

which in turn will demand more teachers and, on the other hand, will draw more students. Thus the cycle is completed and a second one begun.

But when these new courses are added, an outline of the work must be made which is in part theoretical. Then comes the practice. Several classes graduate in these courses. The Professors go over the same ground, time after time; they make a note here, another there; they compare observations. What is the result? They find that the time devoted to some studies is too short, to others too long; that some studies practically have no connection with the course and should be eliminated, while others that have been omitted should have a place; that the time occupied in examinations is too long, and that after a long terms work, students often come to examinations too tired, mentally, to do themselves justice. All these and much more is revealed in the analysis, until the question is, "Why not make a change?" The matter is considered. The disturbance it would cause is carefully balanced against the benefits to be gained. And the usual result is that we soon see a change taking place either gradually, or quickly.

Such is a brief outline of the history of the general College, and such has been the growth of our Institution. And now it has reached a point where a rather extensive change is to be made.

These changes are in outline;—The year will be divided into two terms, instead of three, with but two examinations. The vacations will occur, however, as at present and the entrance charges be made at the same time as now. The studies will then be continued until Christmas; a two weeks vacation be given; then at the opening of the next session, two weeks will be devoted to reviews and one to examinations. From this time the studies will go on for the remaining nine weeks of the winter session and, after one week vacation, for six weeks of the spring session; then two weeks review; one