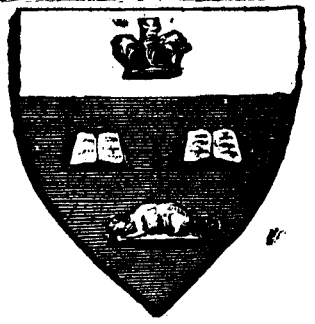


THE UNIVERSITY



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CONTENTS.

	PAGE		PAGE
EDITORIAL NOTES.....	91	University Senate.....	96
EDITORIAL AND CONTRIBUTED—		COLLEGE NEWS—	
Modern Languages and their Narrowness.....	92	Knox College.....	97
Ghosts.....	<i>Bohémien</i> 93	OPINIONS, CURRENT AND OTHERWISE.....	97
The Cow-boys' Prayer-Meeting.....	<i>X. J. Z</i> 93	CORRESPONDENCE—	
UNIVERSITY NEWS—		Y. M. C. A. Building.....	<i>Altiora</i> 98
Proposed Political Science Department.....	94	A Suggestion.....	<i>Non-Resident</i> 98
Literary and Scientific Society.....	94	A Voice from Addington.....	<i>T. H. M.</i> 98
Y.M.C.A.....	94	EDITOR'S TABLE.....	98
Natural Science Association.....	95		
Modern Language Club.....	95		
Rotten Row.....	95		

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THE 'VARSITY:

A WEEKLY REVIEW OF
EDUCATION, UNIVERSITY POLITICS AND EVENTS.

Vol. V.

TORONTO, December 13, 1884.

No. 8.

Editorial Notes.

In a paragraph in the last number of the 'VARSITY a short reference was made to another college publication. This allusion we have since found was unpleasing to some of our friends, and we consequently regret its insertion. We assure them that it was made under a misconception, and that the editor-in-chief was not consulted in the case and does not share in the responsibility.

The success of our proposed Christmas Number is already assured. The almost unanimous consent of those from whom we requested contributions, and the cordial expressions of interest in, and hopes for the success of, THE 'VARSITY, are alike gratifying and re-assuring. We can promise our subscribers a most interesting and entertaining Christmas number. We have secured the co-operation of a number of writers whose names are not unfamiliar to readers of THE 'VARSITY. Amongst others, we are promised contributions from: Dr. Wilson, Dr. Hodgins, Professor Hutton, Editor Harvard *Crimson*, Dr. Mulvany, William Houston, T. A. Haultain, E. J. McIntyre, Rev. Hugh Johnston, H. K. Cockin, Margaret E. Henderson, "Sigma," "Bohemien," "Eric," and "Athalie." Applications for extra copies should be made at once to the Business Manager.

Amongst the departments of study most assiduously and successfully cultivated at Johns Hopkins is that of historical and political science, which in our own university and college are kept so completely in the background as to be left almost out of sight. Valuable papers illustrative of the early history of the American colonies and of various peculiarities in their social conditions are published in a series which bids fair in time to become an important *repertoire* of material for history. One of these papers, a thesis for the degree of Ph. D., has just been published in separate book form by the author, Mr. Albert Shaw, and has elicited the warmest encomiums from the critics. It is entitled "A Chapter in the History of Communism," and gives a very complete account of the community founded in 1848 by Etienne Cabet at Icaria, Illinois. One cannot glance at the titles of the Johns Hopkins series of historico-political tracts without regretting that no Canadian University is attempting the same kind of work for the early history of our own country and its political institutions. The materials are still abundant, but they are becoming year by year less accessible. If nothing better can be done why not start a Political Science Club, the members of which may at least assist each other, if they are not to have the guidance of a professor?

An American civil engineer, who has gone to complete his professional education at Dresden, Germany, explains in a letter to the *New York Nation* the difference between the American and the German systems of instruction. In Germany the student is taught by lectures which he can attend or not as he pleases; in America, though lectures are becoming more fre-

quent, he must learn from books. In Germany the professor demonstrates to the student; in America the student recites to the professor. In Germany the student is treated as a man who is earnest in his desire to learn, and who knows what he wants; in America he is treated as a schoolboy who must be made to study and to be kept in the path best for him to pursue. The writer, in comparing the respective merits of the two systems, gives the preference to the German for the earnest student, and to the American for one that is lacking in determination. Incidentally, also, he compares the large city with the small town from the point of view of moral danger to the university student. He believes that, "as a whole, those students who attend the universities and technical schools of the larger cities derive more benefit and lead better lives than those who, often with a mistaken idea of this subject, choose institutions in the smaller towns such as Heidelberg and Goettingen." He admits that in a city the attractions are dangerous, but claims that sources of desirable recreation are far more abundant.

