

WE have before us a copy of some correspondence which has taken place between our Senate and the Education Department, anent certain regulations lately adopted by the Department, by which University graduates are excluded from occupying the position of Assistant Master in High Schools until they have taken a Normal School course. We regret that we have to hold this correspondence over until our next number, as this is a matter which seriously affects a large number of students, and as some of our leading dailies have published articles which have mistakenly represented our Senate as advocating the very thing they are opposing. We are happy to state, however, that on account of the prompt action of the Senate of Queen's on the matter there is a good prospect of the obnoxious regulations being rescinded.

THE report having gained credence in the early part of the session, that all registered students would be eligible to vote at the election of the next Chancellor, not a little disappointment will be felt by many now, on learning that that privilege and right is still withheld. Why it is so we cannot surmise, but the fact remains, and we can only hope that what is an unquestionable right will soon be granted. All the undergraduates are certainly as much interested in the welfare and prosperity of their *Alma Mater* as are any of the Alumni, and it seems but fair that their opinions should be respected in such an important appointment.

The students in submitting to the powers that be, trust that the good judgment which has marked their choice in the past may be still further exemplified in the coming election.

WHAT is a model student? This is a question that thousands of young men are daily endeavouring to answer. To one class "cramming" seems the only legiti-

mate object of a student's course. Morning, noon and night they are at it, till what was gained yesterday is almost irrevocably hidden by the acquisitions of to-day. In the arrangement of their knowledge chaos reigns supreme. Many facts and ideas have been acquired, but they can seldom be found when needed, or applied when suitable. Another class of students seems to have adopted as a standing rule, "one hour only shalt thou study during each day; the rest thou shalt spend with the 'boys' in rolling the 'bully football,' in rousing the echoes in college halls, and in lifting up the voice in the societies of your college." The right course seems to be between these classes. The failing in Queen's leans decidedly towards the first, and though it may seem paradoxical, we must confess that there is too much studying done in our college. Professors may laugh at the idea. They tell us that they have been through the course and know what is best for students. With all deference to superior age and ability we think another opinion might be had from observation in the world around us. We sometimes find men of great erudition exercising but little influence. They have the tools but cannot use them, while others of less learning are able to do more, because they can bring their knowledge to bear on practical questions. It is true we must have men deeply educated; but a mistake is made if this is held to be the sole object of a university education. The work of training men for public positions belongs properly to universities. The public largely endows these institutions, and, therefore, should have something in return. The *London Spectator*, a very able journal, thinks that the debating and other societies of our colleges form the best and most natural means of fitting men for public life. It is a grand work for any college to be engaged in, therefore let us have more time for this study. This change