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UNIVERSITY GAZETTE

VOL. X.

McGILL COLLEGE, MONTREAL, FEBRUARY 2ND, 1887.

[No. 7.

Unibersity Gazette.

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The University Gazette will be published for tnightly during the College Session.

Rejected communications will not be returned, to which rule no exception can be made. The name of the writer must always accompany a communication.

All communications may be addressed to the Editors, P. O. Box 1290.

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Editorials.

THE BAR EXAMINATIONS.

We had occasion sometime ago to refer adversely to the new regulations passed by the Bar of this Province to govern the examinations, both for admission to the study and practice of law. Since our last article was written the first of these examinations has been held under the new rules, and we see no reason to change our opinion as then expressed. The whole principle is a bad one, and until the Bar can make adequate provision for a more general and a more searching written examination, we maintain they have

no right to exclude a man from an oral because of his failure in one subject.

While upon this subject, we would suggest to the Law Faculty in McGill that the subject of Municipal Law be made a part of the course. It is without doubt an important part of our law, sufficiently obscure and confused to require some explanation, and is now obligatory at the Bar examination. Besides, all the students who come to McGill do not practice in cities, but some in country parts, where an intimate knowledge of the Municipal Code is absolutely essential.

THE WORK OF DEATH.

Within the past few weeks McGill University has lost two of her most devoted friends. The wise counsel of the Hon. Mr. Justice Torrance will be sorely missed on her Board of Governors, and the energetic and self-sacrificing work of Mr. Ramsay in behalf of his alma mater will, so long as McGill lasts, be often remembered by those who shall in future guide her destinies. We mourn in common with every graduate of McGill that two such useful lives have been lost, even at the time they were battling for the interests which we, as English Protestants in Quebec, hold high above all others. Our sorrow will be best expressed by a manful and a persistent effort to find men equally disinterested and equally wise to carry on the work which these men in their lifetime held very dear.

The time has come when the graduates of the University should make an effort for larger representation on the Board of Governors, and we trust that immediate steps will be taken in this connection to ensure the appointment of men who will be as earnest in their devotion to the interests of the University as is the great body of her graduates.

THE PRELIMINARY BAR EXAMINATION.

Anything more careless or more discouraging than the attitude of the English Bar of this Province as regards this examination, it would be difficult to imagine. Too careless to inquire into the merits of the case, they have allowed their French conferes to impose upon English students their system of education. No sooner is the charge made than we hear upon all sides the stock objection, "oh, we are in

minority; we can do nothing." Such reply is a cowardly excuse to cover over selfish indifference. The facts are these: we send up men from English schools to this examination, well prepared according to our system, to begin the study of the profession of law ; many of them are graduates in Arts from our Universities-some of them medal men in this course-with what result? to have many of them fail, while even our best men take a low place in comparison with those trained in French Schools. Let any fair-minded man look over the results of these examinations, and he cannot but come to the conclusion that the present regulations are a gross imposition upon English candidates. English schools attach much importance to the study of Mathematics, French schools attach a corresponding importance to the study of Mental and Moral Philosophy. The former is valued in this Examination at 100 points, the latter at 200! We deny that the Council of the Bar has any right to impose the French system thus upon us; we deny that a course in philosophy is any better preparation for the study of law than is one in mathematics: we admit that both are useful, and we simply ask that the opinions of the English educators throughout the Province should be respected.

To return, we believe that if the English members of the Bar would display a little more energy and determination, things would not be in the condition in which they now are. We do not believe that the French members have deliberately set to work to put our young men in a disadvantageous position; they have simply followed out their convictions, and there was no one of opposite convictions public-spirited enough to make objection or to urge a different course. We prefer one and the same examination for both French and English candidates for admission to study law, but if our French friends cannot be induced to modify the present regulations, then we demand as a right, not ask as a favour, that there shall be separate examinations for French and English candidates.

McGILL'S ENGINEERING COURSE.

This Faculty, the youngest in the University, is attracting more and more attention among the friends of the college, and among those who are contemplating entering the profession of engineering.

Many shake their heads at a college course in engineering, and decry "book-engineers," while there is a tendency among many head engineers to look rather suspiciously at college diplomas, and university degrees, which an applicant may present as his references. They certainly have some reason for this,

as many graduates fully believe they know pretty nearly all about engineering that is worth knowing, and act upon this self-delusion when they begin actual work. In nearly every case they are found sadly wanting, being unable, even, to put in their stakes properly. For such a one his only salvation will be his willingness to condescend to begin at the begining, and learn the practical part of engineering.

We have met with chiefs who would have nothing to do with college men under any circumstance, but we have been impressed with the belief that, while they certainly had real grievances, their feelings were thus embittered to some degree by a secret feeling of regret that they had not been able to enjoy similar advantages.

A college course will not make an engineer, but if properly used, will greatly help him to become one. While going through his course he must endeavor to avoid becoming too theoretical, and strive continually to become thoroughly practical, which is the key note to a successful engineer's career. On entering the field for actual work, the graduate must be willing to keep what he has just learned at college to himself, and to quietly add by experiences gained day by day, gleaned from any cource, however humble, to his knowledge already attained. When an engineers sees that a man is of this stamp, he will certainly look with some favor upon him, and even help him to advance.

It is reasonable that a college course, if technical, must be invaluable to a young engineer, but we would strongly advise our graduates, to say little or nothing about their sheepskins or degrees, but to show by their deeds that they possess the stuff and merit of a true engineer.

As to our course at McGill, we fully believe that it is becoming, despite the limited supply of apparatus, and restricted supply of room, more practical, and hence, more valuable. The temptation to indulge too much in theory is very great, and also pernoicus, but our course is now less theoretical than it was, and we cannot strongly complain on this point. The supply of apparatus is slowly increasing, though we sadly need much more, not to say a proper building. Our draughting rooms are rather dark and uninviting, but when we remember the many difficulties that have been overcome in putting this faculty upon its present basis, we must congratulate our Principal and his colleagues upon the success so far attained.

Our new laboratories, the most complete and best equipped in Canada, now offer excellent opportunities for those in mining and chemistry. The mechanical course has been strengthened by adding the lectures of one of the best engineer's in the G.T.R. work-shops. We think that more work should be done in the lat year, so as to give more time for draughting and practical field work, of which not enough is done; and if the standard of admission is raised, students will prepare themselves for it, and come better fitted, and in as large a number.

After all an engineer begins to learn when he begins actual work, and above all he must be practical, able to grasp the main details of his work, and not dissipate his time and energies on minor parts: This is one great fault of college-engineers, they waste much time in doing some work with such accuracy and nicety not at all necessary.

