

literature, however beautiful. The old order changeth and giveth place to the new. A learned and educated man need not necessarily at the present day have the Greek grammar and the theogony of Homer and Hesiod at his finger ends; the classics in many universities have been made optional; and students are now impressed with the importance of mathematics, physics, English literature, mental and moral philosophy, just as deeply as with the merits of the classics. The latter, however, will never cease to afford delight and instruction to refined minds. Those, who have the taste and leisure to pursue them without interfering with the practical business and ordinary avocations of life, will be amply rewarded in the fascinations of their exquisite beauty, the pathetic interest of the communion of primitive peoples with the Gods, the profound identity of human nature discovered beyond the waste of centuries, and in the strength, subtlety, and polish which the studies under consideration impart to the mind. No tribute to their value could be greater than the results of the modern system of education in Berlin University. The Faculty of that institution, after careful investigation, have come to the conclusion that the classical students are very much superior in intellectual achievement to their competitors trained in so-called practical studies.

R. W. S.

SERENADE.

(REPORTED BY A SOPH.)

"WHAT the deuce is the row?" "Sounds like a students' serenade." These and similar remarks might have been heard on all sides on the evening of Saturday, Oct. 7th, as the sweet-sounding melodies of the fog horn and tin whistle were wafted by the gentle breezes to the ears of the citizens of Kingston. Yes, it was a students' serenade, and we will try briefly to follow the boys on their tramp that evening. When Parliament had been prorogued and the Alma Mater meeting was over on the evening in question, a procession was formed at the rear door of the College buildings, and off it marched to Union street, headed by a special serenade orchestra, the members of which were all provided with fine new instruments for the occasion. Through the different streets it wended its way, while the inspiring melodies of the orchestra were joined by the harmonious mingling of the different College songs, each section of a dozen students or so apparently deeming it its privilege to sing a different tune from the next. On such an occasion, however, any two tunes whatsoever seem to blend harmoniously, so that when the military gentleman who led the van struck up "The Son of a Gambolier," and a theological junior, a few files behind, joined in with "Saw my leg off," the effect was truly pleasing. One by one the different Professors were visited at their residences, and each greeted with three cheers and a tiger, and "He's a jolly good fellow." But for one incident all would have passed off as merrily as a marriage-bell. Alas! we cannot please everybody, and, judging from the reception accorded the procession at the upper part of Brock street, all the antiquated hens in that vicinity must have been storing up instruments of revenge against the students for some time past. Here hen-fruit of questionable age began to fly around promiscuously, nor did the bombardment cease before several of the students had been disabled, among others the basso-profundo fog-hornist, whose left organ of vision collided with an egg just as the orchestra was about to

commence a new selection dedicated to Dr. Stewart, whose residence the procession was then approaching. Owing to bodily indisposition, the "students' candidate" was unable to give his usual song and dance. Had Armstrong been on hand with his pipes their strains might have had the effect of eliciting at least a stave of "Green grow the rushes," but the fates had ordered otherwise. Nothing else worthy of particular mention occurred along the route, and the procession broke up after making all the visits on the programme, the students being well satisfied with the result of the first serenade of the session.

→ CORRESPONDENCE. ←

THE PRINTING OF LECTURES.

To the Editor of the Journal:

AS the opinion was expressed in the closing number of the JOURNAL of last session the present mode of lecturing in the College is the cause of a great and unnecessary waste of precious time. I would again venture to bring the matter before your readers. From forty minutes, to an hour each day is occupied by a Professor in lecturing, and at such a rate, that, unless the members of his class can write shorthand, which is the exception with them, they can at least get but a synopsis of the subject. Generally it is an imperfect one, from which the student often gets erroneous ideas, because he is unconscious that such errors exist. This is not all, most students to get this imperfect synopsis, are compelled to occupy another hour in filling up the many blanks in the pages of their lecture-books, from the notes of other students, who are similarly situated. Then as a cap-sheaf to the whole, a considerable length of extra time is required to decipher the pages of hieroglyphics before the lecture can be studied. Fully two hours and a half are taken up in this preparatory work. It may be thought, that in thus going over the lecture the student ought to get some knowledge of the subject, but it is hardly so, as the Professor reads so fast, and it is necessary that he should, if a proper amount of work is to be gone over in a session, that the student has to give his whole attention to the mere copying of it, and cannot, in the majority of cases, apply his mind to the subject beyond this. Then in its correction it is much the same and not much better during the time taken for its translation. It will then be generally conceded that if the lectures were printed it would be a great gain to the student, a saving of time, that with the present shortness of the session, means so much. It would be a gain of time, not only as to time, but in knowledge, as the matter of the lecture would then itself be correct, and would also give the Professor all the time that is now wasted in lecturing, to examine the students, orally, testing their knowledge, so that he could correct any wrong ideas they may have taken up, and he would at the same be able to give a fuller explanation of the subject where he thought it necessary. Some steps have been taken in this matter this session. It is to be hoped that they will soon be extended to the other classes. In the class of Junior Mathematics, the Professor has had the work that is to be gone over in algebra printed, and part of the course taken in Senior Philosophy has been like treated. These are a gain to the student in the points I have already referred to in time, in accuracy and in knowledge. The lecture system, in the hands of an able Professor, is rightly acknowledged on all sides to be the best method of imparting knowledge, but we are of opinion if the lectures were printed it would add much to its usefulness.

GRAY.