

but by a motion for the previous question, this act may be intercepted and forbidden. The words of this motion are, 'that that question be now put.' Those who wish to avoid the putting of the main question vote against the previous (or latter) question. It is called the previous question, because, before the main question can be put, this question must be decided. If it be resolved by a vote that the main question be not now put, that is, if the previous question be decided in the negative, the Speaker cannot put the main question. If the previous question be carried, that is, that the main question be put, no change can be made in the main question; nor is any further debate allowed; nor is a motion for adjournment in order, as the Society has resolved 'that that motion be now put,' and it must be put at once to the vote. The curious part of the proceeding is that these who move and second the motion vote against it, and in the House of Commons are generally appointed tellers for the noes. It will be seen directly how it is so. The object of their motion is to prevent the main motion from being put; they move that it be put with the intention of getting a vote adverse to the main motion—and so they vote against their new motion. In the States the motion is put in this shape: 'That the main question be not now put,' which is a much more sensible way of wording the motion, and brings up the issue fairly.

No amendment may be proposed to the previous question, just as no amendment can be proposed to a motion for adjournment. The previous question can not be moved on an amendment, nor upon any question in committee of the whole house. The debate on the previous question may be adjourned by a motion to adjourn, inasmuch as a motion to adjourn may be made at any time, and must always be determined before other business can be proceeded with. But, of course, the object of those who moved the previous question would be gained, as what they wanted was the adjournment of the debate.

3rd. The third way of avoiding the debate is, as was before stated by motion, 'that the orders of the day be read.' The orders of the day are matters which the House have already agreed to consider on a particular day; they are governed by certain regulations of the House not applicable to the Society in any way. But, as the Society has a certain order of business fixed in a certain way, an analogous motion would be that the Society 'do proceed with the next order of business,' which, if carried, is equivalent to superseding the debate. A motion to adjourn would also be in order, and if carried, would adjourn the whole discussion.

4th. The fourth mode of evading or supplanting the main question is by amendment. An amendment may be a total negative of the main motion. It can be done by moving that all the words in the motion after 'that,' be struck out, and the proposed alteration substituted. The alteration may be a direct negative of the motion, but if the majority is in favor of the amendment, the minority can only submit. It is just the same as if the main motion had been voted down and a new contradictory motion carried. But an amendment (as its very name implies) has not generally such an object in view. It is usually to effect such an alteration in a question as will enable certain members to vote in favor of it, who, without such alteration, must have either voted against it or abstained from voting. Without the power of amending a question an assembly, would have no means of expressing their opinions with consistency. They would be obliged to affirm a whole question with parts of which they disagreed, or negative a whole question to parts of which they assented. Sometimes the object of an amendment is to present an alternative question either wholly or partially opposed to the original question, and one proceeding decides upon the two propositions.

The modes of amendment are as follows:

1. By leaving out words.
2. By leaving out words in order to insert or add others.
3. By inserting or adding certain words.

The time to move an amendment is after the question has been put by the President. Any member may move an amendment without notice, or when notice of a motion is given, a member may give notice that he intends to move an amendment to that motion; but such a notice would give no right of precedence. The member who first rises and is called by the President, or as we say, who has the floor, is entitled to conclude with any motion which may properly be made at that time.

We will discuss the above mentioned three modes of amendment in our next paper.

EDUCATIONAL BENEFACTIONS IN THE UNITED STATES.

Among the most prominent benefactors of education was John Hopkins, who bequeathed \$3,000,000 to found the John Hopkins University at Baltimore. Asa Packer gave \$3,700,000 to Lehigh University and \$30,000 to Muhlenberg College. J. C. Green presented Princeton with \$750,000. The gifts of Ezra Cornell and H. W. Gage to Cornell University aggregate more than \$1,000,000. Ario Pardee has given more than \$500,000 to Lafayette College since 1864. Besides