Professor Shepherd, of North Carolina, in a letter to the *Raleigh Chronicle*, urges the necessity of a distinctly organized department of English in colleges. According to the writer, there is not in that state a single college in which the study of English is not subservient to the wishes or the convenience of every other department—living by mere sufferance. The result is that students feel a kind of contempt for the study of English—a condition of affairs which is not by any means confined to North Carolina, or even to the United States. As an able American journal puts it: "In nearly all Southern colleges teachers who, like Professor Shepherd himself, are earnestly engaged in the attempt to inspire students with a proper appreciation of their own speech, and to present to them the results of English philology, have to encounter the apathy of regents and trustees, and to overcome the distrust of pupils who have been taught to regard purity of idiom as coming by nature." It is interesting to compare these remarks with the opinion on English as a branch of a liberal education expressed by President Eliot, of Harvard, in his Johns Hopkins address. Evidently the day is not far distant when more importance will be attached to this subject, and when no man will be entitled to rank as a first-class English scholar who cannot read with ease any literary composition in his mother tongue from *Beowulf* to the *Idyls of the King*.

The general narrowness and illiberality of the authorities of some colleges—to which we refer in another place—is instanced by their treatment of local college journals; and their disregard for the claims of a college paper to rank as a most important factor in university and college life. The Faculty of King's College, Windsor, N.S., have suppressed the *Record*, a paper published by the students there. The reason assigned is that the articles in the paper were too offensive and personal, and consequently brought the Faculty into disrepute and held them up to ridicule. Precisely what actions justified the remarks of the *Record* we do not know; but we are assured by a contemporary that they were "injunctions, to follow out which were to disregard every pre-conceived idea of justice and every dictate of conscience." It certainly appears to us to be a most

abject confession of weakness on the part of the Faculty to have to suppress a paper which expressed opinions of a contrary nature, and criticised—apparently in a courteous and dignified way—its proceedings. By such an act of tyranny, it showed itself unworthy of such respect and consideration. What does a college paper exist for if it is not to reflect the sentiments and record the opinions of the students? Are students to have no voice, no interest, in the consideration of college affairs? Can they not express a difference of opinion with the Faculty without being told to mind their own business? From Hamilton College, N.Y., comes a somewhat similar tale. The authorities of that institution passed the following resolution: "That the Editors of the *Hamilton Lit.* are hereby informed that they are to refrain from all criticism or unfavorable mention of any member of the Faculty." In every community, and amongst every class of people, the right and propriety of criticism is admitted and conceded. The freedom of the Press is a pledge for the observance of law and order; a guarantee for the general safety and welfare of the community; and a protection for public and private rights and privileges. Any infringement of the liberty of the Press is a blow at the liberties of the people, and an inferential acknowledgment of wrong doing, which should not be tolerated for a moment. We are glad that in Toronto University and University College we have a Senate and a Faculty, both of which recognise the existence of the college paper; acknowledge its importance as a factor in university life; and do not deny it the undoubted right of criticising their actions.

X

A college contemporary calls attention to a fact which is worthy of consideration by all students. It is this: that the end and object of a University education ought not to be the mere attainment of a degree. As it points out, this is the immediate, but should not be made the ultimate, object of such training. Proficiency in the class room, regular attendance at lectures, and passing prescribed examinations, seem, in the cases of many students, to be regarded as the only requisites and requirements of a student. Now, we do not for a moment disparage the regular and conscientious fulfilment of these necessary duties, but we object to undue importance being attached to them. A student—by which we mean one who knows or cares for nothing beyond his text-books and lectures—is not, as a rule, so capable of taking his place in the battle of life as one who, while attending College, touches upon every side of that important and many-sided existence called College life. Not the least important phases of College life are those which appertain to the discharge of duties connected with various societies and student undertakings. Where can a young man obtain fluency, eloquence and confidence in himself—unless he be overburdened with a most objectionable quality—outside of the literary society of his College? Where is offered to the student a better field for the cultivation of his literary talents than in the columns of his College journal? How can a student better acquire greater breadth of mental view, a more intimate knowledge of human nature, a more thoroughly cosmopolitan and liberal way of looking at men and things, than in the daily intercourse with his fellow-students? At what more favourable period of his life can a young man have the corners and angles of his nature rubbed down and smoothed away—without necessarily sacrificing individuality—than during his undergraduate days? We are inclined to believe that the fault we find with so many students—that of lack of interest in college societies and student undertakings—is not so much in themselves, as in the system under which they work. The real radical defect in most of our colleges and universities is their narrowness and limited scope; their too great regard for old established traditions and practices; their distrust of innovation and change. Meanwhile students would do well to pay greater attention to broadening and enlarging their views, than to the mere acquirement of information. There is no place in which narrow mindedness, pedantry and self-satisfaction is so easy of acquirement as in a college; but though it may sound paradoxical—there is at the same time no place in which such liberal and enlightened views of men and things and such real ser-

