

as an authority in the scientific centres of Europe and America—but the announcement of his discovery will in all likelihood be made in some journal which may not be taken in the University Library. It is just the same to day as when the late Professor Young solved the long vexed question of the quintic equation; his solution was given to the world in a journal published by Johns Hopkins University. Should such a state of affairs exist any longer? So long as matters remain as they are the University fails to secure that place which is its by right among other universities which have some official publication, and with that place the honor which her sons would gladly help her win and maintain if only she would afford them the means of giving to the world under her patronage the results of their labor.

Consider this question from another standpoint. The university increases its usefulness in proportion to the extent of its library in the matter of journals, reviews, magazines and periodicals of all sorts which are available to all connected with the university. As a rule the funds available will not permit the authorities to get all that are desirable. Many of these could be secured by a system of exchanges, which would more than repay the expense involved in the publication of a University Gazette. Such a course would enable the students and staff to learn what was being done in other institutions of learning and *vice versa*, would let others see what the University of Toronto was doing, and enable her to take her stand more worthily among the universities of the world.

The need of such a publication has never been felt more than at present. What systematic public and official acknowledgment has been made of the many gifts to the University since the disaster of Feb. 14, 1890? These would of themselves supply more material than would fill several issues of THE VARSITY. Many would like to read the letters of condolence or offers of gifts which have been received during the past year. The chances are that they will not have the opportunity.

No one, after a little thought, will deny the need of some such publication. How then can it be brought about? An effort was made last year to conduct a University Review. This was an ambitious attempt, but too much for a few to undertake. It was not too ambitious in comparison with the place the University holds had the Review been issued under its auspices. It might have been available as it was, had the authorities agreed to take say 500 copies of each issue to use as exchanges. Such an action would have sustained the Review, and at the same time brought to the University some of the ends desired. If the University is not disposed to do this it might issue a monthly circular similar to those of Johns Hopkins University, which are usually of sixteen pages, much the same in size as THE VARSITY. Such a paper would probably cost for ten issues of 1,000 copies about \$500, which would be offset to some extent by subscriptions, and when the value of exchanges is taken into account, instead of being a loss there would be a decided gain to the University. There can be no doubt that such an expenditure would be advantageous. Many societies at home and abroad have sent us valuable gifts. What can be sent them in return so that we may have these benefits continued, and show in some tangible way our appreciation of their kindness? Practically nothing. The only thing that remains to be done is to make a beginning; it cannot fail. Experience elsewhere shows that its success is assured. Knox College, with a constituency which ought not to be anything like so large as that of the University, supports a monthly and pays its editor a salary. It has succeeded; why should not we do as well? By going carefully and surely it can be done. Who can say but what such a beginning might not be the foundation of a university press similar to those at Oxford and Cambridge? The day is coming when this ought to be the case. We call the attention of all those interested in this matter in the hope that something may be done to advance so necessary and worthy an enterprise.

ROCK OF AGES.

"Rock of Ages cleft for me
Let me hide myself in Thee."
Sang a child the livelong day,
In a joyous, thoughtless way;
Sang and recked not of the prayer
Uttered in her childish glee;
Sang without a thought of care,
"Rock of Ages cleft for me."

"Nothing in my hands I bring,
Simply to Thy cross I cling."
Sang a maid with heart opprest;
Sighing, sobbing to be blest.
Sang when days were dark and drear,
On Life's gloom-o'ershadowed sea;
Sang though filled with doubt and fear,
"Rock of Ages cleft for me."

"While I draw this fleeting breath
When mine eyelids close in death;"
Sang a mother, near the goal
Of each weary, waiting soul;
Sang (and smiled at sorrows past)
"Let me hide myself in Thee,
I am nearing home at last
Rock of Ages cleft for me."

EDMUND YORK.

GERMAN STUDENT LIFE.

II.



So a rule the German student does not spend the whole of his undergraduate days at one university. There is free trade between the German universities. A man attends a couple of semesters at Berlin. A professor at Leipsic, we will say, has a great reputation in some specialty, and the student wishes to study under him for a time. In order to effect a transfer he requires only to get from the university secretary an "honorably dismissal," (*Abgangszeugniss*). He takes this to the secretary at Leipsic and pays a small fee. He then has all the university privileges at Leipsic. He can pass from Leipsic to another university at the end of a semester if he wishes, and so on. The process of changing from one university to another is known as *umsatteln*—changing saddles.

But the question at once arises, what bearing will these changes have upon his getting a degree? A student must have attended lectures for a certain number of semesters before he can be admitted to examination for a degree. When he wishes to be examined, he prepares what is known as a *curriculum vitæ*, which is, in fact, a complete sketch of his life as a student. He names the schools he has attended and the studies he has pursued. The university lectures follow and the *Anmeldungs Buch*, of which I have already spoken, accompanies the application for examination. The examining body can thus see what opportunities for study the student has had. They know the places of learning he has frequented and the teachers he has studied with. They will find out for themselves in the examination ordeal how he has used and profited by these opportunities.

I have said enough, perhaps, to show the great freedom the student has in choosing his teachers and even his studies. One great principle of German higher education is *Lernfreiheit*—the student is free to learn as he chooses. His progress is not tested from week to week by recitations. For three or four years the man follows his own devices, and then the ruthless examiner tests the quality of those devices. The system would require long and careful study before one could venture an opinion as to its advan-