

pleted, and when the new laboratories which are now open are in order. The professor then gave a short description of the main features of the new laboratories and described in detail the purposes of the different machines, so that when the guests would descend at half-past nine to the machine shops they would understand in a measure the designs of the apparatus. After he had touched on the properties and arrangements of all the machinery, and had described what was to be accomplished by the use of each, he went on to explain the pressing needs of the College in the direction of donations and assistance in the Architectural, Chemical and Geological departments. The professor closed his speech amid great applause, and Dr. Coleman was then introduced. He made a strong plea for the extension of the course and interest in mining, etc. He shewed that if the mineral resources of Ontario are to be utilized our mining engineers should be trained at Toronto, the capital, and consequently the Mining Course at the School of Science must meet the requirements. Other speakers were the Hon. Edward Blake, Chancellor of the University, and Mr. Sanford Fleming, C.E., Chancellor of Queen's. Just before the proceedings closed the audience was somewhat alarmed by the unusual noise apparently proceeding from beneath the floor. They soon became aware, however, that it was just the machinery which had been started away down in the machine shops.

In the meantime those guests who had been unable to obtain entrance to the Assembly Hall had been inspecting other parts of the building. The exhibit of surveying and astronomical instruments in one of the library reading rooms was most interesting. Considerable amusement was caused by several notices in this room which had inadvertently been left on the walls—"Silence must be preserved in this room." The many guests, who on such occasions believe everything that is told them, were convinced that talking in this room would disturb the delicate adjustments of the instruments. The exhibit of the mineralogical department was no less interesting and was the resort of many during the evening. The drawings and photographs on exhibition in the corridors and drafting rooms were the centre of attraction on the second floor. It was amusing to see the mild freshman taking his lady friends into his drafting room and show with pride the product of his labors the past few months, and describe with enthusiasm how this and that is done, how he passes the weary hours on "practice sheets," etc., etc. A large number of the best of this year's drawings were on exhibition in the corridor, and also a multitude of professional sheets. The chemical laboratories were inspected by large numbers, especially those interested in that department. In the Assembly Hall, after the speeches were over, many remained and witnessed a stereopticon display of interesting views, many of which were local.

But the great centre of attraction was down in the Engineering Laboratory. At 9.30 the crowd around the entrance doors had become very great, and when they were at last opened it was not long before the rooms were uncomfortably filled. To describe in detail the interesting experiments made by each machine would be impossible, and it would be equally impossible to say that the interest centered about one department more than another. The machinery was all in motion and was in the hands of the gentlemen of the graduating class who were grotesquely clothed in "blue jeans," the envy of the other years and the subjects of many undertone comments and sidelong glances. Much interest was displayed in the testing machines and many could hardly realize the strength of them when, as was heard remarked, "they pulled and twisted bars of iron like taffy." Stones and rocks were crushed, iron bars and beams broken, twisted and bent, wooden posts and pillars destroyed until those present were satisfied that it was all right. The dynamos and engines received their share of attention, many being the conjectures as to the motion of the centrifugal oiler on the crank of the steam engine. The waterworks system was according to many "fearfully and wonderfully made," and

many more wondered what turned the water red—perhaps they are wondering yet. To say that the numerous questions asked by the visitors were satisfactorily answered by the students is putting it mildly. The engineers never knew before how easily the ideas of the public are led astray in regard to technical matters.

The machinery ran till midnight, and so long did the guests linger about the noisy laboratories, and ply the attendants with questions; but the students were for the most part eager to get off upstairs where a small dance was in progress. They were doomed to disappointment, however, for in the midst of "tripping the light fantastic" a high functionary appeared and requested the orchestra to play the National Anthem—"lights go out."

So ended the opening of the School of Science, and it is needless to say that the affair from beginning to ending was a success. Everyone who was there now knows what is contained within the four walls of the immense building, and they will know wherein consists the education of the future engineers and architects of Canada.

CURRICULUM QUESTION.

To The Editor of THE VARSITY:

DEAR SIR,—In your issue of the 9th of February, 1892, I find the following statement: "Anyone who compares the present curriculum of the University with that which was in use between '85-'90 must at once be struck with the far greater amount of work which has to be done under the regulations of the present curriculum. The pass work in French and German, for Honor students, has been largely increased."

Will you kindly allow me a little space in THE VARSITY to show what the actual facts are regarding Pass French of the First and Second Years in the curricula of 1880, 1885 and 1890? I confine myself to the First and Second Years because few of the Honor students in other departments are interested in the Past French of the Third and Fourth Years.

The curriculum of 1880 prescribes the following for First Year Pass French:

Grammar.
De Staël, L'Allemagne, Parts I and II.
Eckmann-Chatrian, Madame Thérèse.

And for Second Year Pass French:

A paper on grammar.
Molière, Les Femmes Savantes.
Scribe, Le Charlatanisme.
Racine, Les Plaideurs.

About, La Grèce contemporaine.

Translation from English into French.

Translation from French authors not specified.

The curriculum of 1885 prescribes the following for First Year French:

Scribe, Bertrand et Raton.

Translation of unspecified passages from easy French authors.

A paper on grammar.

Writing French from Dictation.

Translation from English into French.

Outlines of the History of French Literature (Saintsbury's Primer).

And for Second Year Pass French:

Ponsard, Charlotte Corday.

About, La Fille du Chanoine, and La Mère de la Marquise.

Translation of unspecified passages from easy French authors.

A paper on grammar.

Writing French from Dictation.

Translation from English into French.

History of French Literature in the Nineteenth Century.