viceable knowledge and necessary self-confidence, can be obtained, as at a university. Whether a student acquires either the former or the latter depends entirely upon himself, upon the views he holds of the value of university training, and upon the way in which he divides his time and interest while at college.

MODERN LANGUAGES AND THEIR NARROWNESS.

[In our last article on Modern Languages the compositor made us talk nonsense by saying in the first italicised line "*the only language-forms which are language-forms,*" etc., instead of "*the only language-forms which are language for us.*"]

Before discussing the philological phase of language-study, we wish to dismiss very briefly a fifth object to which our attention has been called: studying a foreign language in order to improve our knowledge of English.

If by this were meant only that we have more correct notions of language in general after having compared other languages with our own, there would be some ground for entertaining such a view. It would be no other than a modest statement of the scientific object. But the meaning is quite different, viz., that the very best means of becoming master of a faultless English style is to take a thorough course in one or two leading foreign languages—particularly in Latin and Greek. This may not be self-evident to all. Let us express it in other terms: to become a producer of first-class carrots, nothing like spending five or six years in the cultivation of cabbages. Other things being equal, the man who has cultivated cabbages will undoubtedly grow better carrots than he who has cultivated nothing, but would it not seem like common sense to begin with carrots?

We may be told, however, that the great benefit arises from the constant use of English in careful translations. Perhaps so; but we make progress in our practical knowledge of any language only by expressing *our own* thoughts in that language. All other exercises are aids, but formulating our own thoughts is the means. Words will not be ours until *our* thoughts and feelings demand such words; and a correct English style can be ours only when our habits of thought become accurate. Language *may* not always be present to clothe our thoughts, but if we are honest with ourselves we must admit that failure to express ourselves even elegantly is in most cases due to a haziness of thought. Thought is little less independent of language than language of thought. We cannot be brimful of thoughts without language to express them. We can scarcely conceive of a distinct thought becoming a part of ourselves without its language-setting. Attend to our thoughts and we shall find language thoughts have little to do, is of no practical use in the study of English, and though necessarily the first step in the study of a foreign language, it is a positive hindrance to progress in that language if too long indulged in. If we wish to become producers of English we must produce English.

After this digression from our original plan, let us consider the fourth object of language study—the scientific.

Perhaps to a very large majority of science students it still seems slightly ludicrous to speak of a Science of Language or of anything scientific in connection with language. We cannot here attempt to discuss the question, and content ourselves by saying that the student of language finds laws as beautiful and as firmly established, and fields as boundless and as fertile in his department as the student of any other physical science does in his; and we are pleased to notice that a very considerable number of students commence the study of language with the scientific object in view.

There is then a science of language, and it must be studied as other sciences are. Theory does not and cannot precede a knowledge of the phenomena themselves. Without this knowledge theory can have no force. The pioneers in every science work from simple facts to general principle, and students must follow in their footsteps to be able to appreciate in any degree the principle discovered. A grand scientific principle is but a meaningless and worthless thing as viewed from the standpoint of mankind generally. There is but one point from which it can be viewed in all its grandeur and significance; and this vantage

ground is reached only by the toilsome path marked out by the discoverer. There is no beauty in Grimm's law or the Atomic Theory without a knowledge of the vulgar facts underlying them. Scientific principles are sacred to the faithful few who climb up to them by the common, material stepping-stones.

Every science has its laboratory, and that of language is in the mouths of the people, and there chiefly must its phenomena be observed. Written forms, as we have seen, are but the merest shreds of language, and the people's idiom is the only real and living part. For this reason is it that dialects have been and always will be the most productive of results in the science of language. Comparative philologists are unanimous in saying that languages enter upon their period of decline the moment they become literary. Language cannot stand still and thrive. Arrest it—fix its forms, and it dies.

