

of the chief agents to convey to us this bequest, one of the executors of the estate. It brings us into fellowship with the truth-seeking, truth-loving spirits of other times and lands, for there is a communion of truth-seekers as well as a communion of saints. It teaches us to welcome truth from whatever quarter it may come, confident that we are in a rational universe and that all truth is one.

Out of the past there come to us helps for righteousness. Knowledge and freedom, however precious in themselves, find their great purpose in building up character. The work of the wise and of the valiant has its highest ministry in promoting righteousness. The moral and spiritual elements are the features that are "likeliest God within the soul," and from among the generations that have gone before us the truly greatest are those who give us greatest help in attaining the life divine. It is the part of the University here also to mediate between the past and the present, to bring the best from among the influences of departed generations to bear upon the life of to-day. All true educators recognize that character should be the main outcome of education, that the imparting of knowledge, the sharpening and strengthening of faculties, the broadening of experience, the increased familiarity with the work of the world's great thinkers, are only secondary to the promotion of right character. Every school should contribute to this end, still more every university. The college influences that promote this result are not confined to the professor and the class-room. Far more potent for its production are the relations of the student to his fellow-students, the tone of college life to which every member contributes, the freedom, the responsibility and the self-government of the students, the moral atmosphere that pervades the University. With the nature of these influences in Queen's even the freshman soon becomes familiar, while older students, out of greater intimacy, come to regard them as fountains of life and energy.

So Queen's offers her welcome and opens her treasury to her students, anxious to serve them without stint, and to aid them in becoming the best that it is possible for them to be.—*D. M. G.*

Professor W. L. Grant.

THE founding at Queen's of the first Chair of Colonial and Canadian History among the universities of the Dominion is an event of more than ordinary interest in the educational life of the country. No less interesting is the appointment to that chair of the cultured and forceful son of the late Principal. William Lawson Grant, M.A., is no stranger to Queen's. From Nova Scotia—that marvellous mother of educationists—he came when a very small boy, and for well-nigh a score of years Queen's College was his home. In 1889 he matriculated from Kingston Collegiate Institute and became a leading member of the class of '93, a class memorable by its achievements both in examination hall and on Campus. Throughout his whole course Grant was an exceptionally able and conscientious student. But he was not content with academic distinction alone. With a natural instinct for affairs, he entered eagerly into the student life of the University, and many an Alma Mater debate and many a page of the JOURNAL was enlivened by his vigorous sentences and pungent humour.