESSION.

PUBLIC School teaching as a profession is slow in coming into its own in Canada. The unsatisfactory social position and environment of teachers, the low salaries, associated with the low educational requirements, and the greater prizes offered in commercial and agricultural life have, in the past, conspired to make teaching in our Public Schools merely a stepping stone by which bright young people reached the University, or other gateway to the recognized *learned* professions. Public opinion is gradually bringing about an improvement, and in future seems likely to ask better things both for and from the primary school. We are recognizing the folly of sending children away from home to obtain education that can well be given in the home school. The secondary schools also may be profitably called upon to carry their work one year farther.

The necessity for retaining successful teachers in the profession is being aided by sympathetic legislation, and the result will soon be such a scale of salaries as will make it possible to consider a teacher's position in a good primary school in the light of a life work.

Facilities for a steady up-building in both scholarship and inspiration must now be afforded by our higher educational institutions. In this the Universities will naturally lead, and the extension by which they can most directly aid and encourage earnest, ambitious teachers is by the Summer Session and Extra-mural courses.

The teachers who form the great majority of our summer students are not the only beneficiaries by the summer session. Through association with mature and thoughtful instructors, college professors may often gain a new perspective of their work in its relation to education in general. An increased sympathy and solidarity throughout the profession may confidently be expected from the intercourse of all grades of instructors in studies designed for the benefit of all. For many teachers the greatest benefit will be the new horizon on which they may work, as students indeed, but also as teachers with professional knowledge and experience of great value in making fruitful the class discussions.



GRANT HALL AND KINGSTON BUILDING FROM THE QUADRANGLE.

It is probable that it will be found advisable to differentiate the summer courses into two distinct classes—first, those designed to be of direct assistance to teachers in their professional work; second, those which may be more cultural in effect and intended to advance college standing.

Queen's has unique advantages in an ideal summer location and climate, in low cost of living, and particularly in her genuinely democratic spirit, and close and cordial relations with hundreds of the best teachers in Canada. Through the Summer Session she expects to grapple still more firmly her old friends, and to make many new ones, both among those desiring educational and professional advancement, and those wishing to combine culture with satisfactory vacation conditions.



THE PRINCIPAL'S RESIDENCE.

AMONG THE STUDENTS.

QUEEN'S has ever had the rare power of provoking the enthusiasm and loyalty of her students. The struggles through which the University has passed and the sacrifices which have made her what she is appeal strongly to the heroic in young life. Before his freshman year is over the student feels that he is a necessary part of the institution and is prepared to share actively in all that makes for her good. This is but one token that he has felt the spell of the University's individuality, her love of truth and freedom. The same spirit is manifested in the self-government among the students which at Queen's has long since passed the experimental stage and forms one of her distinctive features.

Of college institutions the most notable and the most inclusive is the Alma Mater Society. It forms a bond of union between the students, alumni, and graduates, and is a medium of communication between the students and the governing bodies of the University. All students in all faculties of the University are members and the society administers through committees, or subsidiary organizations, the chief activities of student life, such as, Athletics, The Journal, Debates, and the



THE GYMNASIUM.

various musical clubs. Each faculty, too, has its society, concerned with purely faculty interests, and controlling the faculty concursus, a judicial student body, by which discipline is maintained. Such organizations as the Y.M.C.A., the Y.W.C.A., and the Missionary Association have caught the spirit of the place and have long exercised a stimulating influence upon the social and religious life of the students. The Dramatic Club, the Political Science Club, the Western Association, the Class organizations and many others are further evidence that education at Queen's is not confined to lectures and class-room problems, but takes account of the mingling of men with men in many-sided social and intellectual interests. In athletics Queen's has played a keen and sportsmanlike part. Championship honours have come to her again and again on Rugby field, on ice and track and in assault-at-arms. Better still, an increasing percentage of the students are actively participating in the various sports. The athletic equipment is being steadily improved. Three football campuses, tennis courts, a track and open air rink give good facilities for out-of-doors games. Five years ago a spacious and modern gymnasium was pluckily and generously erected by the students themselves at a cost of \$40,000. It has already proven an inestimable boon.

OUR COLLEGE WOMEN.

AN eminent authority has said, "Tell me the status of the women of any nation and I will tell you the quality of the civilization of that nation." Queen's has been a pioneer in recognizing and giving effect to this principle, for her attitude towards the education of women has been most liberal and progressive.

Of Canadian universities she was the first to accord to women all the educational advantages of a university; the first to confer an honorary degree upon a woman; the first to elect women to a seat on a university governing board; and, despite her poverty, among the first to establish a temporary Women's Residence. Moreover, Queen's is co-educational in the fullest sense of the term. All her educational privileges, physical as well as intellectual, are shared alike by men and women. Not only do women attend the University lectures with men and compete with them at examinations, but when a thoroughly modern gymnasium was recently erected, a section was specially equipped for the women students the main hall being reserved for their use at certain hours.

Queen's women graduates have been singled out as possessing a marked individuality. The struggles of the University have bred in her women as well as in her men the power to initiate, to endure, and to sacrifice for a cause. When an appeal was made to the graduates and undergraduates to erect Grant Hall, the women responded generously, not only by personal contributions, but also by personal canvass.