Practical acquaintance with language is then, if possible, even more essential with the scientific object in view, than with the literary object; and the more languages we are intimately acquainted with the better are we fitted to make progress in the science of language. Before theory is introduced we must have dealt with the simple and isolated facts of at least two or three representative languages long enough to cultivate in us that delicacy of feeling and keenness of appreciation of comparative values by which alone theory is rendered significant. The simple facts of language, are of prime necessity. Though from a scientific point of view they may seem confused and fragmentary, these fragments must be examined and stored up one by one. Then will the announcement of a grand law come with startling aptness. The electric current flashes through the scattered fragments—those affected rush together with magnetic force—each into its proper place, and you have law and order where a moment before was apparent confusion. No student becomes an enthusiastic scientist without such revelations occasionally; and the announcement of law can be no revelation unless the phenomena are present to the mind of the student and unless he feels the want of law.

Every science has its fields specially adapted for beginners and the science of language has emphatically its beginners' field. A philologist could scarcely fancy more favorable conditions under which to commence the study than those offered by the Romance Languages. Here is a little family of languages sprung up within historic times—almost before our very eyes—and sprung from a mother which still exists in the literary form. They are very easy of access, and offer some of the most striking and most easily comprehended of language-phenomena. Scarcely a link is wanting—law cannot fail to be apparent, and the study becomes intensely interesting from the very commencement.

Let us glance back hastily over our three articles. We have seen that the student who seeks facts regardless of language is not a student of language. Our course in languages should not be limited to his wants, but will necessarily supply them. The student who wishes to gain a practical knowledge of every-day language, chooses, as we noticed, the natural and only starting point in true language study; and from this consideration it was plain that he who aims at enjoying the literature without the essential part of language is pursuing a phantom. His object implies a complete readjustment of the mental vision—the result of years of patient study and observation.

The student who studies a foreign language to gain facility of expression and purity of style in his own is evidently on the wrong tack, while he who wishes to study the science of language must begin where he of the literary taste must begin. We saw, too, that the natural starting point in the study of comparative philology is in the field of Romance Languages.

Where then, we ask, is the narrowness of the department? Without considering for a moment the literatures of the various languages, who does see room for a lifetime of thoughtful study in one modern language? and what must be their mental condition who find it necessary to "round out" the department by the addition of History and Anthropology?

The great event of the year at Johns Hopkins will probably be the lectures by Sir Wm. Thomson upon "Molecular Dynamics."

GHOSTS.

Colonel Ingersoll has lectured on them and there is a learned society in London formed expressly for their detection, so no one can entertain any doubts as to their existence. That there are such things is indisputable, else how could *Blackwood* have "Open Doors and Houses by the River" in its columns? Yet, strange to say, no one has, up to the moment of writing this, even attempted an adequate classification of them. Let us, then, having demonstrated and settled the necessary preliminary fact of the existence of Ghosts, proceed to their classification. They are roughly divided into—

- I. Dead Ghosts.
- II. Living Ghosts.

With the first class we have little concern. The attention of all writers on the subject has been exclusively bestowed upon it, and the ascertained facts in reference to them are generally known. The minor genera and species of Hobgoblins, Imps, Spooks, &c., &c., show how far astray all previous writers on the subject have been. No one seems even to have dimly apprehended the almost impassable gulf between the two categories of our subject and the elucidation of the latter division is the main object of this paper. A word, however, on Dead Ghosts in passing. Their clothing is usually long, flowing, and white. (N.B. Some German Ghosts show a partiality for red.) They are nocturnal in their habits, their *habitat* being churchyards and ruined castles and their environment horror and ghastly dread. Their effect upon the human organism is decidedly unpleasant; they cause the hair to bristle, the young blood to freeze; in fact there is not a single argument to be urged in their favour. They are not to be encouraged. They possess, in addition, the peculiarity of having wills of their own, and consequently often inflict their company upon you when it might most easily be dispensed with. At the most unseasonable hours, the clock then beating twelve, you awake in the haunted chamber in a state of cerebral excitement only to find that some Dead Ghost has intruded upon your privacy.

