

Oh! I tugged at the bell, and kept tugging  
 Till before me the landlady stood,  
 When I found out with joy past expression,  
 "Yes, the drawing room is going for good"  
 "Very well" I cried sternly majestic,  
 "Mrs. Crupp, I've arranged my affairs,"  
 "And its next Mon lay week, ma'am, if ever"  
 "You take an '... lady upstairs."  
 "Another old lady! oh no, Sir :  
 "My lifes a'most worried out"  
 "With the orderin', frettin', and scoldin';"  
 "And runnin', and messin' about."  
 "Another old lady! oh no, Sir ;"  
 "Not while I keeps 'ouse, I declares."  
 So she says, but, mumd you, I give notice,  
 If she takes an old lady upstairs.

A. B.

## Rouge et Noir.

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TRINITY COLLEGE, TORONTO.  
 MICHAELMAS TERM, 1887.

"The time draws near, the birth of Christ."

With the coming of the Christmas Season "ROUGE ET NOIR" appears in a new dress to wish its readers, one and all:

A Merry Christmas and a Happy New Year.

It is for us quite a new departure to issue a special number, and we trust that our readers will excuse any blemishes or faults it may contain.

The title page was designed for us by Mr. George Bousfield, who deserves great credit for its appearance prepared as it was on very short notice.

### THE NEW HONOUR COURSE IN MODERNS.

As most of the readers of "ROUGE ET NOIR" are aware, the Calendar for 1888 will contain a synopsis of the work which is intended to be the Honour Course in French and German for the Session, 1888-1889. The importance of such an addition to our University Curriculum can hardly be over estimated. By means of it Students of Trinity will have an opportunity afforded them for pursuing studies from the prosecution of which they have hitherto been

debarred, and as a result of which they felt themselves placed at a disadvantage when compared with Students of some of the other Canadian and American Colleges.

While welcoming this improvement with intense satisfaction we should be acting ungraciously if we failed to recognize in it another proof, among many, of the loyal devotion of the Graduates of Trinity to their Alma Mater, and of their confidence in him who since his accession to the Provostship has done so much to increase the efficiency of the College.

A very common charge brought against the introduction of the Modern Languages into a University course is, that the study of the Greek and Latin Classics is likely to be neglected, or even in time totally abandoned. The soundness of this opinion we would question. The condition of Classical and Mathematical Scholarship in the German Universities is, of itself, a sufficient answer to that charge. Go to Berlin, Liepzig, Halle, or Göttingen, to mention only a few among many of the great representatives of German learning, and you will find every language under the sun taught from Japanese in the East to Astec in the West, and from the Eskimo of the Arctic Circle to the Quichua spoken in the Pampas of the Argentine. Has Classical Scholarship suffered as a result of such freedom in teaching? Let the names of Curtius and Kühner, Krüger and Corssen, be cited by way of answer.

It must also be remembered that our Lecturers and Instructors in Modern Languages must of necessity be men in possession of at least a fair classical education, without which it is impossible to teach the Romance tongues intelligently and successfully. For not only are these tongues derived from the Latin as regards their vocabulary and the form of their words, but the veriest niceties of their syntax, their most idiomatic tricks of speech can be explained by an appeal to the Latin Grammar, and by an appeal to it alone. How much more satisfactory is it for the student, when perplexed by an unusual construction, the origin of which he would fain have explained to him, instead of being told, with a shrug of the shoulders and an affable smile that it is an *idiotisme* he is referred to the exhaustive treatises of Madvig and Roby, or, what is even more to the purpose, to a similar construction a like form of expression, in the Cicero or Horace which he read for Matriculation. For we would impress upon Students of Moderns and Classics alike, that the better Latinists they are, the sounder Romance scholars will they be, and the more extensive their acquaintance with the derived tongues, the more thorough and the more intelligent will be their knowledge of the mother tongue.

While opposed to the use of "cribs" and "keys" in general, we gladly make an exception in favour of an Italian translation of Cicero or Tacitus just as we would, now and again, make an exception in favour of a good German translation of Plato or Aristotle, both being in their way, invaluable assistants in the rendering of the author, the first from the nature and genius of the cognate tongue, and the second from the philosophical genius of