

stated that masters of Institutes can devote more time and care to teaching first year university work to their comparatively few advanced pupils than the professors can devote to teaching the same work to a large number of students. Such a plea can not be generally sustained; for, firstly, the main task of the teacher must always be preparation for junior matriculation, and, secondly, the influence of a professor cannot be compared in regard of quantity with the influence of an ordinary head master of an Institute. But while the plea cannot be generally sustained, it is possible that it may be valid in the case of one or two Institutes in Ontario. Even in these cases, while a pupil may remain so long as he pleases at the Institute, he should be expected still to pass four years at the university. But it is claimed that such a pupil should not be compelled to spend time upon work with which he is thoroughly familiar. The claim is partially just. It is only partially just, however, because the students so thoroughly familiar with first year pass and honor work that time spent upon it would be wasted, are almost as rare as white black-birds. Yet it is partially just, and, therefore, the advanced students must have their work recognized by the college authorities. But it would cease to be just, if the standard of the Junior Matriculation examinations was raised. As the man who remains but three years at a university has, figuratively speaking, if not his head, at least one of his hands lopped off, it should be a matter of prime moment to the senate to increase the difficulty of the matriculation examinations.

THE Chancellor, Principal, professors, graduates, and we trust students, have the prosperity of Queen's at heart. All rejoice in her present popularity and continued progress. But Queen's is not yet what her friends desire her to be. She has a

great work to perform in the future. Principal Grant, in his inaugural address, told us plainly what her intentions are; and worthy and noble these must appear to intelligent, right-thinking minds. He said that Queen's requires "five new professorships in arts and sciences; that Prof. Ferguson will give his whole time to History, whenever a chair of English Language and Literature is established. If that cannot be done an assistant should at once be employed. A chair of Modern Languages is a great necessity. The chairs of Ancient Classics and of Mental and Moral Philosophy should be divided. A new building is required for the science department, some good travelling fellowships, and an assistant or tutor in connection with almost every chair, on account of the increasing number of students. The college requires \$1,000 a year more for the library, and a fund from which appropriations could be made for the museum, laboratories and observatory. For the latter \$4,000 is at once needed for a new equatorial with spectroscopic and photographic appliances and other modern equipments. At present \$25,000 is needed to double the capacity for usefulness and provide for fluctuating annual subscriptions, now sustaining three new chairs." These are some of the college requirements which Dr. Grant reckons as essentials; and he has great faith that such anticipations shall be realised; yet he is not inactive. This is exactly the spirit in which students of the college should view their individual relations to their Alma Mater. Have faith, by all means, in the patrons and friends of Queen's, but let it be a practical faith. How to effect this, Chancellor Fleming has pointed out in his proposal to inaugurate, and in the subsequent formation of, a University Endowment Association. The name of the association sufficiently explains its purpose. Now-a-days, however, dollars as well as faith are required