

nation remains a permanent possession. Six months after the examination has taken place a very large proportion of what was so carefully crammed into the memory has for ever disappeared. And it is well that it has, for unassimilated knowledge is only a burden which affects the mind about in the same way that a physical burden affects the body.

The second obstacle which hinders the proper preparation of teachers for their work is the simple law of demand. This law is more powerful than legal enactments. It regulates the nature and extent of the preparation made for every sphere of human activity. The manufacturer, for example, is controlled by it. He produces only such qualities of goods as the demand makes necessary. The preparation made for their work by the rank and file of every profession is largely, if not entirely, controlled by this law. Why should not the teacher fall into line as well as the

rest? Why should he not make such preparation for his work as meets the demand? If what is demanded is simply rote work, is simply *hearing* recitations, is simply to cram the pupils with certain facts and formulas, which will prepare them for passing examinations successfully, why should the teacher prepare himself for an entirely different work? No, the average teacher will not do so. He will not rise above the demand. Hence we may hold ever so correct views of the training the teacher needs to fit him for his work, we may provide the most ample means for giving him this training, we may go further, we may enact the most stringent laws compelling him to go through the form of this training, and pass the necessary tests to admit him into the profession, all this we may do, and fail sadly of realizing in the school-room the results expected. This is but one phase of this question, others will be considered again.

*(To be continued.)*

## QUEEN'S UNIVERSITY ENDOWMENT ASSOCIATION.\*

[Written out for THE EDUCATIONAL MONTHLY.]

**A**LTHOUGH the Queen's Endowment Association is not an integral part of the university, I am naturally interested in it for more reasons than one, and I, therefore, cheerfully complied with the request of the chairman (Rev. G. M. Milligan) to remain over for a day to address the second meeting which the Toronto Branch intended holding. It was very gratifying to all of us in Kingston when we learned that the friends of Queen's in Toronto were following the advice of our Chancellor, Sandford Fleming. You were the first to organize, and in no more practical way can friends everywhere

show their interest in the university at the present juncture. Your example has been already followed in Kingston, Belleville, Brockville, Ottawa and other places in Ontario. Montreal has also formed a branch, and I expect to hear of others in the Maritime Provinces and, perhaps, in the United States, for the graduates of Queen's have a singular love of Alma Mater, and have always felt that Queen's is more than Provincial. Every true university is cosmopolitan in spirit. As Emerson says, it is "a seat of sentiment and cosmical relations." You no more describe its essence when you say that it is supported by the State, or by a religious

\*Principal Grant's Address to the Toronto Branch of the Queen's Endowment Association.