It is undoubted that many of our graduates are doing well. Some have chosen other professions or entered business, but the majority, with energy and perseverance, are pushing on to success. We can name many who now occupy high places of trust, while others are surely working up to prominence. It takes years of practical experience to make an experiengineer, and we are confident, that many men who have left these halls, will yet do honor to their profession and to Alma Mater.

Our professors are doing their utmost to help their students, and their efforts are so successful, that we believe our course of engineering is unrivalled by any other in Canada. This winter a valuable series of lectures by some of our best engineers has been inaugurated, at all of which the students of the Faculty of Applied Science assemble en masse, with many others from the city who are interested in engineering work. This is proving a very wise step, and we hope it will become a fixture on the curriculum of this course.

Poetry.

LACROSSE.

Patriet Pontiae, redskin wily,

Dicting death to his English friends,

Did not value Lacrosse too highly

Well be knew that the noble same,

Every thought, every slance would claim,

Who could link it with death and shame!

Yes, that Indian plotted siyty.

Years have passed since that time of sorrow,
Pontiac lies in his grave of shame.
In the light of a calmer more of the shame of the sham

7 ist as the summer sun comes peeping.
O'er the edge of the drowsy earth,
O'er the edge of the drowsy earth,
I come and the drowsy creeping.
However, the drowsy creeping the the drowsy creeping the the drowsy creeping the the drowsy creeping the world with sparkling eyes,
Gatheling streamth white the dult are sleeping.

Worthy son of our young Dominion,
Tower of strength for her hour of need,
Scarce the bird on its irreless pinion
Can surpass him in the standard and speed,
Taught to follow the fitting both
Tained to follow the fitting both
Trained to laugh at a blow or fall.
Knowing his right and those of all,
No one's tyrant and no one's minion.

Mark two clubs when a game is playing,
Each one striving with heart and soul,
Feats of provess and skill displaying.
How the badl from goal to goal.
How the badl from goal to goal,
How the badl from goal to goal,
As to one goal to goal draws near,
Elying so wiftly there and here,
Ne'er an instant in one place staying.

JOHN SMITH.

Contributions.

A McGILL MAN.
BY JAY WOLFE.

Written for the UNIVERSITY GAZETIE.

CHAP. VII.

" Night has let its curtain down And pinned it with a star."

September brought us all back to old McGill, ready for new work. I came back a few days earlier in order to see that Clooney and I would again board together. We had kept up our friendship by a frequent interchange of letters, and I was dying to meet him again. He came up from home a few days after the session opened, and had apparently recovered from his wound, except for a certain graceful lassitude which I assured him would take with the girls, "especially with Miss Mayflower," I added, with some hardihood, whereat he colored up and changed the subject. The boys, who had all lamented Clooney's mishap, the more so since they did not know the good fortune that attended it, wished to give him a supper to celebrate his recovery. Clooney was modest and refused the honor, but the boys were not to be done out of some jollification, and their feelings found expression in a presentation of a gold pin and a right good bouncing one day after the lectures in Physics.

At his earliest opportunity Clooney paid a visit to Mrs. Mayflower, ostensibly to thank her formally for her hospitality and to show he had not forgotten it. did not know of this visit until after it was over, so I cannot say what went on then. This, I know, that he used to visit there with great regularity, though he never alluded to Miss Mayflower in his conversations with me. I am a bit of a psychologist, and reasoned from this that the course of true love was running smoothly, for it is well-known that lovers usually seek confidants only when miserable. A man can enjoy all his pleasures himself, but likes to shove off part of his sorrows upon some one else. I gave him one warning and then left him alone; I warned him not to become too intimate there or he would find all the right he had enjoyed as a guest vanish in the neglect

of familiarity, most probably without bringing any equivalent reward.

A man's second year at college is much like his first. The months slipped by until autumn became winter, and winter, spring, bringing us once more into the throes of examinations. Only one incident of this session is worth recording, as showing the old method of administering the law and the way in which the law was treated in former times.

One evening just after the theatre was out Clooney, Joe Rellek, a student in one of the law offices, Cutler and I were strolling homeward. We stopped for a few moments on the sidewalk, opposite the lodginghouse of Rellek, and were very earnestly discussing the play, when a burly French policeman came along and addressed us_

" Vot you do here ?"

Rellek went on talking, paying no attention to the question, and the bobby gently laid a hand upon has shoulder. "Vot you do, here? Move on; go at the house!" he said with some acerbity.

Rellek drew himself up. "Take your hand off my shoulder, sir!" he said. "Don't you know the law better than that? How dare you talk to a peaceable citizen in this manner ? I'll report you to your chief."

"Vot you stay here, den," replied the bobby. "Go at your home; you cannot stand on the paveway all de night."

Rellek began to pace a beat of about six feet.

"I can walk up and down here all night," he said, "and I defy you to arrest me. The law distinctly specifies that. If you do not immediately cease to annoy me, I will procure your dismissal from the

"Go it, Rellek," whispered Cutler, "he's weaken-

ing."

The policeman stood speechless with wrath. It requires quite an intellect to distinguish between the dignity of a man's position and his own importance, and some policemen are prone to think more of their own majesty than of that of the law. For example, a bobby who has had a snowball dropped down his neck by a schoolboy will give more attention to capturing the culprit than in arresting a burglar. The policeman was angry, and laid hands once more upon the collar of our legal luminary.

"You come wit' me," he exclaimed, determinedly, "and you can tell de superintendent vat you vill."

We were about to rescue Rellek, when he waved us back.

"I'll go with you," he said to the policeman with calm dignity, "and it will cost you your place and the city a round sum in damages. Come with me, boys, and see the fun."

Clooney and Cutler set out willingly enough, but I

"Thank you, I'll not put my head into the lions' mouth, if I know it. Justice is one thing and law another, too often for my taste. I'll see you all in the morning I hope." And giving the bobby a wink, which to this day I swear he returned, I put my hands in my pockets and sauntered home.

About one o'clock next morning Clooney returned and told me a woeful tale, interspersed now and then

by a hearty laugh at his own expense. It appears that on the journey to the station Rellek continued his exposition of the law, and with the knack of seeing things as he wanted them to be, a knack which he has nobly used in the profession in which he is now a leader, he managed so to inspire Cutler as to make him engage in the war of words, and between the two, the policeman, whose knowledge of English was imperfect, was led to fear for his position and yet to look upon the two as dangerous characters. Clooney himself thought the policeman doomed, for Rellek brought in every law that did and did not affect the subject from Magna Charta to Vict. 30th, and more. As soon as the party arrived at the station the policeman charged them with being disorderly and interfering with him in the discharge of his duty, and the chief looked up reverely from his book and asked their names.

