

which the faculty had in view in introducing this change was to render it impossible for students to take three year courses. Four years will seem to most people a short enough period within which to master the mysteries of the human organism and acquire a knowledge of the countless ills that flesh is heir to and the most approved scientific methods of counteracting and removing them. The public will scarcely regret it, if a few of the more aspiring disciples of Æsculapius are detained a full four years in pupillage before being let loose to experiment upon suffering humanity.

There is another consideration which shows the wisdom of the innovation in question. When only two examinations occur in a long course of four years, as under the old system, the very infrequency of these tests tended to beget idleness in the student, especially at the beginning of his course. As a consequence, when the time of trial loomed up portentously near, there was an attempt at a hasty and necessarily superficial "cram," or a resort to even questionable aids to memory. Now, when examinations are distributed at shorter intervals, students will prepare their work by small increments from day to day and (though this may have a suspiciously homœopathic look) the result will be a thoroughness of knowledge unattainable under the old system of cram. We believe the change will be beneficial to the Royal College.

TO the tourist Kingston is chiefly memorable by reason of the location line of the Provincial Penitentiary and Lunatic Asylum. If it has it is perhaps on account of its being the seat of so many institutions of learning. Kingston is emphatically an University town. Besides Queen's University and College and the Royal College of Physicians and Surgeons there are situated here Regiopolis College and the Royal Military

College. Regiopolis College a Roman Catholic institution, has been closed now for some years; and the splendid building standing with vacant halls in an unbroken solitude presents a strange spectacle in this busy age of educational progress. The Royal Military College, it is well known, was founded some five or six years ago for the purpose of imparting to the Canadian youth the higher elements of a military education. The Imperial Government have placed four commissions in the British army at the disposal of our Government as prizes for the cadets. The strong expressions of popular dissatisfaction at that mode of utilizing this expensive institution—namely drafting the best graduates into the British army—have perhaps induced the Adjutant-General to suggest in his last report that four appointments in the Canadian Civil Service he offered as first prizes to the graduates. There is thus imposed upon the champions of this College the difficult task of an ex-post-facto apology for its existence. Instead of springing spontaneously into being in response to a specific demand, the College has apparently been foisted upon the country in advance of its needs. Now the question that perplexes the authorities is, what shall be done with the graduates? The proposal to offer them four positions in the Civil Service is scarcely more happy than the former suggestion to educate candidates at an enormous expense for the British army. It is manifestly unfair that these young gentlemen, trained very largely at the expense of the country, should have a preemptive right to four of the best positions in the Civil Service, while other men who have acquired a scientific education by their own unaided exertions and at their own expense should be debarred the privilege of competing. If the suggestions contained in the recent report of the Civil Service Commission be adopted and candidates for Government employment are appointed