

understand that the Club is in great need of tenors, and as the membership is not limited, those undergraduates who are musically inclined are very strongly urged to identify themselves with our musical society at once. The Club has our best wishes for a most successful season.

It is within the power of the professors of University College to perform a gracious and beneficial service to the Province other than the duty which is discharged in their college lecture rooms. They might become the apostles and missionaries of culture and the higher intellectual life to the people. During the winter months they might occasionally visit the towns and larger villages of our province and deliver well-prepared addresses there on intellectual topics in the public halls. The benefits which might result from such a course are inestimable. The intellectual level of the whole body of their listeners would be elevated. Indirectly the strongest possible influence would be brought to bear in favor of university education, and the increased growth of such a sentiment means increased attendance and life and progress at our colleges. But the benign influences would not fall alone upon the people. A share would come to the professors. Their intellectual horizon would be widened and their sympathies deepened by such a course. In some cases race prejudices might be eliminated. Altogether then the outcome of such a movement could only be good and we should much like to see it in some measure adopted.

Leading Articles.

OUR INTELLECTUAL LIFE.

The *Educational Weekly*, one of our most valuable exchanges, had in a recent issue, a suggestive article on "University College—Its Intellectual Life." The writer shewed that the intellectual activity of University College was due entirely to the students themselves, who were not under any obligations to the Faculty, Council, or Senate for any real encouragement in their literary and scientific enterprises. That this is a just statement is only too evident. That the success which has attended the various independent undertakings of our undergraduates is due altogether to their own efforts is a source of pride and gratification to them. But this does not relieve the Council of the blame—to use no stronger word—which must attach to it in consequence of its inactivity and lack of practical interest in the highest welfare of the students. The general rule seems to be that no Professor thinks it worth while to do anything outside that special work for which he is engaged. True, there are one or two exceptions, but the spirit of enterprise and progress—at least so far as outward manifestation is concerned—does not pervade the Professorial staff of University College. What work is required of them is done, and done as well as at any other college, but beyond that—nothing, at least so far as helping to stimulate the progress of literary culture and scientific research amongst the students.

The Literary Society, in times past, made some efforts in the right direction, but with the graduation of those who were the promoters, the spirit of enterprise seems to have slumbered. The Society cannot be said to have been much profited by the experience of last year, which we hope will not be repeated.

What is wanted to quicken the intellectual life of our college is a course of vigorous lectures on social or literary topics—say one every month, or oftener, to be delivered by distinguished lecturers, resident or foreign, and by as many of our own Professors as are able and willing. Let the lectures be free to all, whether student or stranger, who may feel an interest in the subjects discussed.

As our contemporary pointed out, it is very strange that Professor Goldwin Smith, throughout the course of his long residence amongst us, has never been invited to deliver a series of lectures to our students upon those subjects of which he is the acknowledged master; while he has annually, without fee or reward, lectured to the students of Cornell University. Surely it is time that this reproach were done away.

It is humiliating to be compelled to acknowledge that the students of University College are indebted to the enterprise of various church organizations for the means of acquiring whatever literary culture they may possess. To what more natural source should they come than to their *Alma Mater*! Alas, to what more unresponsive guardian can they turn!

We trust that this state of things will not continue, but that in certain quarters there may be an awakening from the lethargy that

at present seems to hang over those in authority, and that the reproach to which we have briefly referred, will be speedily and forever removed.

THE SCHOLARSHIP QUESTION ONCE MORE.

WE had thought that Toronto university had outgrown its long clothes and that the academical nursery methods which had been so long in vogue in that institution were rapidly falling into disuse and oblivion. But the proposition of the vice-chancellor, now before the Senate, to increase largely the scholarship fund for matriculation rather breaks the illusion.

The principle of all such measures is undoubtedly wrong and it is to be hoped that the senate will not endorse it.

The motive of this particular proposition is obvious enough. The increase of scholarships is designed simply to lure high school students into the university. If there are no higher motives sufficient to cause candidates for matriculation to present themselves in larger numbers, then they are to be hired to come, out of a scholarship fund. This appears to be the simple truth of the matter.

Such a proceeding is entirely beneath the dignity of Toronto university. Minerva bribing the multitude with money is a spectacle for gods and men to weep over.

There is a better way. Let the university course in itself be made more interesting and intellectually profitable and many more students will crowd into it without the vicious inducement of scholarships.

Scholarships are vicious in their influence because they set up unworthy ideals before students, because they place a premium on dishonest study and because they discourage originality and independence of mental effort.

Let the notion miserably perish that the object of higher education is to make money or to acquire scholarly or professional distinction. There are those who have these things and yet are failures in the world. In all the essentials of the higher life of character, taste, and feeling, they are woefully lacking.

If any student who is naturally low-minded, finds that in Toronto university fame and money are to be his reward there is little likelihood that he will ever reach a higher ideal afterwards.

Even upon students of the higher minds the scholarship system has a pernicious influence. Their education becomes a matter of mere memory cultivation. They neglect weightier topics for the trifling multitudinous minutiae which count so well on the papers of incompetent examiners.

If a university has one function more than another it is certainly to encourage original research and individual and intellectual development. But to acquire scholarships students must usually sink individuality. Attainment of a scholarship may mean simply a judicious self-adaptation by the student to the individuality of the examiner.

In a worse way even than this the scholarship system tends to intellectual immorality. It may award the premium to words rather than to ideas, to the pretension of knowledge rather than the reality. A scholarship student need not care whether he understand the subject or not, so long as to the examiner he may seem to understand it. So that if he merely commit to memory a large and judiciously selected portion of his texts he cannot fail of the coveted prize.

The principle of scholarships was condemned a short time ago by a large majority of the vote of the graduates and undergraduates. Why does the vice-chancellor seek to perpetuate the system, especially when the funds can be applied to more legitimate purposes elsewhere and are urgently needed there?

HOW POLITICAL SCIENCE SHOULD BE TAUGHT.

In a valuable article contributed to a recent number of the *Varsity*, on "University Education in Germany," reference was made to the success of Dr. J. W. Bell, a Toronto graduate, at Leipsic, and to his subsequent appointment as Professor of History and Political Economy in the State University of Colorado. This institution is a new one, but it is influenced by the progressive spirit of the far west, and is already doing good work in the cause of higher education. Through the kindness of a friend we are permitted to produce part of a private letter in which Dr. Bell recently outlined the method of instruction which he pursues. It throws some additional light not merely on "the historical or comparative method" referred to in the article above mentioned, but also on the mode of teaching adopted by that greatest of living political economists, Roscher of Leipsic. Dr. Bell says:

"The study of Political Economy brings one into relation with all science, but especially with those sciences that treat of man. It is