"Joseph Rellek," said that worthy, stepping forward, "and I have a grave charge to make against that policeman."

"All in good time, sir," replied the chief. "Your occupation ?"

"Law student."

"Your name, sir?" This was to Cutler. Cutler was a medical student, and with the instinct of his class was prepared to meet the law.

"John Smith, musician," Le replied. "But please do not let my name appear, as my family is sensitive." The chief then turned to Clooney and enquired his

name. Cloeney was in a state or di traction between Rellek's answer and Cutler's, and unconsciously took a middle course.

"Bloonardo Clake," he said hastily.

"What's that, young man ?" exclaimed the chief, looking up. "No fooling here, if you please." Cutler and Rellek giggled right out, and even

Clooney himself could not help smiling as the absurdity of the name became apparent to him.

"Take those men to the cells," exclaimed the chief,

"I have had enough of this."

"Not if I know it," said Rellek. "You must hear our defense, or at least take bail. You cannot keep us here all night."

"Well, gentlemen," replied the chief, "you cannot expect me to bear your chaff with patience. Give me your names, and bail, and you may go.

They managed to scrape up enough bail money, and left the station, Clooney annoyed, Cutler glum, and Rellek gloating over the drubbing he would give the policeman in the court next morning. Clooney resolved to jump bail, but the others swore revenge and said they would have their money back, with an apology. Cutler's mishap was noised abroad next morning, and the word was passed for all the medical students to muster at the college and march down to the court in a body to see the trial. Clooney and I resolved to attend in a private capacity, and at nine next morning a great concourse of students, marching in regular order, singing songs and armed, I regret to say, with femurs, set out through the streets to behold the great and historic trial of "the Queen vs. Joseph Rellek, law student, and John Smith, musician."

(To be continued.)

"A FEW WORDS ON ORATORY."

(Paper read before the University Literary Society, 17th Dec., $1886.)\,$

MR. PRESIDENT AND GENTLEMEN.

In this evening's paper it is proposed to make a few remarks on oratory or eloquence, a matter which a considerable number amongst us will probably claim as one specially their own, or, at any rate, as one to some proficiency in which we hope to attain.

The subject is one of no small consequence, and which, to do justice to, would require much more time and attention than is likely to be allotted to the preparation of a short cessay to be read at an ordinary weekly meeting of our club, and, perhaps, on hearing the title to the present paper, you will be inclined to ask, with the poet Horace—"Quid dignum tanto feret hie promissar hiath?" How is the promise given with such a flourish of trumpets likely to be fulfilled? However, from the constitution of our Society, a member is encouraged to treat of, and discuss, subjects, the introduction of which might otherwise appear somewhat bold.

To mankind naught is so sweet as the sound of the human voice.

You will recollect the words put in the mouth of Robinson Crusoe, appalled and overborne by the fearful solitude of his island domain:—

"I am out of humanity's reach,
I must finish my journey alone,
Never hear the sweet music of speech—
I start at the sound of my own."—Coveper.

I remember once hearing a musician, of no mean ability, make the remark that all musical instruments were made to resemble, as far as possible in their several sounds, the various intonations of the human voice.

It is almost needless to point out the power, force, and influence of eloquence in all ages, for he who has acquired the art of oratory is possessed, in a free country, of the most powerful engine which one man can make use of over his fellows. To what agency did St. Paul owe his marvellous success in spreading the doctrines of Christianity, but to his great gift of language, and his passionate appeals were attended with all the greater effect from their being clothed in language, the grace and beauty of which at once charmed and convinced his hearers.

Peter the Hermit succeeded, by his preaching, in enlisting thousands in the service of the Cross, and by the same influence induced the flower of the "aristian chivalry to expend their treasure and sacrifice their lives in the attempt to wrest the Holy Sepulchre from the hands of the Infidels. But to go further and multiply examples would be an easy but unnecessary task.

"Nestor, the leader of the Pylian host, The amoth tongued chief, from whose persuasive lips, Sweeter than honey, flowed the stream of speech; Two generations of the sons of men For him were past and gone, who, with himself, Were born and bred on Pylos' lovely shore, And o'er the third he now held royal sway." Language is the dress of thought, or the incarnation of thought and oratory. Eloquence, or the art of public speaking, whose object is to please and persuade, Lord Chesterfield tells his son, is so very useful in every part of life, and so absolutely essential in most, that a man can make no figure, or at least but a poor figure, without it; in Parliament, in the church, or in the law, and even in common conversation, a man that has acquired an easy and habitual eloquence, who speaks properly and accurately, will have a great advantage over those who speak incorrectly and inelegantly.

You will all recollect Hamlet's advice to the players:-

"Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue; but if you mouth it, as many of your players do, I had as life the town-crier spoke my lines. Nor do not saw the air too much with your hand;" * * * "but use all gently, for in the very torrent, tempest, and, as I may say, the whirlwind of passion, you must acquire and beget a temperance that may give it smoothness; and it offends me to the soul to hear a robustious, perivig-pated fellow tear a passion to tatters—to very rags—to split the ears of the groundlings; who, for the most part, are capable of nothing but inexplicable dumb shows and noise. I would have such a fellow whipped for o'erdoing Termagant; it out-herods Herod. Pray you avoid it." * * "Be not too tame neither, but let your own discretion be your tutor; suit the action to the word, the word to the action; with this special observance, that you o'enstep not the modesty of nature." And so on.

In the ancient world eloquence flourished, especially and almost exclusively, in the free countries where the government was by the people, whose approval of the policy of those aspiring to lead had first to be obtained before such policy could be put in execution; for whete the people had no voice there was there little room for eloquence, and we see that in proportion as the liberty of the ancient Greek states vanished so did the art of eloquence decline.

It is chiefly to Athens that we must look for the birth and growth of ancient oratory, and it was there also that it flouri-hed to a degree such as has never since been equalled.

A country composed in great part of lofty mountains and beautiful valleys, of which that of Tempé enjoyed a world-wide reputation for romantic grandeur, a mythology which gave to every mountain top and every grove and valley, and almost, indeed, to every bush and thicket, a god or goddess, and a nymph to every fountain; a history replete with noble traditions and tales of heroic feats performed on behalf of their country, and a gorgeous southern sky, tinting every object of nature, and giving it a hue of romance, all combined to foster amongst the Greeks a highly sensitive and poetic imgination, and tended in no small degree to the attainmen; and perfection of those higher but chastened and elegant flights of eloquence for which their orators of note were so famous; but it was, above all, to the free and popular constitution of Athens that Grecian oratory owned its great success.

