

study, conferring degrees, maintaining discipline, etc. It will thus be seen that the basis of government is democratic and that every graduate or alumnus can exert a direct influence upon the administration of affairs through the representatives elected. A large percentage of the graduates accept the responsibility that this entails and take a very keen interest in everything that pertains to the welfare of the University. So marked is this that if the offer were made to-morrow for the restoration of the Government grant, carrying with it a measure of control over the University by the Provincial Legislature, the proposal would doubtless meet the same fate as did that for federation.

The programme of studies differs in some important particulars from that of the other seats of learning in Canada. In the regular pass course leading to the B. A. degree the subjects are divided into junior and senior classes, and the student completes his work on each subject in two years. Opinions may differ as to the value of this plan, but it is found to work well at Queen's. It certainly has this advantage, that in any one year the attention of the student is concentrated on some three or four subjects, a plan which is conducive to thoroughness, and which permits of greater opportunities for reading up on the subjects in hand, and thus supplementing the work of lecture room and text book. It has also another advantage for those who go on to the honors courses, as will be seen below. Another feature is the freedom of choice allowed the student in the order in which he shall take up the studies prescribed and the number of classes he shall write off in any one year. While a certain order is recommended for the first two years' studies, this order may for good reasons be departed from, the only essential being that a student must take the junior class in any subject before he

can get his standing in the senior class of the same subject. This plan necessarily involves one very important consideration, viz., that the student gets his standing in each class as he completes the work required in that class, irrespective of what he may do in others, or of the total number of classes passed in any one year. No student is compelled to pass for a second time a class in which he is proficient merely because that class is arbitrarily grouped with several others in which he is not proficient. Such a plan may be necessary in preparatory schools, but it is not adapted to secure the best results in a university. The student seeking a university training is presumably desirous of a liberal education, and no education is truly liberal which dwarfs individuality by putting all men through the same machine. If a college education consists in the accumulating and systematizing of the facts connected with various subjects of study, all of which are regarded as equally important and valuable, then the more uniformity there is the better. But if it is the training of one's powers, and the investigation of principles, there seems to be no very good reason why a student should be compelled to help half a dozen lines of study abreast of one another. The theory at the basis of the curriculum of Queen's is that when a student attends the lectures in a given subject and takes a satisfactory stand in examination upon it, he has shown capacity sufficient to grapple successfully with that subject, and may therefore be allowed to concentrate his powers upon other subjects of the course. This is a wise plan, and it often enables a student who has little natural aptitude for certain subjects to so arrange his work as to combine one of these with two or three which he can master with greater ease.

It will thus be seen that even in the ordinary pass courses Queen's allows