

of learning? How are they to be made a part of the nation's life if not through the college graduates?

It is of little value to the college man himself, or to the nation which has produced and educated him, that he has learned to do things, if he has failed to find a standard for the doing. Increased wealth and prosperity in a country are scarce worth mentioning if there is not at the same time a corresponding expansion and uplifting in the life of the country which will give this wealth and prosperity a value by giving it a use. This expansion and uplifting must be the work of the country's leaders, and these are recruited in large measure though not entirely from the ranks of the college graduates. Needless to say, these must be idealists. They must have ideals themselves before they can inspire others with them.

Nor is it any disadvantage to an ideal that it cannot be reached, nor to the idealist that he must take a "second best boon." In the end every boon is second best. If the standard is reached it immediately ceases to be a standard. The ideal moves up and the end which was sought and reached looks mean and ridiculous beside it. Man can never achieve an ideal. His nature has too much of the infinite in it. It is therefore not in achievement that the merit lies, but in the sincere attempt.

"The sin I impute to each frustrate ghost
Is the unlit lamp and the ungirt loin."

AN ADVISORY COMMITTEE.

WE learn with pleasure that some members of the Senate are working to have a standing advisory committee appointed which shall con-

sist of representatives from all faculties. The business of this committee will be to give advice to students who are uncertain what course to take, or even in what faculty to register. Perhaps the majority of the students who enter Queen's each year, in Arts and Science especially, are uncertain what course to take. They are strangers amid strange surroundings, thrown, many of them, for the first time, upon their own resources. The courses are so largely elective, that to many the whole thing is bewildering. They drift into a course, or take it because some one they happened to know is taking it, and at the end of four years they discover that they have made a mistake. Then again, a student may know upon what course he wishes to enter, but does not know how to map it out to best advantage. He starts in on the wrong classes, discovers his mistake and is compelled to cancel some and take out tickets for others. Some other universities get over this difficulty by establishing a series of courses with hard and fast rules governing the work of each year. Such a system removes almost all choice from the student and vests it in the authorities. This saves trouble but is scarcely fair to the student. He, as the party most interested, should have as great a range of choice as possible, but should be given a chance to consult with some member of an advisory committee before he makes his decision. At present the real fountain-head of all information and advice as to courses is the registrar, and though counsel is always cheerfully given him, yet in the rush of registration he has neither time nor opportunity to make careful inquiries as to what the student really wishes. If there were