From the extremely democratic nature of the Athenian institutions, it was almost a necessity that anyone who aspired to attain a high position in the State should be a master of eloquence; the whole public business, both political and judicial, was trans-

acted in the open assemblies and courts of the citizens, and by the people themselves-each Athenian citizen being both a statesman and judge by his prerogative of birth - and although the laws had been reduced to a code, neither advocate nor judge confined himself very scrupulously to the letter of the text, it being customary for the former not to restrict his remarks merely to the matter directly in issue, but to launch out into extraneous circumstances and to make reflections on the character of the opposite party, but remotely connected with the question at issue, in a manner which would never be permitted in a modern court of law. The Athenians, being specially susceptible to the charms of eloquence, they delighted in the intellectual contests of the rival orators, and gleefully bestowed their plaudits at the various sallies of wit or abuse, as is told in the Acts of the Apostles when St. Paul was brought by the Epicureans and Stoics to the Areopagus, to hear what he had to say—" For all the Athenians and strangers who were there spent their time in nothing else but either to tell or to hear something new," and it may be easily imagined to what a height any popular demagogue could carry his power in a like state of society, and so sensible, indeed, were the Athenians of the danger that they hit upon the system of ostracism, by which anyone who was becoming chnoxious by gaining too great popular power might be quietly banished from the State.

The oratory of Athens was not altogether of home growth, but we have no evidence that its culture ever reached such a degree of perfection as it did amongst the inhabitants of that democratic city. The first professors of the art—for it must be remembered that it was zealously studied, and schools were opened where the art of speaking was the chief subject of instruction—were Protagoras of Abdéra, in the 5th century B.C., Gorgias, Lipias, Isocrates, and others; but the most interesting and brilliant period of its history is that of the age of the rivals Æschines and Demosthenes, for it was about this time, B.C. 340, that the profession of public speaking became separ ated from that of the statesman and soldier, with which it had formerly been usually blended.

Demosthenes, the greatest orator of a people who esteemed the art of eloquence above all others, was born not only with a body so frail and sickly as to prevent him from undergoing the fatigue of the ordinary gymnastic exercises in which the youth of the city were trained, but was also hampered by a weak voice and a difficulty of utterance almost amounting to stammering; he, however, at a very early age applied himself to the task of speaking in public, his first speech being directed against his guardians, who had defrauded him of a great portion of his patrimony, and being partially successful in this, he was emboldened to try his hand at speaking before the public assembly, in which, however, he met with but poor success, and was even greeted with jeers and hooting, and was only prevented from giving way to despair by several friends who were present, and who thought they had detected some sparks of latent genius, and being induced by their words of encouragement to make a further effort, he began by setting

himself resolutely to work to overcome his natural disadvantages; he withdrew from the world, and devoted himself with unwearied energy to the study of the art, and it was only by his indomitable perseverance and continued application that he overcame the defects of an unkind nature. He studied all the works procurable on the theory of eloquence, and such as furnished him with hints and rules for its cultivation; it is said that he copied out the history of Thucidydes no less than eight times, and could almost repeat it from memory, and besides this, was continually exercising himself in writing essays on such subjects as were suggested by passing events It is related also that, in order to cure himself of stammering, he practised speaking with pebbles in his mouth, and to strengthen his voice repeated verses of the poets while running up hill; that he was in the habit also of declaiming on the sea-shore in stormy weather, in order to accustom himself to the din and uproar of the public assembly, and to avoid interruption while writing out and studying the history of Thucidydes, he lived for months in a cave, cut off from intercourse with the world. Of his orations, some 61, on political and judicial subjects, have come down to us, and all show evidence of great care and labour in their preparation; in fact, he hardly ever came before the public without previously writing out his speech, having attributed in great measure his first ill-success to the lack of preparation and the want of confidence arising therefrom. While in literature and art the premier places are in dispute between the critics, almost all agree to award to Demosthenes the palm of first excellence in matters of eloquence—the Roman testimonies of Cicero and Quintilian range side by side with the patriotic eulogies of Dionysius and Longinus, and in our age Lord Brougham vouches that at the head of al! "the mighty masters of speech, the adoration of ages has consecrated his place, and the loss of the noble instru-ment with which he forged and launched his thunders is sure to maintain it unapproachable for ever.' And his great rival and bitter personal enemy, Æschines, who was banished from Greece, and set up a school of oratory at Rhodes, where, having one day read to his pupils his own speech against Ctesiphon, was met with expressions of their surprise that he should have been defeated after such an oration, says, "You would cease to wonder if you had heard Demosthenes."

His style of composition was sublime, but simple, redundant, yet concise, marked by great purity, with clear and logical arrangement, an entire freedom from captions, alliteration, or meretricious decoration, and of so highly wrought a texture that a critic bestows a whole page on a sentence of a dozen words to show the delicacy of its structure, and the disorder which would follow the slighest alteration or transposition of any of its parts; but yet his speeches are of one such harmonious whole that any attempt to give the effect of an oration by a selection, or the merit of the whole by splendid passages, would be as hopeless as to endeavour to produce an adequate idea of the statue of Appollo by the production of a finger or an ear.

Amongst the Romans, although eloquence flourished to a certain extent during the early period of the R public, as it must have done in a country boasting of great freedom of debate, yet it never attained to any degree of polished elegance until the conquest of Magna Græcia in the South of the Peninsula, and of Greece itself, from whence the Roman speakers derived their models-their own oratory being in great part an imitation of that of ancient Hellas. Cicero says of Antonius and Licinius Crassus, two celebrated orators who flourished in the period between the time of the Gracchi and the Ciceronian age, that they both owed their eminence to a diligent study of Greek literature, and to the instructions of Greek professors, and Cicero also drew largely upon the stores of Athenian learning in preparing himself for the part of a public speaker, having, at the age of 25, made a voyage to the East, in the course of which he remained a considerable lime at Athens, applying himself to a diligent study of the Grecian models. Cicero's style was exuberant and somewhat florid, and even wanting in dignity when compared with the lofty energy and the terseness of the Athenian master-pieces. An English writer says of his speeches:— "Compared with the dignified energy and majestic vigour of the Athenian orator, the Asiatic exuberance of some of his orations may be fatiguing to the sober and chastened taste of the modern classical scholar; but in order to form a just appreciation, he must transport himself mentally to the excitements of the thronged forum, to the Senate, composed not of aged venerable men, but statesmen and arriors in the prime of life, maddened with to party spirit of revolutionary times; to the presence of the jury of pidices, as numerous as a deliberative assembly, whose office was not merely calmly to give their verdict of guilty or not guilty, but who were invested as representatives of the sovereign people with the prerogative of pardoning or condemning. Viewed in this light, his most florid passages will appear free from affectation—the natural flow of a speaker carried away with the torrent of his enthusiasm.