the sum allotted to the Southern Education Fund, Geo. Peabody gave to Yale College and Harvard University \$150,000 each, to Washington College, Virginia, \$60,000, to Kenyon College, O., \$25,000, and to various other scientific institutions, about \$150,000. Joseph E. Sheffield gave to the Scientific School at Yale, \$400,000, and Amherst received \$150,000 from Samuel Williston. Nathaniel Thayer and Nathan Matthews have each given more than \$250,000 to Harvard, and the younger Agassiz's gifts to Cambridge Museum exceed \$300,000. Mrs. Vallevia G. Stone, of Malden, Mass., has distributed \$850,000 among the Congregational colleges of the United States. Amasa Stone, of Cleveland, gave \$500,000 to Western Reserve College. Gilverton Thayer, of Bantree, Mass., founded Thayer Academy at Baintree, in 1878, with \$417,000.

In 1878, Dr. Joseph W. Taylor, Burlington, N. J., gave \$450,000 towards the erection and endowment of a Friends' College for Women, located at Bryn Maur, Pa. The legatees of John C. Green made over \$165,000 to Princeton. Miss Mary Fletcher, of Burlington, Vt., gave the University of Vermont and State Agricultural College \$185,375. William H. Vanderbilt has contributed over \$700,000 to the university bearing his name in Nashville, Tenn. Boston University has recently received a bequest of \$2,000,000 from Peter Rich.

Paul Tulane, of Princeton, N. J., has executed deeds for property in New Orleans, valued at \$2,000,000 for the endowment of a college in that city for young white residents of New Orleans.

A Mr. Brown has recently endowed a professorship in Oberlin College on a foundation of \$50,000.

John P. Howard, of Burlington, Vt., has given to the University of Vermont \$50,000 to found a professorship, and is building the main edifice of the University at a cost exceeding \$30,000. He has presented to the same institution a bronze statue of Lafayette, costing \$25,000. Geo. I. Seney, of Brooklyn, has sent the Wesleyan Female Seminary of Georgia a check for \$25,000, which makes \$125,000 the institution has received from him.

Marquand Chapel, at Princeton, was open during Commencement in June last. It was erected by Henry G. Marquand, at a cost of over \$100,000.

In general, it may be said that the donations to American colleges since 1860 equal their entire valuation that year. In 1877, \$1,274,000; 1878, \$3,103,289; 1879, \$5,249,810 were donated; while in 1880 it is estimated that the amount has reached \$20,000,000.—*The Chrestomathean*.

THE MODERN LANGUAGE DEPARTMENT.

To the Editor of the 'VARSITY.

SIR,—As far as we can learn from the somewhat obscure accounts of Senate meetings, great changes will be made in several of the departments of the University. A Senate more liberal in its views than that of former years, has opened its eyes to the fact that scholarships may not be an unmixed benefit; that fellowships should be established; that additions to the staff are needed in the College; and that the University buildings might be enlarged with advantage to all concerned.

But in these changes and rumors of changes, we hear nothing of reform in a department which, in our opinion, needs it more than any other. We refer to the Modern Language Department. It is rather singular that an age which is thoroughly practical in its tendencies, has never recognized the fact that of all studies that of Modern Languages is the most practical, and that as a department it should be equipped as the times demand. In no spirit of fault-finding, but with a sincere desire to see our University gain as high a degree of perfection as possible, we venture to mention some of the deficiencies which might be remedied.

To obtain the greatest practical advantage from the study of the modern languages, the student must learn to speak them. Under the present system this is almost impossible. The lectures given are too few in number. It is altogether out of the region of possibility to assume that a student will learn to speak a language from instruction in that language for two hours a week. But when we remember that the greater part of the two hours is taken up in reading a drama by Moliere, Goethe, or Goldoni, we can understand how difficult it is for an ordinary mind to acquire that practical knowledge of a modern language which is really its greatest good.

And now, if the Senate has regard to the best interests of the University, it will set the Modern Language Department upon a new and firmer footing. It will see that the instruction given be practical, and that it be given by the most capable men, not losing sight of the fact that such men require sufficient salaries.—I am, etc., B.

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