

The Varsity

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TORONTO, November 6th, 1900.

NATIONAL PATRIOTISM.

The departure of the Canadian troops for South Africa was a memorable event in the history of our country. At that moment Canada, no longer only a colony, became newly conscious of her dignity and importance as a nation and her position as such in the Empire for whose cause she was sending the noblest of her sons to fight, and, if need be, die on the field of battle. A common emotion, patriotic pride and devotion to a just cause, stirred the hearts of the people as never before, and united them not only among themselves, but with all other peoples living under the British flag. The national enthusiasm suffered no abatement throughout the course of the war, and now that the struggle is ended and the British cause has triumphed it is stronger than ever.

The nation is justly proud of the part which her soldiers bore in the conflict, and to-day as they are returning to their homes, scarred by many battles, welcomes them in a way which they as heroes only deserve. Canada is stronger and the Empire is stronger as a result of their efforts; but this is not the only ground for the popular enthusiasm. We remember that Britain has been fighting in South Africa not for power or empire but to advance the cause of liberty, justice and humanity, and by her triumph on this occasion has taken one more step in the fulfillment of her mission as leader of the nations in the world's march upward to a higher civilization.

It is the consciousness of work well done in the attainment of these ideals that gives rise to the broader patriotism, and it is such patriotism that holds the Empire together and should ever move the minds and hearts of Canadians as nation-builders and true citizens of a great country.

FACULTY AND STUDENTS.

It has become a truism that the first aim of a University education is the development of a strong, healthy, well-rounded mind and character rather than the mere absorption of so much knowledge, machine-like, by the

student. To this end attendance at lectures and the reading of books are not sufficient; they must be supplemented by the influences springing from personal contact of students not only with students, but with their professors. As testimony to the importance of the personal influence of professors over students, the following passage from one of John Henry Newman's "Historical Sketches" may be quoted:—

"I say that the personality of the teacher is able in some sort to dispense with an academical system, but that the system cannot in any way dispense with personal influence. With influence there is life, without it there is none. An academical system without the personal influence of teachers upon pupils is an Arctic winter; it will create an ice-bound, petrified, cast-iron university, and nothing else."

During the summer months an article appeared in the *Evening News* from the pen of Mr. W. T. Allison, a Varsity graduate, which excited considerable comment in University circles. While we do not agree with this article *in toto*, still we think it contains some truth, and may with advantage be referred to here. The article in question severely criticized the attitude of University of Toronto professors towards their students. It pointed out that if the University is to play an important part in the Parliament and national life of the people one vital need must be filled, viz., "a warmer humanity in its professors and students," and that that is impossible "so long as the professors continue to show their present frigidity and aloofness, a spirit of seclusion and reserve, which has chilled the enthusiasm of many of their students and has set before them a false standard of conduct for life by making them think that the wisest and most cultured men are the most exclusive and unsympathetic of mortals." Mr. Allison, in his article, maintained that so long as this state of affairs continued, the University "will, mayhap, go on producing prodigies of learning, but will not send out manly men and useful citizens into the world."

In proof of his contention he cited by way of comparison, conditions existing in American colleges, for example, Yale. Here "the teaching staff and the students work harmoniously together to promote the best interests of the college, in the class-room and on the campus. There is a vitality about this common love for the college which makes every tradition sacred, and in great college events fills the heart of every man connected with the University with an elation and with a brotherly loyalty which cannot be described. To see the professor standing side by side with the student at some exciting football match, or boat-race, to see the enthusiasm and hear the cheering of both is to receive new ideas as to the real meaning of college patriotism and friendliness." The article concluded by saying that "unless both professors and students learn to meet one another in their work together as sociable, friendly, sympathetic, human beings, instead of intellectual icebergs, Toronto University can never hope to do the great work for Canada which Yale University is doing for the United States."

In writing this article Mr. Allison is undoubtedly earn-