Cicero was the advocate, par excellence, of the later Roman times; his object was first to win, and from him comes the oft-discussed maxim that a lawyer in pleading for his client—be the case just or unjust—should give to the cause not only all his learning and all his wit, but also all his sympathy; he divests himself entirely of his own individuality, and assumes another's, in whatever cause he has taken up. Where sympathy is demanded he proffers it, even to cars; where flattery is required, it is not stinted; and where abuse is considered advisable, he pours it out in overwhelming torrents, and far beyond what modern taste and manners would sanction.

(To be continued.)

COMPOSITION IN SCHOOLS.

(A paper read before the McG.N.S.T A.)

I make the following brief observations upon Composition in Schools, strong in the belief that some who hear me have not done very much better than I have, in teaching this very important subject, and equally convinced that many of you have been very much more successful.

I have not attempted to discuss the method of teaching the subject at all. I have attempted to put down, as accurately ve the very brief time at my disposal would allow, what I consider to be the proper place of this subject in the school; for after all is it not true that, when we have formed a correct estimate of the subject in hand, and have carefully, and as a teacher ought, invented a method suitable to our own individual style of teaching and train of thought, we can scarcely be unsuccessful with whatever method we may adopt?

If there is one subject more than another which should receive the special attention of the teachers of a country it is, in my opinion, the mother tongue of the people; I would throw around this subject a halo of patriotism and duty, and would endeavour by every means in my power to invest it in the minds of children with an importance amounting almost to sacredness. And this surely not without reason. The greatest power in the world to-day, whether exercised by the aggressor or by him who defends his rights, is human speech. And just in proportion as the language of a people becomes refined and expressive, so it becomes universally necessary and so all-powerful. No attachment is more enduring than that which people have for their mother tongue, and no attachment can be more effectively utilized in the interests of Christianity and of progress. Then returning to our relations as a profession to this branch of study in our schools; of all those who exercise our calling, the wide world over, none can point to a grander literature expressed in a nobler tongue than can we, the English teachers.

I have said this much upon the language itself, because, as I shall attempt to show, we cannot teach composition rightly otherwise than step by step with the grammar of the language; and I wish to protest against a complaint not infrequently heard among us, a complaint that I have heard even among the cultured and scientific teachers of Montreal-that English grammar cannot be satisfactorily taught: with this statement I have no sympathy whatever. I cannot help thinking that it originates in an ignorance of what the true aim of teaching the grammar of a language is. It is altogether too aristocratic a complaint for this democratic age and this democratic language. I can understand how men who have been trained to admire, and have learned to appreciate the highly artificial and lofty syntax of the languages of ancient Greece or Rome, should hold our rules of English grammar in light repute as a definite and certain code, how by comparison they may regard the rules of English grammar as inextricable confusion. But I cannot understand how even these men, when they consider the vast power of expansion of which our language is capable, can expect to understand it in its entirety by endeavouring to submit it to rules which, though fully explanatory of the tongue for which they were originally framed, are yet quite inadequate for the proper understanding of the genius of the English tongue. A study of, and an acquaintance with, the languages of all other peoples is doubtless

of immense advantage to the student of English, but this study and this knowledge becomes a positive injury if it teach him to regard the rules of English grammar as a somewhat unimportant corollary to a very important proposition. There may be found in many states of Europe to day constitutions much more logically defined and clearly enunciated than that under which we live; who of us would entrust our liberties and our lives to the logic of the French or of the German code in preference to that motley, and, at first sight, even paradoxical, multitude of rules, permeated, however, through and through by the spirit of righteousness, of which the British constitution is composed. Just as the codes of Europe have sacrificed breadth and vigour to system and expediency, so have their languages lost power and expression for the trivial gain of order and expressible precision. Just as the English constitution has expanded and developed in the interest of mankind, and not upon the principles of scientific jurisprudence, so has our language grown and developed not upon the lines of precise rules of grammar, but upon the lines of human needs and the requirements of modern thought and activity. Does the teacher of English complain that because of a want of a fully developed system of rules he cannot teach the language? as well might the judge on the bench refuse to dispense justice, because the body of English law is, even at the best, an unsystematized collection of rules. He does not refuse, and as a consequence there flows from the British Bench today a stream of justice drawn from this very wealth of confusion which is the boast of the people and the admiration of the world. And so with the teacher of English. Are his responsibilities any the less because he is unable to point to the exact rule for every form of expression of which the language is capable? Surely not; his responsibilities become from the very nature of the case greater. To him is intrusted the great task of keeping the grammar of the language in some measure up with, and an index of, the marvellous tongue whose name it bears. The teacher of English must understand that he is dealing with no dry and polished cabinet of formulæ which must not be broken and which cannot be disregarded, but with a great mass of precedents and examples from which he is asked to extricate rules which will admit of expansion and which will yet guard the language from vulgarisms and deterioration.

But my chief aim is to shew that composition must be taught step by step with the grammar. Of all the subjects I have ever taught, I think I have made in none, so many blunders and failures as in this subject of composition. I attribute this to the fact that the true object of teaching composition was never put clearly before me until I had, at the expense of many pupils, convicted myself of failure. A teacher will never be successful in teaching any subject until he has answered satisfactorily to himself the question :- How is this class going to utilize what I am now giving them ? I think it is impossible to teach the rules of grammar without linking each of them with an exercise in composition, and this I know, that I have taught composition effectively only from the time that I began to regard it as the indispensable counterpart of grammar. Why we put down in our curricula grammar and composition as two distinct subjects I am at a loss to understand. I think it is a mistake, and not an unimportant one either. I hold that grammar has no raison d'être at all, if it is not to render the child capable of composing correctly; that everything which we can teach of composition in schools, properly comes under the rules of grammar; that if the subjects can in any sense be considered separately, they are inextricably intertwined and interdependent. I take it to be a very great disadvantage indeed if it is ever necessary to have grammar taught by two different teachers to the same class. My reason for so regarding it will, I think, be readily gathered from what I have said about English grammar already. I regard it as a means by which we are enabled to get a correct idea of the leading principles of the language, by which we may vigorously and clearly express thought, and not as by any means a code of rules and definitions which demand an entire and precise adhesion to. If then I am correct in what I have said as regards the object of grammar itself, holding this latter view upon the relations between grammar and composition, it is equally a disadvantage to have them taught the same classes by different masters. To this want of appreciation of the intimate connection between the two subjects I attribute much of my want of success. The subjects had become divorced in my mind, and, as a consequence while I taught some composition in teaching grammar, I wasted valuable time in wading through ill-arranged and worse-conceived juvenile twaddle under the belief that I was teaching compos-

I will here, at this point, tabulate the thoughts which I have in mind, upon taking up the subject of grammar and composition with a class of beginners. It is the motive power of every subsequent lesson. You will understand that I am not here synopsizing lessons to be given the class, but simply detailing my own plan of work:

- 1. Man thinks.
- 2. He is endowed with power to communicate his thoughts.
 - 3. He communicates thoughts by signs.
 - These signs appeal to the ear and to the eye.
 There is a right and a wrong way of employing
- these signs.
 6. The right way and its importance.
 - 7. The wrong way and its evil effects.