A long and careful investigation of the subject has put us in possession of many facts which differentiate Ghosts from Ghosts and warrant us in making the two great divisions with which we set out. The first striking fact is their entire dependence upon you. You wish and they come at your call. Presto! they vanish, and you need turn no genie ring to bring them back. Wish again, and, *les voila, les revenants*. They are gentlemanly, companionable fellows besides.

It is twilight, in a velvet-hung drawing-room, and the scents of summer flowers float in at open door and window; fair white hands at a piano touch into life the sorrow and longing of a wordless song, and suddenly in the deep armchair before me is a Living Ghost. Quietly it sits there, the eyes do not regard me, the semblance of a white, short-sleeved arm is upon the dark green cushion. The music has changed to a sweet world-old waltz, the figure opposite rises, white skirts sway noiselessly, little feet twinkle beneath, as with hands clasped lightly behind, and laughing face upturned, it, dancing, moves slowly, slowly over the floor. Into the gathering darkness.

One of the most disagreeable things in the world is to be a Living Ghost yourself. It often happens, and depresses the spirits dreadfully, and a Ghost in the blues is very bad indeed. The Humans do not know you, all faces are strange, you are dumb in a world of the dumb. You are of another world, the world of Ghosts living and dead. The Dead are in the greatest number at such a time, but they are so unsociable. They will have naught to do with you, because you are still in the flesh. They are dumb and with faces ever turned away, no matter how much you crave for one, but one, of the countless kind looks and words they gave you in life. They haunt you, though they are at your side when you see the place where you once lived together, now dwelt in by strangers. And still no word, not a single smile. Ah the dreariness, the utter, bleak, loneliness of it.

"Dear dead women, with such hair too. What becomes of all the gold,
"Used to hang and brush their bosoms?—I feel chilly and grown old."

BOHEMIAN.

THE COW-BOYS' PRAYER-MEETING.

I was talking to a cow-boy, from a well-known ranche, on the Calgary trail, a few days ago, and he told me the following story of the first prayer-meeting ever held in their camp, and I have every reason to believe the story substantially true. I shall try to reproduce his words, with some necessary omissions:

One Sunday night, long towards th' end last winter, when the ice was breakin' up, we'd a high old time. You see, it'd been stormin' nigh three days, the rivers aboomin', th' Old Man a-swimmin', and even the *crick* at the ranche 'ud take a fellow plumb over the saddle. Thar was a big crowd in the old cabin, a-settin' round waitin' for grub-pile; no man who warn't a dog-gasted pilgrim 'd ever think of pullin' out in that storm. Thar were four or five of us boys: Alberta, Shorty, Tex, Hank Smiles, Seven-up Smith and myself; old Flannigan, from Freeze-out, was down belly-aching 'bout some mavericks* he said the boys had got away with, and thar was a couple of fellows bound for Macleod. One of them was a tall lantern-jawed tenderfoot, and I knowed from the way he set with his back to some of the boys, who was havin' a little game of draw, that he was a preacher. I can read brands—*me*—you betcher life. Why, I 'tended church regular in Helena, when I was trying to mash that Overland Hotel girl.

Bymbye, Nigger John comes in, and yells: "Grub-piled!!" and the boys got ready for a stampede. I seen right there though what was up: that preacher corralled the whole outfit. I don't need no pointers on preachers. He draws himself up, and says he, kind o' solemn like: "Gentlemen; this is the Sabbath day, and before we go to supper, let us offer up our service of prayer and song to the Giver of all good." The boys didn't quite catch on, but most of them sat down, 'cept that dog-gasted fool Shorty. You see Shorty'd been at a social, down Benton way, last winter, where every one had to sing, and he thought they was puttin' up a plant on him. So he says: "Say Mister, I ain't going to sing: I tumble to this racket."

"Oh, you'll join in, won't you?" says the preacher.

"No I wont," sez Shorty, "I don't chip in."

"Surely," sez he, "you can have no well-founded objections to participating in a hymn."

"Hymn's be d—d" (Shorty was gettin' hot). "I want you to understand before you start in that I ain't a-goin' to sing—no how; so sail your boat."

"Very well," sez he, "the rest of us will sing a hymn."

"There's no string holdin' you," says Shorty, "turn her loose, but I don't sing—*me*."