At present Queen's women are active as never before. They realize that if Queen's is to hold her own in the front rank of coeducational colleges, an adequate Women's Residence, such as those existing at other Canadian Universities, must be established; and that this work, because of the many problems which now confront Queen's, must be undertaken by the women themselves. An Alumnae Association has been organized which has adopted as its special work a scheme sanctioned by the Board of Trustees, to raise \$50,000 to build a Women's Residence as a memorial to the late Mrs. Gordon. A vigorous campaign has been outlined and the women of Queen's are practically a unit in the determination to bring this enterprise to a successful issue.

OUR GRADUATES.

QUEEN'S has done much for her intellectual and spiritual children. Not the least among her gifts is the impulse to her graduates to repay their debt to her by serving the community and nation. As a rule they have been quick to discern and accept the responsibilities of leadership that belong to University men. They number now about 3,500. The majority as teachers, physicians, ministers, lawyers, engineers, and in other allied callings hold a high place in the social, professional and commercial life of the Dominion, while many have won distinction in other lands. But absorption in the world's work has not made them unmindful of their alma mater. The efficiency and prestige of the University are due in no small measure to their substantial gifts and willing sacrifices. To renew the fellowship of earlier days and to co-operate in a practical way in advancing the interests of Queen's, Alumni Associations have been formed in Ottawa, Toronto, Kingston, Hamilton Peterborough, Lanark and Renfrew, Western Ontario, Temiscaming, North Bay, Sudbury and Parry Sound, Manitoba, Alberta, British Columbia, New York and Turkey. The Alumnae Association promises well, and the Theological Alumni Association has, by its Annual Conference, done much to maintain and vitalize the ties between the University and her graduates.



MINING AND MECHANICAL LABORATORIES.

THE NEEDS OF QUEEN'S.

THE wish has been expressed by a distinguished honorary graduate that Queen's might always be "reasonably poor." Poverty is a relative term. Reduce your wants and you may seem rich. But Queen's needs so much for efficient fulfilment of her work that she seems unreasonably poor, and complete efficiency has always been her aim.

Confining our attention at present to the requirements of the Arts Department, let us notice the most urgent needs, and these are presented not as if their supply were a mere ideal to be aimed at in the hope of eventual approximation, but as indicating purposes that must be realized if Queen's is to retain her reputation for efficiency and progress.

Almost every Department needs additional instructors for its ordinary work, notably English, French, Latin and Mathematics. Take one of these as an illustration. In English the efficient teaching of composition according to modern university methods is handled by special instructors of the assistant type, each taking a class of from fifteen to thirty students and giving most of his time and energy to their instruction. According to the number of hours available, he may handle more than one class. In English, during the past session, we had nearly four hundred students, exclusive of extra-murals and Honours men. On this branch of work alone we could economically expend an additional outlay of from five thousand to eight thousand dollars a year. Sub-division to a less degree is urgently required in French (with which we should be able to associate Italian and Spanish), in Latin and in Mathematics, in each of which, no less than in English, there has been a marked increase in recent years.

Our tutorial work has usually been conducted by Honours students, most of whom are carrying on their own advanced studies. But these can at best give only a portion of their time and strength to the work of instruction, so that, as our revenue permits, we must replace these by teachers of more experience who can devote all their time to this work.

The extra-mural students last session numbered 407. These constitute a very important class, and by serving them

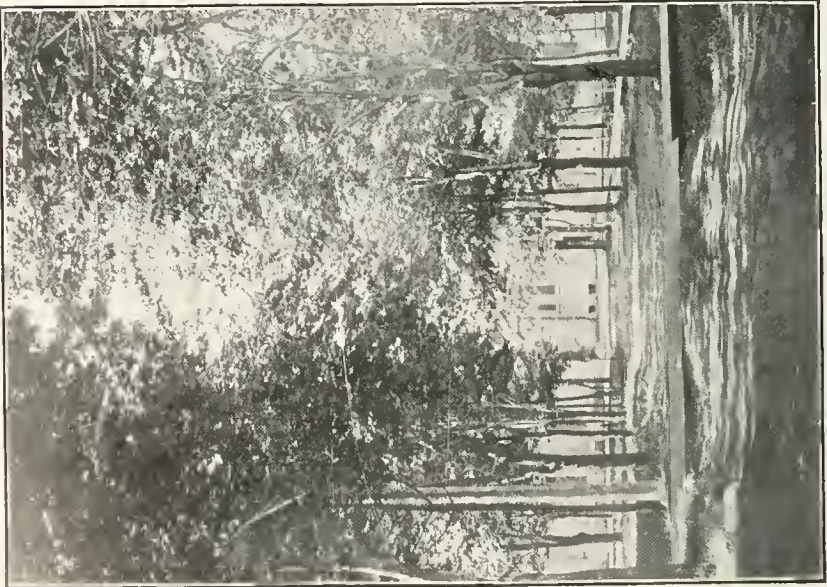
we are carrying on the most effective kind of university extension work. We try to meet their need by giving them, as far as possible, instruction similar to that enjoyed by students in attendance. This involves a vast amount of correspondence by members of the staff, including correction of essays and exercises, issuing notes of lectures, giving explanations, answering questions, etc. Much of this work is necessarily done by tutors under the direction of Heads of Departments, but it is extremely desirable that those conducting it should be more nearly on a level with the ordinary professor in standing and salary. Until this can be brought about we must, at least, increase the number of instructors.