Now, acting upon this plan, we may start a grammar lesson with the letters of the alphabet; as the child arranges these in words, the teacher will not forget that the first lesson in composition is taken. Primary as it may appear, it is at the basis of all effective writing, and cannot be too carefully attended to; but it is entirely beyond the scope of a paper of this nature to enter upon the actual details of the teaching; as the vocabulary is enlarged and the relations of the words are being learned, the teacher has explained a sentence, has taken the second step in composition. And, from this onward, the rules of the simple, the complex, and the compound sentence are learned with a view to the expression of a series of thoughts logically connected.

It is a fact that already we treat under the head of Grammar the different kinds of sentences, their connection in a writing and their interdependence. Now, in passing over to what the text-books usually place in works on composition only, viz., conversion and combination of sentences, variety of expression, style, prosody and versification, there is no real difference between the matter treated of under these heads and that which we have been already considering. And in making this arbitrary division we gain nothing, and, to my mind, are in danger of losing sight of the continuity of the whole subject. Each one of these latter headings finds its appropriate place in the teacher's scheme, when he looks upon the subject which he is teaching as a complicated, extremely delicate and very powerful machine. The workman who is to control its movements must not only understand it in detail, must not only be able to adjust every screw and bolt, but must understand how to alter the combination, so that it may perform very different offices and yet do no injury to the beauty and the power of the mechanism.

Now, I feel that it is a matter of comparative unimportance whether we teach certain rules under the name of grammar, or under that of composition, so long as we teach them effectively, but I do hold it of the highest importance that we should not allow a misapprehension of the subject taught to draw us away to attempt to teach what we connot. I fear very much that this confusion, which I really believe to exist, has caused many teachers to spend time in trying to get pupils to originate ideas. This we cannot do by lessons in composition. The whole training of the child will, it is to be hoped, eventually educate his faculties and mature his powers so that he will be able to do this; but all we can do in our schools in teaching composition is to train children to express thought when they have got it.

I consider the practice of having children write socalled compositions upon given subjects as very objectionable, in that it is aimless writing, and, therefore worthless. I would not deny pupils the opportunity of exercising their powers in this direction altogether, but I would occupy very little of their time with it. With very young pupils, the ideas should be given them in all cases, and they should be simply asked to arrange them according to the grammatical rules which they have already learnt. As regards older children, the greatest possible care should be taken in the selection of the subjects upon which they are asked to write, and these subjects should in every case be selected with a view to their being of interest in se, for the pupils and such as will lead to individual original forms of expression.

I am aware that many good writers hold that they make little or no use of the rules of composition taught in schools. This, however, I cannot believe to be correct. I have no doubt whatever but that good writers never consciously utilize any one of these rules, but if the interior workings of their minds could be analyzed and the process of composition scanned, I cannot help thinking that these very rules, which they apparently disregard, play no unimportant part in fixing their style.

What, however, I wish to emphasize in these remarks is this, that we can do little for pupils in school beyond preparing them to compose. We must not separate the subject from grammar, and yet we must not teach dogmatic rules here, wherever else we may insist on them.

A SUMMER MEMORY.

BY CARL FULLER.

Written for the University Gazette.

The French Valley Canal System is intended to connect the Bay of Quinte, on Lake Ontario, with the Georgian Bay, and as the work of constructing locks and improving the channel is now in progress, it will probably not be long before the beautiful water-stretches along the route become familiar haunts of the tourist, when they must necessarily lose that air of wild freedom, now their chiefest charm. The Back Lakes, as they are called, have for years been the favourite resort of canoe cruisers, and Juniper Island, in Story Lake, one of the chain, was, a year or two ago, selected by the American Canoe Association as the ground for their annual camp.

This picturesque island could hardly be called a camping ground, however, as there is hardly enough soil to hold a tent peg, besides which, it was so over-run with centipedes that our American Cousins, finding these rapid travellers entering fully into the spirit of the meeting-and the tea, too, for that matter-decided to leave them in undisturbed possession of the place. I had my last view of Juniper Island one beautiful evening last August. Coming round a rocky point, we saw the dark bank of trees, and for background the brilliant glories of the setting sun casting deep shadows on the cool, smooth depths over which our canoe glided silently. There were two or three tents near the shore, where the thin smoke from the camp fires rose like incense at an evening sacrifice. We were going to Sandy Point in Clear Lake and, losing sight of the camps, were soon gliding swiftly through a glorious water-way across which a bird dashed from time to time, visiting the feathered songsters that on either side wake the echoes with their evening hymns. This evening I was thoroughly in accord with the spirit of the calm sweetness of the lingering sunlight. I was young, and I had seen a vision of surpassing loveliness, and it is this vision and the attendant circumstances that it was in my mind to describe when I wrote the title of this little sketch.

It happened in this way. Farther up the chain is a broad and charming sheet of water known as Sturgeon Lake, one of the most imposing lakes in the series. We had been camped at the upper end of the lake for a couple of days, the scenery being very beautiful, the fishing fair, and Sturgeon Point an

attractive summer resort with every access, all matters of interest to a canoeist in search of the dolce far niente which the student yearns for in the month of August. By "me," you must understand four a liebodied canoemen travelling in two canoes, with a large tent and camp equipment, "enough, and no more." You would have concurred in this if you had once seen the party dine, but as the number of canoes was limited, the inconvenience was proportionately small. To come to the story, however, we left this beautiful camping ground about nine one warm summer morning, with the wind coming in gentle puffs, barely strong enough to keep the canoes in motion. I should have said before that we were rigged for sailing, and used this means of navigating as often as possible. It is so much pleasanter to sit back quietly while the gentle zephyrs do the work and keep you cool at the same time than it is to work your passage against a head wind, with no other consolation than the thought that you are working up a good forearm and the hope of getting there in time for the next meal. This particular morning the wind was fitful, and when the canoes had drifted across to Sturgeon Point the breeze died out entirely, and there was nothing for it but to land!

