

How they ogle,
How they sigh;—
How they very nearly cry;
For the Council will not let them
Attend lectures by-and-bye.

Chorus of Belles.

Dear, darling Mr. W—,
We're very loath to trouble you;
We hope we don't intrude?
We are in pursuit of knowledge,
And would like to go to college,
We're with noble aims imbued.
We promise you, on bended knee,
We'll never, never flirt;
Towards cheeky undergraduates
Our manners will be curt.
We'll never tramp, or make a noise,
Or imitate unruly boys
Who make Professors mad.
We'll chew no gum; no letters write
To undergraduates; but 'notes' indite—
This punning is too bad!
We're sure our presence cannot fail
To elevate the social scale
Of every undergrad:—
To make the wheels of knowledge whirl
Say: 'What! be beaten by a girl!'
Whew! that would make them mad.
So please say 'yes'
To this address,
We're long since past our 'teens.
If you say 'no,'
We'll straightway go
To Dr. Grant at Queen's.
Now, careful be
Of Gibson,— he,
Now sits for Hamilton.
He knows what's right;
He's going to fight
For us. He takes the bun!
Excuse the slang
Which we have sang,
Pardon the grammar too!—
Both prove the need
To ope with speed,
Your doors to us. *Adieu!*
But stay,—one word,
'Twould be absurd
Our ignorance to display:—
'For ever, and
'For ever, your
'Petitioners will pray!'

Chorus of Senators.

Before answering your petition,
We the liberty will take
Of thanking you for giving us
The opportunity to make
A few remarks, concerning
The principles at stake.
If you go away to Kingston,
A Grant gets you: but lo!
That matters not: for pretty soon
We'll get a grant, you know;
Which, everything considered, is
Sufficient, *quid pro quo*.
Now this advantage plainly lies
Without our college walls;
And hence accordingly you see,
Within your grasp it falls,
Insomuch so that we really must
Attend to other calls.
So, fare ye well, ye fair-haired Belles,

Regretfully we must
Say 'no' to your petition: but
Sincerely do we trust,
That all hard feeling for this act
You'll bury in the dust.

Toronto, 6th February, 1884.

—ERIC.

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PICTURES.

Long rolling surges of a falling sea,
Smiting the sheer cliffs of an unknown shore;
And by a fanged rock, swaying helplessly,
A mast with broken cordage—nothing more.

A young Faun making music on a reed,
Deep in a leafy dell, in Arcady:
Three girl-nymphs fair, in musing thought take heed
Of the strange youth's mysterious melody.

The sad slow dawn of winter; frozen trees
And trampled snow within a lonely wood;
One shrouded form, which to the city flees;
And one, a masquer, lying in his blood.

—LEWIS MORRIS.

Communications.

To the Editor of the 'Varsity.

DEAR SIR,—As criticisms in your columns on Examiners and Examinations in general at present seem rife, possibly a few remarks on the modes of examination in classics in particular will not come amiss. Of these modes there seem to be two, very distinct; one which tends to train the memory simply, the other, mind and memory. An example will show at once what is meant. One Examiner asks questions of which the following is a fair example:—'Name all the extant works of the Greek Tragedians,'—questions which are purely a matter of memory and cramming, and which tend to narrow rather than broaden the mind, and to develop a single faculty, already sufficiently developed by the very nature of the subject, at the expense of those powers of reasoning and thought which are certainly of equal, if not of higher importance; while the other class of Examiners, under like circumstances, ask the moral which a certain named play was written to point, what thought of value is to be derived from its reading, its effect on modern literature, its connection with modern thought, or some question requiring exact scholarship, as distinct from one which seeks to know what Greek verbs augment in *ei*—or have the Attic reduplication.

These two styles of Examiners one might aptly designate the school of memory and the school of thought. It has always been the cry of the opponents of the study of classics that it trains merely the memory; but that it does so is the fault of certain Examiners, and not of the subject itself. Containing as it does, in the works of Aristotle and Plato, the germs of all philosophical thought since developed, it allows to the student whose desire is to train his mind, to increase his powers of reasoning, his ability to think clearly and accurately, all that even a special course in metaphysics would supply. In the Politics of Aristotle, properly studied, he has the beginnings of political philosophy, and the fact that too often, if such student desires a high place in the class list, he has to sacrifice all this to the memorising of what might be called 'slush,' in the shape of such questions as 'name the extant works of Plato,' 'give a list of Penelope's suitors,' is certainly an evil which cannot be too strongly denounced, but which will, nevertheless, remain a fact here so long as the school of memory is allowed to predominate over the school of thought in the classical Examiners of Toronto University.

Yours, &c.,

E. B.

To the Editor of the 'Varsity.

DEAR SIR,—I was somewhat surprised the other day to learn that it is a subject of some remark among outsiders, that the