The preacher read out a verse, and we whooped her up fine. I tell you, 't was *way up*. Then he started to pray, and I was like to burst myself laughin' at old Flannigan. You see, Flannigan's a Catholic, and he plumps hisself down on his knees on the mud-floor, right in the middle of the room, 'thout nothin' to lean on. There he kneels plumb-straight, with his hands together on his chest, lookin' as pious as a Chinaman. I leans over, and gives him a whack in the small of his back, and down goes old Flannigan plumb on his nose. You a dide laughin'. Old Flannigan never sez a word, jest gets up, and kneels until the preacher comes to "for ever and ever Amen!" when, before the words is hardly out of his mouth, he hits me a back-hander across the jaw, and turns himself loose. I've heard some pretty tallcursing, stranger, but of all the cuss-words, cayotes, †Greaser whooped and yelled, and that preacher was the scarest man ever I seen. He took back-water right thar, and never said another word all night. I'm not pious, me, but I would'nt §josh a preacher nohow, and I was downright mad, when the boys began §givin' him chunks. That's what I call a low down trick.

Fort McLeod, N.W.T.

X. Y. Z.

* Mavericks—*i.e.*, unbranded cattle.

† Greaser—*i.e.*, Mexican, a term of contempt. § "Josh" or "give chunks," to chaff.

The Dartmouth Faculty are considering the advisability of engaging a special instructor in gymnastics, whose duties outside of the gymnasium will consist of lectures in hygiene,

University News.

NOTICE.

We would notify our subscribers that this number will be the last regular issue for this term. The Christmas Number will appear about the 25th instant.

THE PROPOSED DEPARTMENT OF POLITICAL SCIENCE.

The Senate having affirmed by resolution the expediency of creating in the Arts curriculum a Department of Political Science, and referred that resolution to the joint Boards of Arts and Law Studies with instructions to prepare a scheme for giving it effect, the following draft was offered as a suggestion, and ordered by the Committee to be printed for the convenience of those who have to deal with the matter.

November 28th, 1884.

ALFRED BAKER, Registrar.

PASS.

SECOND EXAMINATION.—Constitutional History and Law.—Creasy, Rise and Progress of the English Constitution.

Political Economy.—Mrs. Fawcett, Political Economy for Beginners.

THIRD EXAMINATION.—Constitutional History and Law.—Bagehot, Essay on the English Constitution. Outlines of the Constitutional History of the United States. Outlines of the Constitutional History of Canada.

Political Science.—Amos, The Science of Politics.

Political Economy.—Walker, Political Economy.

FOURTH EXAMINATION.—Political Institutions.—England.—Vernon Smith, History of English Institutions. United States.—Sketch of Federal Institutions. Canada.—O'Sullivan, Government of Canada.

Political Science.—Spence, Study of Sociology.

Political Economy.—Cairns, Character and Logical Method of Political Economy.

HONORS.

SECOND YEAR.—Constitutional History and Law.—Taswell-Langmead, Constitutional History of England.

Political Economy.—Fawcett, Manual of Political Economy.

THIRD YEAR.—Constitutional History and Law.—Stubbs, Hallam, and May, Constitutional History of England; Story, Commentaries on the Constitution of the United States (Books I. and II., and the first three chapters of Book III.) Documents illustrative of the Constitutional History of Canada:—Articles of Capitulation, 1760; Royal Proclamation under the Treaty of Paris, 1763; Quebec Act, 1774; Constitutional Act, 1791; Lord Durham's Report, 1839; Union Act, 1840; Resolutions of Quebec Conference, 1864; British North America Act (1867) and Amending Acts.

Political Science.—Lorimer, Institutes of Law; Maine, Ancient Law.

Jurisprudence.—Markby, Elements of Law.

Political Economy.—Mill, Principles of Political Economy; Thompson, Elements of Political Economy.

FOURTH YEAR.—Political Institutions. England.—Cox, Institutions of the English Government; United States; Canada.

Constitutional History and Law.—Hearn, Government of England; Cooley, Constitutional Law in the United States; Todd, Parliamentary Government in the British Colonies.

Political Science.—Freeman, Comparative Politics and History of Federal Government; Woolsey, Political Science; Maine, Early History of Institutions, Village Communities, and Early Law and Custom.

Jurisprudence.—Holland, Elements of Jurisprudence; Hall, International Law.

Political Economy.—Smith, Wealth of Nations; Roscher, Principles of Political Economy, with Preliminary Essay by Wolowski on "The Historical Method of Political Economy."

