

theorizing. The elective system has been tried in its fullest sense at Harvard, and with the most satisfactory results. There are upwards of one hundred courses, differing in a greater or less degree, in which a Harvard student can take his diploma, and President Eliot says that the highest intellectuality has been wonderfully quickened by this liberty. The old system of men-of-learning-made-to-order-after-one-pattern must be abandoned. A liberal education can be received in a thousand ways. It is not what we study, but how we study, that in the end determines our culture. Furthermore, the infinite variety of the human mind requires a corresponding variety of agencies for its highest development. Individuality must have the fullest play if the greatest possible progress of the whole race is to be attained. If it were possible to reduce all mankind under the six classes which our Toronto University curriculum now represents, what a wearisome and profitless world this would be!

The University Senate will hereafter meet regularly four times a year and continue in session until the business then on hand shall have been concluded. Heretofore the Senate has met at the call of the chair, which has been occasionally or semi-occasionally as the case might happen. Meetings have sometimes been called of which the graduate members living in Ottawa, Hamilton, St. Thomas or London did not receive notice until the very day appointed for the meeting. Then the session only lasted for a few hours, and perhaps before a week had passed another meeting had to be called to consider some other matter. This irregularity entailed no little inconvenience and expense on members of the Senate residing at long distances from the city. It was often impossible for them, on such short notice, to arrange their business to admit of their absence. Consequently too large a share of the proceedings came into the hands of the Toronto members, and the advantage of a wide and varied discussion of important questions was not secured. There is reason to suppose that this state of things, so unsatisfactory to the graduate representatives, was not at all unsatisfactory to some of the representatives of University College and the other affiliated institutions. It was no trouble for them to drop in at any time and have a little Senate meeting. At all events, when Mr. Kingsford's motion for regular meetings came before the Senate, it was strongly opposed by Professor Loudon and others. It would be an interesting exercise in psychological analysis, and withal not a difficult one, to discover the ultimate principles of this opposition. (We might then understand, also the Professor's vehement denunciation of the movement for increased graduate representation, and the not over-remarkable coincidence of the opposition of certain Ottawa graduates to the scheme.) Yet the general sense in the Senate of fair play for outside members sustained Mr. Kingsford, and his motion was adopted provisionally. But the advantages of the system of regular meetings are so many and so obvious that it is not to be expected that the old order of things will ever be revived.

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## Leading Article.

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### THE SCHOLARSHIP QUESTION RE-OPENED.

It is well known the Senate of Toronto University recently withdrew the medals and the greater number of the scholarships which had previously been granted by that body on the results of its examinations. This action of the Senate met with the approval of the students generally. In fact, it may be said that the reform was the result of an agitation against these rewards which originated among the students themselves a few years ago. Many noted scholarship men carried on the movement, and the result was a memorial to the Senate on the question. This memorial was signed

by a very large majority of the students of the university, and ultimately led, as we have seen, to the abolition of the medals and scholarships.

But the Senate had scarcely completed this reform, and our most earnest and thoughtful students had scarcely ended their mutual congratulations on the order of things, when it was hinted that a project was on foot in the College Council which would practically subvert the intentions of the Senate and renew the grievance of which the undergraduates had complained. Various wealthy gentlemen have recently been asked to found scholarships in the college. Circulars have been issued soliciting "subscriptions of one dollar and upwards" for the purpose of obtaining medals to be bestowed by the College Council. And a few days ago an elaborate scheme of scholarships and medals was posted up on the college bulletin board to the surprise and intense dissatisfaction of many of our students.

A mass meeting of undergraduates was called to consider the matter. At that meeting the following resolution was carried by a large majority. It was moved by Mr. F. F. Macpherson, and seconded by Mr. A. H. Young, both of them well-known scholarship men of the fourth year:—

"Whereas, in the opinion of the undergraduates medals and scholarships are detrimental to the true interests of education; and

"Whereas, contrary to the expressed wishes of the undergraduates, scholarships and medals have been restored by the College Council; and

"Whereas, from a lack of funds, the Library is not equipped so as to afford students all the advantages such an institution should confer; and

"Whereas, there is the greatest necessity for the appointment of a lecturer in Political Economy;

"Therefore, it is resolved, that the undergraduates, protest against the restoration of medals and scholarships, and also against the action of College officials in soliciting contributions for such purpose, thus diverting public benefactions from more worthy objects."

There is no uncertainty in the tone of this resolution, nor in that of the two letters which appear in another column on this subject.

The objections against the system of scholarships and medals have not been exaggerated. This system sets up unworthy objects before students and obscures the highest ideals and aims of education. It intensifies all the evils of competition and of competitive examinations. It tends to produce jealousy and distrust among students following the same courses. It forces our best students, no matter how unwilling they may be, into an unhealthy and degrading rivalry. It confers undue honor on a very few at the expense of all the rest, and it aggravates the positive injustice which is often done to the best men, as the result of the fallacious test of ordinary examinations.

Our students wish to be generous and helpful to each other; they desire to pursue truth, single-eyed, for the truth's sake alone, and they would preserve their manhood and independence in its fullest measure.

They simply ask, then, that the College Council will not expose them to a temptation which would tend to prevent them from making a fair approximation to this ideal. It is to be hoped that a request so reasonable will no longer be refused.

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## Literature.

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### "THE OWL'S TRIAL."

"Do, please, write something funny for a change."—*Correspondent.*

The owl is a sober bird, in fact soberness incarnate; and, moreover, he is fortified in his soberness by the solid, honest conviction that he can be nothing else but sober. But it is on record, nevertheless, that once, when in his most funereal mood and securest in his conviction of impregnable sobriety, he was betrayed into a