At Sturgeon Point, however, this was no great hardship, for it was very pleasant, under the shady butternuts and elms, to lie upon the soft grass and watch the graceful squirrels skipping with noisy chatter from bough to bough overhead, while all the air was filled with the dreamy hum and fragrance of the midsummer. About eleven there came a gentle ripple far out on the lake, and this, bye and bye, floating shoreward, we put out to meet it, and were soon drifting away from the Point under a light breeze. Later, the breeze freshead, and we had a glorious sail down the lake; one of the most enjoyable mornings of the cruise. I shall not stop to describe the scenery as we bowled along through the lake, past the island, and down into the narrows, where a landing was made for 'uncheon.

I had hoped to tell you something about the Back Lakes; of the beautiful scenery and cosy campinggrounds, the fishing-when we rose before the sun and caught huge maskinongé in the misty dawn-the yarns by the camp-fire, when we lit our pipes and toasted our toes before turning in for the night, or of the multitude of little incidents which arise in every outing of the kind; but I have, unfortunately, digressed, and I cannot think that even the most exacting reader would have me go back now when we have just landed in the narrows for luncheon. There is the fire lighted already, and the water has just commenced to bubble melodiously, the tin plates are unpacked, and as it is only a "bite by the way," as the day's journey is to be a long one, we make a pot of tea, and then drop in a few fresh eggs to complete the bill of fare. This finished, the canoes are loaded, and we are just lighting our pipes when a huge cloud of black smoke is seen issuing over Bobcageon. The canoes are hurriedly pushed off and paddled vigorously in the direction of the fire. Unfortunately, our comrades have a smaller canoe, and soon leave my chum and I far behind. It may be

well to say, by way of parenthesis, that I am disinclined to hard paddling, particularly just after lunch, so as there was a very little wind coming in uncertain puffs, I suggested hoisting the sail, which we had not intended to use until the locks were passed. By this time we had reached a spot where the river widened considerably, forming a little lake.

considerably, forming a little lake. If it were not essential to the faithful description of the "vision of surpassing loveliness" mentioned above, I could wish to pass over in silence the trifling incident which resulted from our attempt to hoist that sail when going before the wind. Let us hope that it may be a warning to other canoeists. The sail was just about haif way up when a nasty little puff struck us, and before, as the poet says, "you could say Jack Robinson" the canoe was bottom up. I was in the stern and just "stepped out," but my companion, who sat amidships, was less fortunate, and had to make the circuit before he again saw the sun. It was rather funny to see the look of surprise with which he came to the surface, feeling for his hat, which had stayed on his head, and rubbing the water out of his eyes. The canoe was loaded with blankets, tent, cooking utensils, groceries, and indeed the greater part of our outfit. There we were, then, swimming about with all sorts of odds and ends floating around us. By each taking an end we managed to right the cance, but as she was full of water, this did not improve our position very much, although it saved our blankets which, being tightly bundled up, did not take in the water very quickly. And now for the vision. Just as we upset, a little pleasure steamer came around the point below and, seeing the accident, made for us with full steam. As she came along side I looked up from my watery resting place and saw that there were several ladies and gentlemen on board. A moment later my eyes rested on one fair form, and I felt a thrill that sent the blood tingling to my toes, and probably saved me from the chill which might otherwise have followed the prolonged ducking. stood on the upper deck, neatly dressed in soft, cool grey, with a straw bonnet framing the perfect oval of her face. Cherry coloured ribbons tied under her chin brightened the whole picture, and confined the dark rebellious tresses that clustered on her brow and strove to reach the dimpled cheek. What shall I say of her eyes, that looked down into mine with a curious amusement, half pity and perhaps anxiety, but all bright, sparkling roguery! Shall I confess an answering smile, why not? Those eyes were irresistible, and

above all comforting, and friendly.

A moment later the ecstasy was suddenly dissipated by the arrival of other assistance, and I had to clamber into a most unromantic flat bottomed punt! I dare say, dear reader, that you feel the same regret that I did at this commonplace termination to my romance, and to console you I may add that this was not the end of it after all. I have still to attain that blissful state of which Aldrich wrote:

"When my hair is gray,
Then I shall be wise;
Then, thank Heaven! I shall not care
For bronze-brown eyes."



Mr. Hector Buie has been appointed Valedictorian of the Graduating Class in Law for '87.

Melbourne Tait Q. C., Law '62, has been appointed to the Bench, in place of Judge Buchanan, resigned.

Hon. L. R. Church, Medicine '57, has been appointed a judge of the Court of Queen's Bench, in place of the late Mr. Justice Ramsay.

THE REGULAR MEETING OF THE CORPORATION.

At the meeting of corporation held on the 26th instant resolutions of condolence were passed in reference to the decease of Rev. Dr. Wilkes, Hon. Judge Torrance and Mr. R. A. Ramsay, and notice was given of the appointment by the governors of Dr. Alexander Johnson as dean of the Faculty of Arts and vice-principal.

Returns were made of the students in the several faculties as follows:

Law
medicine
Arts, men
Arts, Women
McGill Normal school
morrin conege
St. Francis college

The report of the library showed a total number of volumes 25,705. For the last quarter there had been 951 readers, 35 visitors.

The report of the museum committee showed many important donations and improvements, and that classes numbering 180 students daily use its class rooms and collections while there had been 1,600 visitors. Donations of \$,000 from Mr. Redpath and of \$500 from Mr. J. H. R. Molson were announced.

In the observatory the time and meteorological observations were continued, and students were trained in the work of observing. A photoheliograph has been purchased, and observations of the sun with its aid were to be commenced in spring.

A report was also presented by the principal of the McGill Normal school on its condition and progress.

A report was made on the new chemical laboratories, and on the munificent donation of Mr. W. C. McDonald for fitting up the laboratory for quantitative analysis at a cost of over \$2,000. These laboratories are now the best in the country.

Reports received from Morrin and St. Francis colleges, and reports of committees on the regulations of the professional councils bearing on the previleges of the university; and also on plan for co-operation with the council of public instruction in the examinations of academy pupils for the title of associate in arts. These reports were adopted and authority given to carry out their recommendations.

An elaborate report to the visitor on the history of the university in the past year, prepared by the principal, was read and adopted, and will be printed

with the statement of accounts.

Societies.

The McGill Medical Society met in their rooms, at the College, on Saturday, January 15th, at 7.30 p.m., Dr. James Stewart, President, in the chair.

The Secretary read the minutes of the last meeting, which were adopted.

Mr. E. J. Evans, on account of other engagements, handed in his resignation as Pathologist. On motion, Mr. A. E. Orr was appointed for the remaining portion of the session, Pathologist.

Mr. D. L. Ross read a short case report.

