

College here are to be offered two medals for competition next session—a silver medal to the student who stands highest at the Primary examination, and a gold medal to the student holding a similar position at the Final. The medals are the gift of Dr. Murdoch Mathesson, of Queensland, a graduate in medicine of this University.

THE Senate intimates to candidates for Matriculation that, after Session 1882-3, the Matriculation Examinations will be held in midsummer. Scholarships and rank will be determined by these, but supplementary examinations will be held on the last Wednesday of September. Local centres of examination will also be established.

For the determination of such local centres as shall be of most general convenience, intending candidates are requested to intimate to the Registrar their intention of presenting themselves for the Matriculation of Session 1883-4 not later than 15th April, 1883. In the meantime the Senate is prepared to make arrangements for candidates to be examined at the following places:—Kingston, Lindsay, Hamilton, Carleton Place, Cornwall, and Moncton, N.B. Particulars will be given in next year's calendar.—*Calendar*.

THE present issue of the JOURNAL will, doubtless, fall into the hands of some who contemplate entering college as matriculants in the ensuing autumn. Unlike *Mr. Punch*, our advice to such is not *Don't*, but *Wait*. There is a feverish desire among many of the youth attending High Schools—fostered not infrequently, we regret to say, by parents—to rush into college as soon as the matriculation examinations can be mastered. In the case of quite a number we admit this is none too soon, more especially when circumstances have delayed matriculation until the college intrant is of

comparatively mature age. But in the case of a majority of those who enter our American colleges it may safely be said that one, or even two years additional preparatory training in a High School, or under private tuition, would be the very best guarantee of future success. It is unwise to lead a boy of 15 or 16 years of age to believe that his mind has been adequately trained or is sufficiently mature to grasp the full benefit of the prescribed studies in the present college curriculum, with their yearly increasing comprehensiveness. If we are to have graduates possessed of something more than superficial culture, let us have intrants who have already learned to *think*, and who are fully equipped by disciplinary studies for the four years' strain, which is none too easy for the best.

IT may safely be asserted that there is no more systematic method of wasting time at college than the present lecture system. The average professor lectures away volubly for—say an hour, compelling the student who does not use short-hand to scribble away for dear life in order to preserve at most a synopsis of the subject in hand. So engrossing is the manual labour involved that the task becomes one of mere copying, and the mind, in the majority of cases, is not employed on the subject during the hour. Perhaps another hour is lost subsequently in re-writing or deciphering notes, all of which time is no small loss to a student with three or four classes. By the time the student is able to read his notes for the purpose of studying them, he has already consumed as much time as would have enabled him to master the subject had his notes been printed. We say emphatically that in classes where the lecture system is found the best method of imparting instruction, the daily lectures should be printed and handed to the students. A severe oral examination should follow on the succeeding