In addition to the work above specified, it is suggested that the following be prescribed in the usual way, by regulation:—1. The Latin of the First and Second Pass Examinations; 2. Either the Greek of the First and Second Pass Examinations; or, 3. The French and German prescribed as an alternative for the Greek of these Examinations; 4. All the English (Pass and Honor) prescribed in the Curriculum; 5. All the History (Pass and Honor) prescribed in the Curriculum, and the Ethnology of the Fourth Year; 6. The Chemistry, or Biology, of the First Pass Examination, or the Mineralogy and Geology of the Second; 7. The Mental Science (Pass and Honor) of the Second Year, and the Logic (Pass and Honor) of the Second and Fourth Years.

LITERARY AND SCIENTIFIC SOCIETY.

Professor R. Ramsay Wright presided at the public debate held last evening. Like its predecessor the meeting was in every way a success. The following was the programme:—

Chorus, "Annie Laurie," Glee Club.

Essay, "Physical Culture," W. W. Vickers.

Reading, Selection from "Virginia," C. C. Owen.

Song, "If," W. H. Frost.

The Glee Club's selection, though very well rendered, did not equal their performance at the last public meeting.

"Physical Culture and its connection with the formation of Character," was treated by Mr. Vickers in a way that showed his strong belief in the merits of his subject. The essayist pointed out that men, especially those engaged in literary work, were too apt to neglect physical culture. In the connection of the subject with the formation of character were noted the valuable lessons taught. A man who engages in athletics learns to bear with fortune's reverses, he is taught obedience, generosity to opponents, control of his temper, and the value of temperate habits.

Mr. Owen's selection from "Virginia," though somewhat too sentimental, was well received.

The applause and rapturous encore which followed Mr. Frost's solo were well merited. Mr. Frost is too well-known to the frequenters of our Public Debates to need further notice here.

The Debate was on the following subject: Resolved,—“That the present age over-estimates the value of knowledge and ability, and under-rates the importance of character and principle.”

Mr. J. A. V. Preston, who led in the affirmative, maintained that the question in discussion was really the relative value of knowledge and ability *versus* the relative value of character and principle, since the development of character and principle were very largely aided by the acquirement of knowledge and ability. In fashionable society, brilliancy, or in other words the possession of ability, was a sure passport to success; lack of character and want of principle—evidenced by the frequent recurrence of scandals in high life—was no barrier to entrance within the charmed circle. In political life the popular vote was almost invariably given in favor of the clever and unprincipled demagogue; rarely in support of purity of character or high principle. In the theatrical profession it was notorious that want of character and principle were often the only qualifications which many of its votaries possessed. In business the ruling passion was money,—no matter how or where acquired. Mr. Preston briefly referred to the secular character of our school system as an evidence of the great attention paid to knowledge and ability at the expense of the development of character and principle. Mr. Preston's speech was good; his thoughts well considered, and his words well chosen. It was the best one delivered during the evening.

Mr. A. Weir led the negative. He refused to take the general run of politicians and members of Parliament as examples of those possessing knowledge and ability. The rule was in an opposite direction. Knowledge and character are not antagonistic. The speaker made his strongest point in arguing that education brought a man to take a different view of life and of character and principle. His ideal was higher, very much higher, than that formed by a man poor and ignorant. Science teaches a man to reject the false and retain the true, and this principle could not but influence educated men in other directions. He charged the leader of the affirmative of arguing general principles from isolated instances. Character and worth are always duly recognized. In this connection the speaker alluded to the late election in the United States. Few denied the superior ability of Blaine over Cleveland, and only to the former's want of principle and his general character of a self-interested manipulator of elections could his defeat be attributed. He denied that the authorities in educational matters were lax in the selection of teachers. Experience would teach the leader of the affirmative the truth of the reverse of this statement.

Mr. J. A. Collins supported the affirmative. He referred to the political arena, in which knowledge and ability were at a premium, while character and principle were at a discount. The compulsory clause of the Education Act was a very strong indication of the value placed upon knowledge *per se* at the expense of character. The speaker let down Professors Young and Loudon very easily, saying that while their discoveries in the realms of knowledge were applauded to the echo, the discovery of any new moral force would attract no notice at all. The conclusiveness of this argument may be doubted. The action of China in regard to the opium trade was an evidence of the importance attached to a high standard of public morality. Mr. Collins' main point was one made successfully against an argument adduced by the leader of the negative. The latter stated that though Blaine was more able and was possessed of greater knowledge than his opponent in the recent Presidential contest, still he was defeated; this showed that knowledge and ability were not considered of more importance than character and principle—at least by the people of the United States. Mr. Collins very appropriately pointed out that Mr. St. John—a man of higher personal character than either Blaine or Cleveland, and the representative of a higher moral principle than that advocated by either of his opponents—was yet left hopelessly in the rear. This proved that personal worth and high moral principle were not a guarantee of success in political life.

