

the High Schools and Collegiate Institutes will no longer be divided up as was the case heretofore when pupils were preparing for entrance to different colleges; and although Toronto University has not yet joined this common Examining Board, yet we feel sure that the managing body of that College will soon feel it to be to their advantage to do so. We may look upon the formation of this Board as the first step to common examinations for the B. A. degree.

ON CONVOCAATION day, the 28th ult., the 45th session of Queen's University was formally declared closed. Looking back over the past year we cannot help congratulating ourselves over the marked advance of the University, even in so short a time. The Freshmen classes in Arts and Medicine were the largest that have up to the present entered Queen's, and the number of graduates this year surpasses all previous records. This is a fact worth of notice, for it is the most effectual way of showing the advancement of the University. Every year an increased number of students are coming from the West, thus showing that Queen's is making a name for itself where a few years ago it was comparatively unknown. The Maritime Provinces, also, send a large number of their sons to Queen's, and we hope before long to welcome their daughters as well, in our halls. This year has also seen renewed and redoubled efforts on the part of the friends of Queen's to furnish her with the best possible equipments. Our worthy Chancellor, Dr. Fleming, originated what is now so widely known as the Endowment Scheme and the marked success which attended it, showed clearly the love for Queen's cherished by all her friends, and their determination that she should be well equipped in every way. We understand that some additions will be made to the staff by the beginning of next session.

AN EXAMINATION is generally understood to be for the purpose of finding out what the student knows about the subject on which he is examined, but some Professors seem to have the idea that an examination is for the purpose of finding out what the student does *not* know about the given subject, and they accordingly set papers of a most catchy and cranky character. This style of paper is most contemptible, as it is by chance almost altogether that correct answers are given to such questions. A man may be ever so well up in the general principles, and outlines of a subject, but may be 'caught' by a paper of this nature. Clearly such a style of examination paper is absurd and unjust. Again, certain Professors seem to think that it speaks well of their class when a large number are "plucked" in it. To us at least it seems just the reverse, for surely it augurs ill of the Professor's ability to lecture and to impart knowledge when a large per centage of those to whom he lectures are incapable of understanding him. Either this is the case or the paper he sets on his examination is not consistent with his lectures; this last is surely wrong, for the student cannot be supposed to have any great knowledge of the subject outside of the lectures he receives; and to pluck a man on what he is not supposed to know cannot be justified in any way. While speaking of examinations we might mention a plan that, in our opinion, would tend to lessen the large amount of 'cram' done before the final examinations in the spring. It seems to us that a student who makes over forty per cent. on his monthly examinations is quite capable of surpassing that per centage on the final examinations; therefore, why not allow this forty per cent. on the monthlies to count as a pass, giving the student, however, the option of writing on the final examination for rank. This we think would create much more interest in the monthly examinations.