

the undergraduate who is engaged in different work will think gladly of the coming session at college, that will make up for a good many weary hours' toil; but the graduate already started out on his career looks back, not forward, and says:

"I have journeyed my stage, and earned my wage,
And retired as was right."

Three months hence a new generation of students will be busy at the matriculation studies and examinations—how far away that time seems to us—and in October the new race will enter to push us from our stools. Is there not something uncanny in the thought that these people, whoever they are, will one day be taking our places! Yet I know one student at least who would like nothing better than to be a Freshie over again, even with a Freshie's sorrows.

POST-GRADUATE STUDIES.

THE following extract is taken from a letter written by Professor K. P. R. Neville of the University of Illinois. Mr. Neville was an undergraduate here between the years of 1893 and 1897, and was an intimate and valued friend of some who are still inhabitants of the college:

"More or less interest must always be taken in statements regarding American post-graduate courses, for those who constitute the community guilty of such self-ostracism. The JOURNAL has from time to time given most sane editorials and comments on the question, but seems to have omitted one very material consideration. Post graduate work without a comprehensive, almost exhaustive library, cannot be productive of the best results. Any investigations to which the student de-

votes his time cannot be authoritative and final if every last item of evidence bearing on the point is not available. But much more can be done in our Canadian Universities than is actually being done. They can begin their post graduate work and learn methods as well as facts, imbibe more deeply of the sources of their individual inspiration, than most undergraduates do at any of our colleges. The best results however, will not be evidenced until the work of such students can be three-quarters original. This requires the existence of extensive material for laboratory practice, which means for the literary branches, books.

There is a further point which should not be overlooked in this connection. The value of travel as an educator has been fully presented to an eager public by our rural debating societies. It is a commonplace. Nowhere can its value be more appreciated perhaps, than in migration from institution to institution in prosecution of one's studies. Germany recognizes this; the result is the perfect freedom of transfer granted to the undergraduate even. The heaven has begun to work in the United States, where a committee of the best men we have are wrestling with the problem of uniformity in graduate work that will allow a man to pass from say Harvard to Yale, to Columbia, to Cornell, to Chicago, in his three years' probation for the doctor's degree without breaking the continuity of his work as must be done under existing systems. This gives a man an insight into university life and university government under widely varying conditions and methods, and enables him to sit at the feet of the recognized leaders in his department the country over."