

eral character of the young graduate. It is worthy of notice that the additional teaching power is to be bestowed upon departments already pretty well supplied with professors and tutors. It provokes a smile to hear of the over-burdened professors of Mathematics and Science, when it is recalled to mind that at least one of these overworked gentlemen finds ample time to indulge in employments, lucrative indeed, but wholly disconnected with his professional duties. Certainly more teaching power is required in some of these departments: it is not to be obtained by the addition of further indifferent material; but by the adoption of a scheme that would relieve the professors of University College of a disagreeable portion of their duties without injuring the prestige and standing of the College.

2. The scheme, not a new one, that I propose is the reduction of the Arts Course of University College from four years to three. There is no necessity for employing the time of professors, at once so capable and accomplished, as those of University College are supposed to be, in teaching the subjects of the first year. Time was when the High Schools and Collegiate Institutes did not undertake work higher than was necessary for Junior Matriculation; but that time has passed. There are a large number of schools now which regularly prepare candidates for Senior Matriculation and First Examination. The success attending the efforts of these institutions is a satisfactory guarantee that the task of preparing candidates for the first year's examination might be safely entrusted to them. The scheme would work well in two ways. It would enable the professors of University College to perform their duties with greater thoroughness, and at the same time raise the standard

and increase the efficiency of our Secondary Schools. It has been objected that the majority of High School masters would refuse to teach the work of the first year. Granted; still there would be a number of institutes, now preparing candidates for Senior Matriculation, only too well pleased to have the numbers in their classes increased. There is no more difficulty in teaching a class of twenty than a class of five, and the increased spirit of emulation which would result from enlarged classes would operate beneficially to all concerned. It is also worthy of consideration whether the additional grant to Collegiate Institutes should not be made to depend, partially at least, on their ability and willingness to undertake the work of the first year in Arts.

3. To increase the revenues of University College, the Senate recommends an increase of fees. But to increase the fees and retain the scholarship system, is to tax the majority of the students for the benefit of the minority. At a late meeting of Convocation, a resolution against the continuance of scholarships was passed. This resolution, one of the few of a practical kind emanating from the small body, by courtesy called Convocation, should meet with the hearty approval and firm support of all friends of the University. Had the University ample revenues so that the present grant of over \$5,000 a year in scholarships would not impair its resources, no serious objection might be taken to the scholarship system; but with ever-narrowing means, and the urgent need of more professors, to say nothing of a library deficient in the most important respects, the grant of so much money each year to a few fortunate students is a deliberate waste of public property. Scholarships may furnish some inducement to excel,