Mr. O. H. Hubbard read a paper on Opium Habit. He stated that more were addicted to the use of Opium than was generally supposed, on account of the very skilful manner in which they concealed the fact. The habit was usually contracted through the use of the drug, either for its stimulating effect, or for the relief of pain, and they were soon obliged to take enormous quantities to satisfy their cravings.

The effects upon the body, nervous system, and especially upon the mental and moral faculties, were then taken up, after which the various modes of treatment

were discussed.

At the next meeting there will be a paper read by Dr. Stewart, and also a surgical report by Mr. E. J.

UNIVERSITY LITERARY SOCIETY.

This Society's meetings have been rather irregular the last few weeks, and the officers will have to make an effort to keep up the interest. There should have been no difficulty in holding a successful dinner on the day decided upon, and we hope that another date will be fixed in the immediate future, and that as enthusiastic a dinner as that of last year will crown the Committee's work.

UNDERGRADUATES' LITERARY SOCIETY.

At the regular meeting of this society, on January 14th, Mr. Quimby opened the programme with a reading. Mr. C. B. Kingston led off on the question, "Resolved that the freedom of the press should be more limited than it is:" his speech was full of information. Mr. Gerrie opened the negative side. Messrs. McPhail and England, then spoke, and Messrs. Kingston and Gerrie closed their respective sides. The negative side carried. Mr. S. R. Brown then gave a capital reading. Mr. Charters read his criticisms, and the meeting adjourned with a song.

At a meeting of this society on Friday, January 21st, there was considerable discussion in regard to Intercollegiate Debates. The programme was opened by singing Song 7, Mr. H. E. C. Mason acting at the piano. Mr. Garth read an easy on "A Great Man," taking as his subject Gen. Garfield; he sketched rapidly and in a most interesting manner this most wonderful life, holding it up as a model for students.

Mr. H. Pedley led off the debate on the question, "Resolved that the revolt of the American Colonies has been beneficial to England:" there was want of



Old Lady (suffering from hiccoughs, to drug clerk)
—Young——man, I want to——get some liquor—
Clerk (hastily)—Can't do it, madam. You've had
enough alrea——

Old Lady (frigidly)-Some licorice.

"We propose having a game supper at our church next week," exclaimed a young lady to a medical student last night; "now, what kind of game would you recommend." "Well, if you want to draw all the boys, suppose you try poker," calmly replied Joseph Pickle.

Brown-You are looking well, Robinson.

Robinson—Yes, and feeling well; but nevertheless I lost 120 pounds of flesh last month.

Brown—That's not possible!

Robinson—Yes it is. My wife ran off with a Sunday school superintendent.

Omaha Man—"I see there is a great demand in the East for the coinage of half cents."

Eastern Stranger—"Good gracious! When did that start up?"

"Some weeks ago, I believe."

"My! my! I must hurry home and use my influence against it. That will never do."

"Are you a member of Congress?"

"No, I'm a clergyman."

Tom Anjerry, a student at this University, met Solomon Levi of Chatham street, to whom he has been indebted for a long time in quite a large sum of money. Solomon, expecting to be paid, said in a loud, hearty tone of voice—

"Ah! Mishter Ansherry, how glad I vas ter see you!"
"Beg your pardon, but the pleasure is entirely on
my side. I'm not going to pay a blamed cent," replied
Anjerry, as he raised his hat, which was bought from
Solomon on credit, and passed on.

College World.

THE female students of Bryn Mawr have decided to wear the Oxford cap and gown.

HERR Paul Ritter has bequeathed \$75,000 to the University of Jena to found a chair of Darwinian Philosophy.

Maharanee Surnomoyce, a generous Hindoo lady in Calcutta, has given \$75,000 to found a hall of residence for native women students of medicine. The government has contributed ground for the building.

THE most heavily endowed educational institutions in the United States are: Girard College, \$10,000,000; Columbia, \$5,000,000; John Hopkins, \$4,000,000; Harvard, \$3,000,000; Princeton, \$3,500,000; Lehigh, \$1,800,000; Cornell, \$1,400,000.

Miss Mead and Miss Littlewood, two Scotch women, have just obtained the triple qualification of the conjoint Colleges of Physicians and Surgeons of Edinburgh and Glasgow. This is the first time that women have been placed on the Medical Register by a Scottish diploma.

Miss Ethel Jones has passed highest in English at the Liverpool Centre of the $0 \times ford$ and Cambridge examinations, and is also the fifth in all England. Miss Harriet Hill was the highest junior in religious knowledge, and the fourth in England in English, and she has also gained the Wilson Scholarship.

We notice with pleasure a decided improvement in the appearance of our unpretentious contemporary the Bishop's College Medical Gazette; to use a metaphor of a kind dear to this little sheet, we might say that the blister lately applied to it by us, has drawn it out.

A society recently organized in a young ladies' college not far from Boston is, according to the opening sentence in its constitution, "Organized for the purpose of having a good time." It ought to have a successful career. We would like to be initiated.

TEN per cent. of the students in the University of Zurich are women. Twenty-nine of them are studying medicine, fourteen philosophy, and two political economy. There are now 48 female students of medicine in London, and in Paris 103. Within the last seven years eighteen women have taken a medical degree in Paris.

PRESIDENT Dwight, of Yale, is said to have a prejudice against going to bed for the night without tak ing a long walk. His usual habit is to sit until 10 or 11 o'clock poring over his books or driving his pen, and then tramp across New Haven's old green and through the deserted streets of the town. He finds a walk the best thing in the world to induce sleep after study.

Correspondence.

To the Editors University Gazette.

DEAR SIRS,—I beg to call attention to a mistake in the report of the meeting of the Undergraduates' Literary Society, which was published in your fourth issue. I thought it would have been corrected in the last issue, or I should have noticed it before. It is stated in the report that Messrs. Fry and Davidson failed to put in an appearance at the debate, and the writer goes on, in a burst of righteous indignation, to anathematize Messrs. Fry and Davidson, in particular, and all members, generally, who spoil the meetings by not turning up. Now, I fully endorse all the writer says about this matter of members not turning up, and not preparing their debates, but in this case denunciation was uncalled for. Their was a particularly good attendance at this, as there has been at most of our meetings this session, and Messrs. Fry and Davidson not only turned up, but elicited special praise for the careful way in which they had prepared their subject, and for the success of their virgin efforts. Such being the true circumstances, we can only conclude that the writer, who was so eloquent in denouncing the delinquents, was himself absent from the meeting.

Yours etc.

R. B. HENDERSON.

MONTREAL, January 3rd, 1887.

Note.—No one regrets such a mistake more than the Editor who wrote the report. At the first meeting of the society after the publication of the report, he apologised to the gentlemen implicated. However, he is very glad to have this opportunity of giving more publicity to the correction of the error.—Ens.

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