

## AS WE LIST: AND YE LIST.

Hope has no limits while there is one person in whom we have a confidence that years and events have not enfeebled. Those to whom such a one is lacking, are the poorest folk on earth.

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The indefatigable Stead has been experimenting with M. Gouin's system of teaching languages. In the *Review of Reviews* for March he publishes an interesting account of the result. He submitted his children to the tuition of a zealous disciple of M. Gouin, M. Betis, upon the stipulation that in six months they should be able to "think in French, to read with ease any ordinary French newspaper or romance, to carry on a conversation with any Frenchman, to intelligently follow any lecture, sermon or debate, and, in short, without possessing a literary command of French, to have a thorough grasp of the language as an instrument of thought and of communication with their fellows." M. Gouin bases his system on the principle of reaching the memory through sound, rather than sight. The pupil in beginning the study of a language is not permitted to read or write, and books are wholly prohibited. The lessons are oral, and words and phrases are connected in the thought and impressed on the mind by illustrative actions. This idea has been elaborated by M. Gouin who has compiled an extremely ingenious series of lessons drawn up in logical sequence, so that by the association of ideas each sound is linked with a series of actions, or rather the mental pictures of these actions, one growing out of the other until the final point is reached. Mr. Stead's children are all under the age of eighteen; three of them had learned a little elementary French according to the old system, the two younger were innocent of the language under any treatment. Mr. Betis divided them into two classes, one of which he taught for two hours, the other for one hour, on five days of the week. At the expiration of the appointed time, Mr. and Mrs. Stead invited Mr. Paire, French master of the Halifax grammar school and Huddersfield college, Mr. F. Storr M.A., editor of the *Journal of Education*, Madame de Sueur, an accomplished Frenchwoman and other linguists, to be present at the examination and testify to its success or failure. The trial was lengthy and severe, but the children were not unequal to it and fulfilled almost all its requirements displaying a facility beyond the expectation of the examiners. There is a wide-spread feeling that the old method of studying languages is defective in its practical result, which is apparently the strong point of the Gouin system. The difference between the old and new methods is, that the latter establishes as its foundation work what the former reserves for its consummation. To speak and think in a language is the starting point of one, the goal of the other.

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No one is the victim of chance like a defeated candidate. We were struck with the truth which pervades this statement last week. For we met on College Street one afternoon, a physician in close walk with a gentleman, who in a tone full of earnestness, nay fervour, was saying to him as we passed; "your energy can then be devoted to . . . ;" and on Spadina Avenue somewhat later, we encountered another physician and another gentleman with the same air of important intimacy, and we caught the words: "your time can then be spent altogether in . . . ." You see both physicians were so willing, so unaware.

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Standing together on the skirt of the field that stretches northward behind the University, and looking down into Bloor Street, we have some friends. They are more aged than our oldest citizens, they have been there since our earliest memory, and we have never passed them without a friendly salutation and the recognition of their superiority to ourselves. For they do all their duty, and live

honest, beautiful lives. In summer they are green and restful and they murmur pleasantly when we pass with heated thoughts and rapid steps, advising us to be more patient and quiet; in winter bending sometimes with the wind and snow, they lift themselves again and toss their arms into the face of the storm, calling aloud to us that neither need we ever yield.

But of late they seem to be huddling together, not in cowardice, but as if in thought of some misfortune which must come upon them, and for which they must prepare. We would execrate a fate that did them hurt. But they suggest that if fate brings what follows after we have put forth the best which is in us; it must be born with something different from execration.

## FALLING LEAVES.

No sound disturbed the quiet morning air;  
The sun, new risen, filled the world with light  
That touched the ripening leaves with colour rare,  
And made all earth seem beautiful and bright.

Upon the hills the crimson colour glowed,  
The glory of the autumn woods was there,  
And where the stream in peaceful windings flowed  
Stood drooping elms and silver birches fair.

From topmost boughs came dropping one by one  
The clear, soft yellow leaves, the golden brown,  
That slowly fell to earth—their work was done,  
Nor had they felt the chill of Winter's frown.

What pleasure had it been to swing in air,  
To view the golden sun, the summer fields;  
To feel the dashing rain, and strongly bear  
The storms as well as sunshine Nature yields?

The birds were singing then among the trees,  
The lively squirrel scrambled up and down;  
No sounds discordant came upon the breeze,  
For far off lay the noisy, smoky town.

Thus fell the leaves: the autumn now has gone,  
The leaves lie dead and withered in the way,  
But tread them gently, and when passing on  
Think of *our* past and then our coming day.

G. M. STANDING.

## To the Editor of VARSITY:

DEAR SIR,—It seems rather a shame that just when we have our new library well stocked with valuable books, some unthinking readers should thoughtlessly endeavor to destroy them. Such, however, seems to be the case, for many a student must, in his reading, have come across passages which have been carefully annotated (?) and explained (?) by some reader who on account of his great erudition deems it advantageous to the student body at large that such valuable contributions as he has been able to make, should be carefully noted on the side of the page. Yet, however important these contributions may be, we must remember that the books are not our own property, and that though our views may seem important to ourselves, other readers may not find them so valuable.

Some of the explanations are supposed to be jokes. They may be, and I hope for the sake of those who made the annotations that others will find something amusing in them, but like the past editor-in-chief of the VARSITY I am afraid I am too Scotch and their humor has never appealed to me. It may appear witty to some that "old fallacy" should be changed into "old policy" and that some distinguished scientist should be told to "Take a drink, old boy," when he is in the midst of a deep argument; but such childishness can only appeal those who are suffering from softening of the brain. Hoping that in consideration of the fact that the books are not ours, and that other students, who will come to Varsity in future years, must also read the books, more regard will be had to the care of them.

Yours truly, H. P. BIGGAR, '94.