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THE AUTUMN QUEEN.

The smiling beauty 'neath whose gentle wand
The realm of Nature bowed and owned her sway,
Yet knew not that 'twas ruled—doth wear to-day
Upon her snowy brow a withered band.
The faded rose has fallen from her hand;
Her sceptre on the couch beside her lay;
Her face she turned towards the western way,
With anxious eye the dim horizon scanned.
The ling'ring breeze her dying features fanned,
No sound disturbed, no battle-cry,
Nor host with host contended;
A reign of Joy and Love, a sigh,
And Summer's life was ended.

Forth from the West, with stately step and slow,
A queenly matron came, upon whose brow
There shone a crown of gold; and standing now
Beside the prostrate form, then, stooping low,
She kissed the ashly lips, while swiftly flow
From wells of sorrow, teardrops, saying: "Lo!
The world is mine. To-morrow I must bow
Beneath the tyrant's yoke, though Earth endow
Me with her richest treasures, and although
My subjects dearly love me. Even so."
The tyrant frowned upon the morn,
And wintry blasts contended,
A day of golden splendors worn,
And Autumn's life was ended.

T. A. G.

PRESIDENT WILSON'S ADDRESS.

(An Abstract.)

We meet to-day as a college under peculiar circumstances, with our organization already modified by recent legislation; which nevertheless still awaits the proclamation of the Lieutenant-Governor before it can come into full effect. The primary object of the University Federation Act, in which we heartily sympathize, is the union of denominational universities and colleges in loyal co-operation for the furtherance of their common aims. Happily, however, the occasion has been turned to account for a revision of the university scheme in other aspects, and we welcome it as removing restrictions which had long hampered us. In the recent legislation on university federation we have had the satisfaction of witnessing the harmonious co-operation of the Legislature in the effort to place higher education in Ontario on a more comprehensive basis; and the promptness with which the representatives of medicine have responded to our invitation and united in the inauguration of the restored medical faculty is the best evidence of the wisdom of the course which has been taken. Provision is also made for the restoration of the Faculty of Law. If the bar of Canada is to maintain its true place among the learned professions, and our provincial courts are to train for the supreme tribunal of the Dominion men worthy to rank with the distinguished jurists of Great Britain and the United States, it is indispensable that adequate instruction shall be provided. But underlying all this is the ever-recurring element which controls the statesman, the diplomatist and the trader. The educational problem has become a financial one; and

till that aspect of it has been satisfactorily dealt with, its promised results will remain unrealized. There has been a further proposal to obtain additional lecture rooms by the sacrifice of the college residence; but the unanimity of the protest against a proceeding so inimical to the best interests of the college is sufficient, I trust, to prevent so mischievous and short-sighted a policy. As to the scholarships and prizes, I am encouraged by liberal responses already made to my appeal, to anticipate their replacement from other sources.

It cannot be too strongly insisted on that the success of national education is the measure and standard of a people's healthful progress. The nations of the world take rank according to their fidelity to it; and their greatness, alike in ancient and modern times, has been in proportion to the zeal with which they have fostered intellectual culture and made truth their highest aim. Looking to this question of national education as it is affected by university federation, I entertain sanguine hopes of its results. It is only by united action in some form that denominational influence can exercise any legitimate effect on national education. If the co-operation of colleges under the control of various Christian Churches, with one maintained by the State in the interests of all, lends its effectual aid in sustaining a high moral and religious tone among the undergraduates, one all-important aim will be accomplished. On the other hand, I look to the conflict of opinion and diversities in teaching, resulting from healthful rivalry of colleges, acting in concert as affiliated members of one university, for protection from the stereotyped rigidity which has been charged as the danger of all national systems.

But there is an evil, to a large extent the product of modern appeal to examinations as the supreme test of all qualifications for office or appointment. It has been questioned if Walpole—one of England's greatest financial Ministers—could have satisfied a modern civil service examiner; as to Wellington, he would certainly have been plucked by the martinets of the Woolwich board. Examinations have their proper place in every collegiate system. I know of no better substitute as a test of actual work done in the lecture-room and laboratory; especially when conducted by an experienced teacher. But the extremists have not only effected a divorce between examiner and teacher, but would fain substitute examination for the teacher's work. With such the ideal university of the future is a board of examiners and a file of text books. Under this influence rival programmes outvie each other in the multiplicity of prescribed book work; nor can I claim for our curriculum an absolute exemption from the taint. Every system, whether for school or college, is objectionable which relies mainly on the perfecting of educational machinery and fails to leave scope for the personal influence of the teacher. Some prescribed course of work is indispensable; but if the instructor is worthy of his trust, what he communicates *con amore*, as having a special interest for himself, will be the most likely to kindle enthusiasm in the student. Routine work is ever apt to lapse into drudgery, unless animated by the enkindling flash of impromptu illustration. Sir John Lubbock justly remarks:—"Our great mistake in education is, as it seems to me, the worship of book learning—the confusion of instruction and education. We strain the memory instead of cultivating the mind." The schoolboy is doubtless as clay in the hands of the potter, but that is no justification of the tendency to