

but no one of them, as far as we know, deals with the subject from quite the same point of view as is here attempted. The series of which this volume is a part is primarily intended for use in secondary schools; and the method of recourse to original sources has been indulged in as far as possible within the limits of the book. The subject matter is treated in three most natural divisions: firstly, Canada, as separate provinces; secondly, Canada as the Union; and thirdly, Canada as the Dominion. Several valuable tables are appended containing the names of the Governors of Canada, Lieutenant-Governors of Upper Canada, Premiers since Confederation, etc. The volume is neatly prepared, and the paragraphs are concisely synopsisized along the margins of the pages.

De Nobis.

MANY a sound sleeper would be less annoying to his family if he would cut out the sound.

John S-ers, on the day of the issue of JOURNAL No. 3—"Is the last JOURNAL out yet?"

At a committee meeting in Science about a week ago, it was suggested that some members of the Engineering Society be appointed to entertain the visiting delegates to the Science Dinner. Some one recommends M. Y. W-ll-am- for this work.

At the meeting of the Engineering Society, on November 20, the question of a wet or a dry dinner was discussed. Mr. Clement S-und-rs said the matter was an exact parallel of the case of local option in the country, and as that did not work well in Ontario, he did not think it would work well in the School. He suggested that we establish an Indian list and put the offenders on it—then we can have a wet dinner.

J. N. G-rd-n-r (on his way down to the K.G.H.)—Gee! it makes a fellow feel warm to come down here every day and see the fire escape.

Freshman in Science to F. H. H-ff ('10 Sc.)—Do you belong to the first year in Science?

F. A. H-ff—No.

Freshman—Well, have you a brother in that year?

F. A. H-ff—No.

Freshman—Well, there is a fellow that looks very much like you in our year.

F. H. Huf—Great Caesar! haven't I got that pasture-look off my face yet?

Pr-f. N---l (to class)—How do the faces of the octahedron affect the cube when in combination? Everybody answer together.

P. T. Pilk-y (in a loud voice, over and above the confused conglomeration of different answers)—They truncate symmetrically, etc.

Pr-f. N-----Bravo, Mr. P-lk-y.

Gymnasium Subscriptions.

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