

"CARMINA NON PRIUS AUDITA."

Every well-informed Freshman knows, by this time, that the noble University of Toronto was founded by special favor of Queen Elizabeth and her guardian, Oliver Cromwell, in the year of our Lord, 1710. Freshmen do not change much as the centuries roll by, and 200 years ago, we find that they made verses, even as they do in our own day! In those times the primitive university buildings were situated where the new grand stand now decorates the football field, and in laying the foundation this autumn some 30 feet beneath the surface a few torn dirty sheets of parchment were unearthed. It would appear that instead of detaining Freshmen after school hours, or making them write essays, the professors punished the students by requiring so many lines of poetry in Latin or Greek. Even in 1725 (the date of the dirty parchment) the more vulgar English was creeping into use; the Renaissance was beginning to take effect. The verses referred to can scarcely be made out, but by the aid of the Freshman Latin Class the following have been found to be genuine. The first shows the influence of Horace, especially in the metre. The second is more sordid, and was written by Milton, who was in the class of 1728. But the last is the crowning triumph. It is by the master hand of Shakespeare, who was in Milton's class and a great chum:

Cano carmen sixpence, a corbis plena rye,
Multas aves atras percoctas in a pie;
Ubi pie apertus tum canit avium grex;
Nonne saavis cibus hoc locari ante rex?
Fuisset rex in parlor, multum de nummo tumens,
Regina in culina, bread and mel consumens;
Ancilla was in horto; dependens out her clothes,
Quum venit parva cornix demorsa est her nose.

Parvus Jack Cornuer
Sedit frumentum,
Edens his pie Iuletempus;
Posuit thum,
Cepit pomum;
Dixit essere bonus.

Mary manit Baba
Snow erat quam albus;
Every locus Mary iit,
Baba ivit certus.

In her schola secutus est,
Non ei licet where;
Ab omnis kids clamatum est—
Videre Baba there.

HO-I-EROE.

SPRINTING OR SHORT DISTANCE RUNNING.

The secret of fast sprinting lies in the control that a runner has over his nervous force.

Men of a nervous temperament usually make the best sprinters. The athlete who can concentrate and apply every mental and physical energy in an effort to propel his body over the ground as fast as possible is the one who has the best chance of winning.

There seems to be no scale of size or build familiar to the sprinter. The best short distance runners we have had differ physically in a startling manner. Some have been large men and some small, some slender and some stout. This would prove that it is not muscular strength or size that makes the sprinter, but complete nervous control over the different muscles entering into the exercise.

When a runner comes out on the track for the first time he would be wise to let sprinting alone for a short time, say a week or ten days, and confine himself to quarter mile jogs, gradually increasing the speed each day. When he has got his legs into moderately good

fettle, so that they can stand a little sharp work, he might quicken up for about fifty yards in each of his quarter mile spins, and as he finds these spurts can be accomplished without any undue strain on any muscle, the quarter may be divided into two sprints of a hundred yards each at two-thirds speed.

After the novice has hardened himself in a measure, his system of work should be as follows. Dance up and down or break away from the mark several times slowly until thoroughly warmed up. Then run short dashes of from twenty to fifty yards each at top speed, resting after each. Always try to have company while working, and practice breaking off the mark together. If you are faster than your companions set them out a good yard or two and try to overtake them. This will help to draw you out. After this take a rest and when your breathing has become regular jog two hundred yards or more with a good free, easy, springy stride. This should complete your work for the day. If you can, take a quick shower-bath, after which a good rub with a liniment composed of equal parts of alcohol and witch hazel, with a dash of arnica, will be found most beneficial in keeping away soreness, etc.

Frequent trials are hardly to be commended, as they have a tendency to break a sprinter down. Instead, a capital way to "draw out" is to run a hundred and fifty yards or so, commencing slowly and gradually increasing the speed until top speed is reached; hold this for twenty five yards or so, then gradually slow down again.

When asked to run fast every one does it in his own particular way, consequently every man has a different style. It should be the constant aim of every young sprinter to cultivate a correct style of running as far as possible. Never do a slovenly yard, always run in form, as you would in a race, on your toes with an easy, springy action of the thighs. The knees should be kept straight beneath the body, the toes should be turned out as little as possible, and the arms bent at the elbows and carried easily at the sides.

The most vital point in a sprinter's action is called the "bound" or getting up on the toes. When the foot strikes the ground, rise up on the toes as far as possible and with a hard sharp reflex action throw the foot out in front. The bound is not hard to learn, and is most important; just keep in mind that the toe of your shoe should cup out a little hole in the track and try to make it do so.

The most common mistake of the novice is throwing back the head and shoulders. By doing this the centre of gravity is moved back, the balance destroyed, and the stride, instead of being forward, becomes short and choppy.

Never do any heavy work on an empty stomach. Best time to do your work is about two hours after a meal.

Starting is of such importance in a sprint race that the writer considers it worthy of a separate article.

A. C. CALDWELL.

PROGRAMME OF LOCAL LECTURES.

The following is a list of lectures for the academic year, 1901-1902: Professor W. J. Alexander, (1) Aims in Life and Education; (2) The Function of Poetry; (3) The Poetry of Robert Browning; (4) Tennyson's "In Memoriam"; (5) The Novel, its Origin and Use; (6) The Novels of Jane Austen; (7) Robert Louis Stevenson (one or two lectures as desired). Professor E. I. Badgley, (1) The Ring of Gyges; (2) Plato's Contribution to Christian Thought; (3) Im-