

Dat make my sadder hawful proud
For see his child's so plenty.

II.

W'en I go hup for make my law
I don' go hon Laval, sir,
Dat make me row wid my *papa*
Mais ça, ça m'est égal, sir.
Bagosh! I soon make hup my min',
De h'English, *dats* de knowledge
An' dats de reason dat you fin'
Me 'ere, on McGill College.

III.

My gran'modder she halways say—
'Er name's Malvina Claire,
"Jean Louis Pouliot, you'll don' forgot,
You're enfant de ton père!
Your sadder 'e's no gentleman,
'E work one day to h'odder,
'E pay 'es way so long 'e can,
An' den 'e never bodder."

IV.

Papa say, "Well, dose boys more swell
On McGill dan Laval, sir,"
I'll not care, me, for *compagnie*
Or, ça, ça m'est égal, sir,
"Dat Hel, Hel, B's de bes' degree
For push your tree of knowledge,"
But jus' as well's de B. C. Hel
We get on McGill College.

V.

I 'ope for get my gown some day.
Den I'll 'ang out my shingle
I'll marry Philomène Barré,—
De gal she's no good single.
I'll stump de country hup an' down
I'll make de 'lection speeches
Mo' 'e every year you'll see me roun'
In broadcloth coat and breeches.

VI.

My holdes' son I guess 'e'll went
To college at Laval, sir,
Dat make de hol' man pleasurement.
Et ça, ça m'est égal, sir—
'Urrah, 'Urrah, jus' one more *coup*
To wet de tree of knowledge.
'Ere's luck to you w'en you get t'rough
No matter w'at your college!

WM. MCLENNAN.

NOTE.—The foregoing has been accepted by the Faculty of Law as their Faculty song to be published in the New McGill Song Book.

Notes On Universities.

Every University has its good points and its bad points, whether as regards its government, its executive, or its student life. The mention of a few of these in what follows will be profitable, and might be interesting.

To begin with government, the form is very various. We may have government by the state, as in many Continental universities; government by a body of eminent citizens, as at McGill, and at some colleges in Great Britain; government by a Senate of professors accountable to a University Court corresponding very

much to Corporation here, as in the Scottish Universities; or government by a Senate consisting of Chancellor, Vice-Chancellor and graduates, as at Oxford and Cambridge. All these systems are perfectly capable of producing excellent results. The student probably benefits most by the Continental system. The very high remuneration of the professors in the Scottish Universities seems to indicate that government by the professors is largely for the professors. The Oxford and Cambridge system is probably capable of the highest results from every point of view, while the chief advantages of government by highly respected and frequently opulent citizens are the securing for the University of frequent benefactions to, and sometimes munificent patrons of learning, and a large amount of excellent financing capacity.

Before inquiring into the possible good or bad points of the executive or officers of instruction of a University, it is necessary to define the duties of these. Without at present attempting to indicate the true functions of a University, which must be different in different countries as depending on each educational system as a whole, we shall probably not overestimate the character of these functions if we assign to every member of the University staff the following threefold category of duties or privileges.

First, he must be an example to his pupils of a true gentleman and a good citizen. One of the main reasons why a man comes up to the University is to learn in a more extended way the usages of the world he lives in. At no time of life are manners, whether good or bad, so easily cultivated as at this period; and if the student has any admiration for his teachers, he will insensibly model himself after them, not merely in ways of thinking, but also in modes of acting. For this reason loyalty to existing State Institutions ought to be a characteristic of the University teacher, as it is manifestly unfair to use a high position in the University to inoculate advanced political beliefs in minds so susceptible and so impatient of imperfections and without that salutary knowledge of the humanly possible which experience alone can bring.

Next, it is the privilege of the University lecturer to be the guide of his scholars in their search after truth. He either points the finger to the thoughts of the greatest minds of the race, or he gives his own judgments, as a man of eminence in the world of learning should, on the questions occupying the minds of the day, or on the latest secrets wrested from Nature's fathomless store. His erudition in his subject must therefore be profound and his critical acumen cultivated to the highest degree.

Lastly, every member of the staff ought, as Dr. Johnston insisted at the University lecture the other day, to be himself an original thinker or investigator, adding his contribution to the world's wealth of thought, or endeavoring to question Nature successfully.

The characteristics of the staff in respect of the last two points determine whether a University is in the highest sense a centre of light and learning, or merely an establishment where bundles of elementary facts are