

ply means that the student has not a knowledge of the subject in hand in its logical connection. He might before a real class develop qualities the existence of which would never be discovered by such a system. It is no test of the amount of enthusiasm he possesses. Who could be enthusiastic in teaching the rivers of North America to a class of university graduates? Nor is it a test of the student's tact in handling a class, or of his ability to see how much explanation he should give and how much he should leave to the intelligence of his class, for they actually know the subject as well as he does. It is not a test of his power to interest a class, for sympathy furnishes his fellow-students with an artificial interest. Doubtless the teacher who does not stand this test, provided it is looked on in its true light, viz., a test of the logical character and correctness of the student's knowledge, is unfitted to teach. Herein is the school a good detective, for it discovers a fault which it cannot correct.

The continuance of this system with a class will remove the manifestations of the illogical character of the students' knowledge, in particular cases, but the cause lies beyond such attempts. University teachers lecture their students instead of teaching them to think for themselves, and as a consequence they learn a large number of facts from books and lectures, without any exercise of thought, and without knowing the reasons for the opinions they commit to memory, or the connection between the facts. Such knowledge is showy enough, and in some departments useful, but it is not education, and cannot under any system of technical training become an effectual instrument of education. A student should be taught that the best part of education is in the process of acquiring facts, not in the knowledge of facts themselves. "Deep learned in books and shallow in himself" is a not unapt description of many a graduate who enters the teaching profession.

If a student has learned to teach himself, he needs little assistance to make him a good teacher of others, and a student will soon teach himself if he is obliged to think for himself instead of adopting the opinions of others, excellent though they be. If the University would do its work properly, the teachers in the School of Pedagogy would be relieved of much work which it is hopelessly trying to perform. All they can hope to do is to prevent such students from entering the teaching profession. If, then, a student should *learn* to teach himself, which should not all students be required to know—Psychology? It seems strange that a knowledge of applied psychology is necessary in order to teach others, but not necessary in order to teach oneself. The requirement of a thorough knowledge of applied psychology, during the undergraduate course, would save the time devoted to the teaching of that subject in the school, as well as correct those faults in education which the present system of mutual teaching vainly attempts to correct. Such knowledge would be decidedly advantageous for every kind of student.

Practice in teaching and lectures on methods in particular subjects must, of course, be deferred until after graduation. Elocution, which appears to be inseparably connected with the study of literature, should also be taken up in College. If it makes the study of literature easier, let us have it along with our literature. Before reforming our School of Pedagogy we should reform our methods of University study and lecturing. Thoughtful study, not the devouring of disconnected facts, is what is necessary.

The fact that the presence of large numbers of students holding first-class certificates, grade C, is a defect in our present system of technical training may also be adverted to. They know a very little about some one thing, and nothing about everything else. Their lack of the breadth of training possessed by the ordinary grad. makes it necessary to dwell too long on such subjects as Psychology, so that the result is that the University graduates have learned the subject, and become wearied with the repetition of it, long before the 1st C man has learned the simplest truths. Besides, the presence of such men in our High

Schools has no excuse when there are so many graduates available.

The extension of the term to a year looks very much like an attempt to make up for quality by quantity. The establishment of a chair of Applied Psychology and a chair of Elocution would go a long way towards the solution of the problem of technical education for intending teachers. Until we have decided how much of the technical education required by a teacher should go hand in hand with the acquisition of knowledge, the training of teachers must be more or less unsatisfactory. It is only right to add that the additions made to the staff will undoubtedly place the University in a position to do its part of the work better.

R. J. B.

IN SYMPATHY.

The following, which is a very rough translation of one of Petrarch's love sonnets, is most respectfully inscribed to the gentleman who favors THE VARSITY with occasional lines on the same subject. From our heart we sympathize with him, for we too used to hear Love calling us loudly and knocking impatiently at our fevered breast, urging us to burst forth into impassioned song. But we have found a remedy. When we perceive the Levantine enemy coming, we seize our treasured Petrarch, and describing with it a cabalistic circle, we begin to read, in our most melodious voice, one of those sweet Italian sonnets on the life and death of Laura. And the foul fiend, sticking his fingers in his ears, and uttering most unearthly screechings of terror, flees into the furthestmost regions of outer darkness.

S'amor non è, che dunque è quel ch'ì sento"

If 'tis not love I feel, what moves me so?
And yet, Oh God! if it is love, what thing is this?
If kind, why doth it ever work me woe?
If cruel, why hath pain such wond'rous bliss?
If seeking love, why do I weep and cry?
If seeking not, why tear-drops in mine eye?
Oh, living death! Oh, most delightful pain!
Me willing not, why power to grasp amain?
If willing thee, why weep that thou hast slain?

Storm-tossed, by winds adverse, thus on the deep
My fragile vessel rudderless must keep
Its ballast unproportioned to its load;
And knowing not what time for me may bode,
While winter frowns, hot summer's tears I weep.

J. NYNROCH.

THE FRESHMAN'S PROPOSAL.

Dorah had noticed his nervous manner towards her during the evening, and had a presentiment that the all-important scene of her life was about to be enacted. When he led her into the conservatory among the delightfully seclusive palms and shaggy-headed China asters, where the violets and mignonette breathed to and fro sweet silent messages of love, when, in this fairy atmosphere, he seated himself on the foot-stool beside her, Dorah felt that already her presentiment had realized.

"Dorah," he said, and his voice trembled, "Dorah, we have known each other for a long time. You have ever been kind to me when other fair Varsity girls have frowned on me. This, Dorah, has encouraged me to speak to you on a subject that I have, believe me, broached to no other girl." He took her hand in his, and Dorah, with down-turned eyes and palpitating heart, awaited. "Dorah! dare I hope—could you—will you let me enroll your name on the VARSITY subscription list?"

NINE T. SIX.

The University of Pennsylvania is to have a new dormitory to cost \$125,000. It is said that this building will be the largest college dormitory in the United States.