

but I don't believe it, do you? Girls wouldn't be so curious—or silly.

Quickly satisfied with this serenade, the crowd hurried on, up College Street to University Street, past the Parliament Buildings, through Queen's Park on the run, up Avenue Road to Bloor Street, all the way accompanied by a battalion of policemen, which the boys had asked Mayor Shaw to give them as a body guard for fear some citizens might try to interfere with the procession. After singing a song or two, with husky voices, for the benefit of the residents who lived near the Presbyterian Ladies' College, the mob went east on Bloor Street, stopping for a few minutes on Park Road to see if they could waken the students at the Moulton College. Then the boys took it into their heads that they would "shake" the cops, but the latter, like the proverbial small boy, didn't care to be shaken. However, the students started a half-mile dash on their own account, and when they arrived at the corner of Jarvis and Isabella Streets, not a blue coat was to be seen.

By the way, I would like to suggest that the University Athletic Association offer the Police Force the use of their quarter mile running track for training purposes.

The crowd was now in great glee and soon commenced such fun as they had previously desired, but did not like to hurt the cops' feelings. But lo! as we were going down Yonge Street, near Grenville, who should come along on a car, but our runaway chaperons. But here the boys decided to separate, and while some continued down Yonge to Carlton Streets, the majority went up Grenville, and the policemen went down to College Street and took a drink at the corner. So also did the writer, and feeling rather weary with much tramping, he walked slowly homewards, sorrowfully lamenting that Hallowe'en for 1897 was over.

#### WHERE IGNORANCE IS BLISS.

It is not the undergraduates alone who experience all the jests of fickle fortune during their summer outings, as the following will go to prove.

Four of the most learned and by no means the least dignified of the University staff hied them in the early summer to the north for a little fishing, making the expedition in a couple of box-cars chartered for the purpose. When they reached their destination, these cars were shunted on a siding to serve as the temporary home of the party. Not long after their arrival two of the gentlemen of the gown sallied forth arrayed in togs which had seen better days, with their rods and tackle for a day's sport. As they tramped the ties they met a section man. Quoth he—

"I say, youse fellows, are you with that gang hangin' out on the sidin' down the track?"

They acknowledged the corn. Thus encouraged the questioner proceeded—

"Who's bossin' the crowd anyway? Who's runnin' the show?"

"Mr. L—, of Toronto University, has control," was the courtly reply.

"H'm! I suppose now Mr. L— hires youse chaps to ketch fish for him while he's up here?"

What they replied is not recorded. But, at any rate, as Rudyard Kipling says—"that's another story."

Heard in the stand:—

Sweet young freshette: "How's the wind, Mr. Gussie?"

Shy young freshman: "Pretty well, thank you, Miss Daisy."

## Toronto's Examination System.

FROM AN UNDERGRADUATE'S POINT OF VIEW.

Any one who discusses this subject, no matter how fair he endeavors to be, cannot hope to express the views of all. How each individual undergraduate will view the problem will depend on his special line of study, and perhaps still more on his natural temperament. This being true, a general outline of the subject which will appeal to the average student shall be my aim.

It might be well to remember at the outset that Toronto University at present is not a Scientific Institute. Its student body is not composed of men whose sole object is original research in some special line of study. The majority of the young men at the University are there, not because they love learning, and mean to devote their time to the pursuit of wisdom, but because they want a training which will fit them for earning a livelihood in some of the professions. This may not sound very ideal, but is it not the truth?

For such a class of students an examination of some form as a test of faithful adherence to work is a necessity. It is the definite concrete object for which they may strive. Learning for her own sweet sake is doubtless the proper spirit, but much too abstract for most of us. Whether this examination ought to be an annual one, or scattered over the term, will be discussed later. It is sufficient for our purpose now if we can agree that if we had no examination at all we would not work as energetically and faithfully as we do. The question of motives has been answered quite fully by Professor Hutton in speaking of the Ethics of Competitive Examinations.

Examinations of some form, then, being necessary, if we are to be serious and systematic in our study, we can proceed at once to a discussion of methods. It will perhaps help us here if we understand clearly what are the possibilities under the present system. An outline of the Calendar may not be interesting, but it is none the less essential to any intelligent discussion of proposed reforms. In the first place the student has the choice of an honor course or of the general course. In the former fifty per cent. is the minimum of marks required, and in the latter thirty-three per cent. Now is it not fair to say that this standard is not too high? The system also makes some allowance for term work, but in the general course, especially, the May examination is the important element. In some of the honor departments, however, term work is much more important. In Physics, Chemistry, Psychology and Natural Science, great stress is put on laboratory work during the term. In Political Science two essays are required in each term, and an examination in Economics is held about Christmas. As honor students have their names placed in the class list in order of merit, we have competition. Whether this is good or bad, viewed from the undergraduate's standpoint, matters little; for if any student does question the legitimacy of such a method, if he thinks it leads to over-exertion and too close application, he has absolute power to correct the evil so far as it concerns him by simply not competing. Competition, with whatever evil results attend it, is a possibility under the present system. It is not a necessity.

The evils of which the undergraduate complains most are, I think, not caused by the examination system at all. They are due chiefly to a curriculum which demands more reading than can be done thoroughly. I admit that no student can speak with authority of any course but his own, yet the impression seems to be general that in many of the