Post-graduate work is at present largely confined to those who, having completed their ordinary Arts course, desire to take Specialist standing as teachers, or to pursue special Arts studies while connected with some other faculty. In addition there are some who take the course leading to B.Paed. and D.Paed., and others one of the courses leading to Ph.D. There is a growing demand from our own students for this advanced work, but fuller provision in this respect is expensive, as it requires the services of professors or of those equally qualified. At the same time, this higher quality of work gives special distinction to a University or to the Department of the University in which it is most efficiently conducted, and for many reasons it is essential that a well-equipped University should be able to offer a variety of courses of advanced post-graduate work.

Pure science and research work should be more adequately provided for, even though such provision be costly. Our Science courses, with the exception of some Mathematics, are taught in connection with the School of Mining, and form part of the training in Applied Science. Subjects taught in this connection must be presented mainly, if not entirely, in their limited practical aspect. But it is most desirable that in such a Department, for example, as that of Physics, there should be proper equipment of staff and apparatus for pure scientific study and for purposes of higher research. Work of this kind, while not essential to the applied science of the School of Mining, would have a most helpful influence on the work of the University, and is, indeed, necessary to our University system. This, however, implies an outlay which the present limited nature of our revenue does not permit.



THE JOHN CARRUTHERS HALL.



UNION STREET ENTRANCE.

Increase of salaries is required if we expect to retain and secure in the future such teachers as have created the reputation of Queen's in the past. We have recently been able to make a very moderate addition to some of the salaries, but our professors are paid on a scale that is still much inferior to those of McGill and Toronto. This is markedly the case with the professors of long service, and the salary question requires serious consideration if we are to maintain a thoroughly efficient staff.

To meet these various needs in even a moderate way would require an additional income of from \$40,000 to \$50,000, and along the lines here indicated even a much larger amount could be expended with advantage and with economy. It is difficult, and indeed impossible, here to fix a limit.

Our accommodation, also, demands additional expenditure. There are certain buildings that are of essential importance, which should be provided at the earliest possible date.

First of these is a Library Building adequate to our present requirements, and so constructed that it might admit of extension for the additional stack rooms which the future would require. Our library has already outgrown its present accommodation, and there is no proper provision for reading rooms, consulting rooms, offices, or other apartments such as are essential to any well-equipped building for this purpose. Any of the staff or students of Queen's visiting the Library of either McGill or Toronto University is moved to envy by their accommodation and comfort. A moderate estimate places the cost of such a building at \$75,000; which is about a third of the cost of that of either of our sister Universities.

Our Arts Building, although only ten years old, is already crowded. The larger Departments require additional classrooms, and we need also a number of rooms for conference, for seminar and tutorial work, and for the private use of the professors. Besides, there is the recently created Faculty of Education for which as yet no separate provision has been made. Perhaps the best way of supplying this further accommodation would be to extend the Arts Building eastward, adding a wing that might for some time meet our requirements.

An adequate Women's Residence is very urgently required. The Alumnae Association, moved by the spirit which has so often characterized the students of Queen's, has lately under-

taken to raise funds for this purpose. The alumnae, well knowing whereof they speak, regard such a residence as "an imperative necessity because of the extreme youthfulness of many of the girls entering the University, the increasing difficulty of obtaining proper accommodation in the city, and the strong desire among the girls at present attending the University to have such a Residence." The lack of such a building tells heavily against Queen's in comparison with Toronto, Victoria or McGill, and it is hoped that the efforts of the alumnae may be so assisted by other friends of the University as to provide for this need at an early date.

Thus far we have referred only to the needs of the Arts Faculty in instruction and in accommodation, but there is need on behalf of the students of all the Faculties for a building that will serve the combined purposes of Y.M.C.A. and Students' Union. Living in lodgings throughout the city, our students have no place where they can meet for social intercourse and for the cultivation of those fellowships which form in many ways the best part of college life. We need a building that would provide dining accommodation for several hundreds, with a large hall for student gatherings for which Convocation Hall may be unsuited, and with convenient rooms for Bible study, for committee meetings, for recreation and for other purposes. In many Universities the Y.M.C.A. and the Students' Union have separate buildings, but it seems quite practicable to combine these at Queen's.

These are our chief needs at present, and each of them is urgent. Queen's looks to her graduates and other friends hopefully to-day for help as in the days gone by. Her past and present use of the gifts bestowed on her is the guarantee she gives for the wise and faithful use of future benefactions. She looks and hopes for help, and surely her hope will not be put to shame.

Additional copies of this publication may be had
on application to The General Secretary, Queen's
University, Kingston, Ontario.
