

POETRY.

TEMPUS FUGIT.

THE more we live, more brief appear  
Our life's succeeding stages;  
A day to childhood seems a year,  
And years like passing ages.

The gladsome current of our youth,  
Ere passion yet disorders,  
Steals, like a river smooth  
Along its grassy borders.

But, as the care-worn cheek grows wan,  
And sorrow's shafts fly thicker,  
Ye stars, that measure life to man,  
Why seem your courses quicker?

When joys have lost their bloom and breath,  
And life itself is rapid,  
Why, as we reach the Falls of Death,  
Feel we its tide more rapid?

It may be strange—yet who would change  
Time's course to slower speeding,  
When one by one our friends have gone,  
And left our bosoms bleeding?

Heaven gives our years of fading strength  
Indemnifying fleetness;  
And those of youth, a seeming length,  
Proportioned to their sweetness.

—CAMPBELL.

FOUR-SCORE.

EIGHTY bright summers, eighty winters cold,  
Have come and gone, and yet thou art not old!  
Those years of shine and song, of frost and chill,  
Have heralded thy birth, and waiting still  
Are the bright years beyond, which thou shalt call  
Thy life. For Autumn's changing leaves shall fall,  
And stately Winter wear his snowy plume  
A few more seasons; and when men shall say,  
"Her life was long, but it is done to-day,"  
High up among the angels, though we grieve,  
New-born, in Heaven thou shalt begin to live!

—MRS. BRADFORD.

"TAKE HEART."

THERE'S many a trouble  
Would break like a bubble,  
And into the waters of Lethe depart,  
Did we not rehearse it,  
And tenderly nurse it,  
And give it a permanent place in the heart.

There's many a sorrow,  
Would vanish to-morrow,  
Were we not unwilling to furnish the wings;  
So, sadly intruding,  
And quietly brooding,  
It hatches all sorts of horrible things.

Resolved to be merry,  
All worry to ferry,  
Across the famed waters that bid us forget,  
And, no longer tearful,  
But happy and cheerful  
We'll find life has much that's worth living for yet.

—EX.

HOW MANY UNIVERSITIES CAN ONTARIO SUPPORT?

THERE are at present in the Province, Toronto, Victoria, Trinity, the Western, Ottawa, and Queen's Universities. The first three have accepted the principle of Federation, and will probably ultimately become one. The Western consists at present almost entirely of a medical school, and there is, we believe, a clause in its charter empowering the Provincial Government from whom it emanated to affiliate it to Toronto, whenever such a step should be considered desirable. There would then be Toronto, Ottawa and Queen's. We know little or nothing of Ottawa, because it does not issue a calendar, and as it has no endowments it depends almost if not altogether on the fees of its boarders, who come in large numbers from the United States. How many graduates in Arts it has is not known, but probably not more than a dozen. Ottawa University, however, has such a large Roman Catholic constituency to draw from, in Quebec as well as in Ontario, not to speak of the States, that it has no intention of surrendering its charter. And there is no reason why it should, because it is doing a work that probably no other University in Ontario could or would do.

Not counting Ottawa, there would be in Ontario, should the confederation scheme be carried out, only Toronto and Queen's doing full University work on the recognized pattern, beginning, that is, where the High Schools leave off and going on to the regular degrees in Arts and Professional Degrees. Would that be too great a number for the Province to support, or would it be better that there should be only one? In answering this, let us look at the example of other countries and states, no bigger than Ontario, and though now older yet at one time less populous, confining our attention to countries and states that are recognized as worthy of being followed educationally. In the new world, the examples of the States of New York, Massachusetts and Connecticut, the leading states of the Republic intellectually, and in the Old World, little Scotland, Holland and Switzerland, each with its four or five Universities, all point one and the same moral. Let us add as another instance the little grand-duchy of Baden. With a population of quarter of a million at the beginning of the century, it has still, less than a million and a half, but neither then nor now did it dream of rolling into one its two famous Universities of Heidelberg and Freiburg. Instead of that it has practically added a third, in establishing a great polytechnic college at Karlsruhe, with a general course in languages, Mathematics and Science, and special courses in Mechanics, Agriculture, Chemistry, Forestry, Mining and such like. One of the Universities, Freiburg, with a noble library of 250,000 volumes, has 300 students, or about the same number as Queen's. Heidelberg, the oldest University in Germany, has double the number, and the institution at Karlsruhe has 800. Another remarkable fact is that while the great Universities in