

less, we believe this is the only way in which an equal footing for all the colleges can be realized, for it is certain no Government would sanction the establishment of such a University as that proposed. But we desire that all theological students should have the same advantages, and if a Board were formed of representatives of the different colleges, which would form a proper curriculum of study and grant degrees under the charter of Queen's University, would not all students have an equal chance for the degree? By this means all the colleges would have the same relation to Queen's University as Queen's Theological Hall has now. And it must not be supposed that they would lose their identity with their Alma Mater, for it might easily be arranged that there should be attached to the degree some distinguishing mark of the college at which the Bachelor received his education. Want of space prevents us saying more on this subject at present. But we hope that a scheme will no longer be agitated which will make the Presbyterian Church a laughing-stock to all University men and to all other denominations in Canada.

A WRITER in the *Canada School Journal* referring to the fact that University College will soon be desiring additional funds, wherewith to increase its efficiency, makes a suggestion that is applicable to all the Universities and Colleges in our Province, this is the cutting off of the present first year altogether, and devoting the funds and time gained thereby to increase the efficiency of the advanced classes.

Now in Queen's such a proposal would have to be made in a modified form. Ever since the important change, five years ago, in the *modus operandi* of classwork, the distinction of years has been necessarily abolished, nevertheless there are elementary classes, as elementary as formerly, and in-

deed, since the plan has been adopted of giving non-matriculants just as high privileges as matriculants, they have occasionally become a great deal more so. The work gone over in these elementary classes could be just as well done in our High Schools and Collegiate Institutes, and what is more, this work ought to be done there and the majority of outsiders believe that it is done there. Why should the time the Professor ought to give to the advanced classes be spent in initiating the school-boy (whose only title to the name of undergraduate is seen in the gown on his back) in the mysteries of the declension of $\tau\upsilon\pi\tau\omega$, or interpreting to him the ins and outs of the second or third books of Euclid, when only a few squares away is an institution where he could be instructed in such learning without in any way hindering his more advanced classmates, and without causing his teacher to lessen the already too much abridged time devoted to the contemplation of that higher knowledge which is supposed to be hid under the title of B.A.?

It is no answer to the above to say that the matriculation examination is now much more difficult than ever, nor to suggest that there is now a senior matriculation which, if the student be able to pass it, will shorten his course to three years. We are speaking more in reference to the funds of the College and the time of the Professors. No one connected with the College needs to be informed of our want of funds, when the necessities of our work are considered. Why then should these funds be wasted in teaching High School work? Why not place the lowest of our classes a grade above the ordinary upper class in our High Schools? Did we do this the effect would be soon felt, and though the teaching staff would not be increased, so much more time would be given to certain members of it, that our course would immediately become