Mr. F. J. Roche followed in the negative. It was his maiden speech, for he had never made one before. He was going to take a noted Irishman's advice and meet the difficulties set before him by the affirmative, plump. Mr. Roche's speech was a criticism of arguments advanced. He touched briefly on all the main arguments of his opponents, but did not enter sufficiently into the discussion of any.

Mr. Preston then in a few brief words closed the debate.

In summing up, the chairman expressed his pleasure in presiding. It was an indication that his time of office as President had been satisfactory. Although he had given the subject little attention, he did not think he would be making a mistake in giving the debate to the negative.

After the customary vote of thanks to the Chairman, the Glee Club led in singing "God Save the Queen," and the audience adjourned.

We cannot close this report without adding a few words of approval and censure. Of approval, in regard to the appearance of those who took part in the programme of the evening. While we are glad we see gentlemen attend in faultless evening attire—an innovation which we cordially welcome—still we would advise them to pay more attention to the preparation of their speeches than to their personal appearance. Of censure, in regard to the conduct of certain students in the gallery. By their continual and ill-mannered interruptions, and presumably humorous and satirical comments, they not only disconcerted the speakers but largely marred the enjoyment of the evening to a large portion of the audience. We trust that such conduct will be frowned down upon by all who have the best interests of our Society at heart.

Y. M. C. A.

The last meeting for this term was held on Thursday evening. The passage considered was John i. 41—the account of the first Christian missionary's sermon and its result. The discussion was commenced by Mr. McLeod, and taken part in, also, by Messrs. J. A. Duff, Reid, Shearer, Crawford, Russell and Dunnan. We can attempt only to give the salient points of the discussion, which was one of the most interesting of the year.

The picture is as follows: Two disciples of John, the preacher of repentance, have heard their master point to Jesus, a Galilean, and call Him the Lamb of God. They follow him, and abide with him in his home. One of these is Andrew. He finds his brother Peter, a bold, rude fisherman, and tells him of the discovery of the long-looked-for Messiah. Peter, when brought to the Christ, did not know Him, nor did he learn to understand Him for many a day. But Jesus the God-Man knew Peter and the wants of his heart as He does of all men, and took this rough gem and polished it. This was a crisis in the life of Peter. Before the meeting with Jesus he was a mere fisherman, after it he became the follower, friend, and eventually apostle and martyr of the Man. Andrew, seldom mentioned and never prominent among the twelve, was the means of bringing the greater apostle to Jesus, and thus became the type of all humble, unostentatious servants of the Christ, whose work is not the less important that it is unseen by men. For one Peter there must be many Andrews. Who can tell but that one, whom he may bring to the fount of light and power, may have kindled in his heart a blaze that shall be seen far and wide, and have given to him an influence to wield that shall reach and move multitudes. Andrew overcame all the difficulties that Peter might have felt in coming to Christ. He was not allowed to plead his business or any other excuse for not coming. Do not students sometimes say that they are too busy to attend to religious affairs? What has Andrew to teach us? To seek in the spirit of the Master Himself to bring men to their Friend and Counsellor. Let word, act, prayer, be used to this end!

After the prayer meeting, a business meeting was held. A number of men were proposed for membership. Mr. Jones was elected Assistant-Treasurer. It may be well to remind the members of the Association that the services of an Assistant-Treasurer are not required because of the large amount of money to be handled, but on account of the difficulty experienced in collecting the small annual fee. We hope the members will save the treasurer and his assistant a great deal of work by hunting them up and not waiting for them to solicit the payment.

Our meetings for the Michaelmas term were brought to a close last Thursday evening. The book of God's Remembrance contains the records of our gatherings—our petitions, our praises, and our very thoughts. Undoubtedly in a progressive age like this, our work should prosper, and we unhesitatingly affirm that it has. To make an accurate estimate of progress let us measure our ad-

vancement individually. Has every member of the Association achieved some good? Has he influenced a fellow-student for good? Is he himself a better man than he was in December, 1883? His reply to such a question as the last may well be expressed in the words of John Newton, who, after a strict self-examination, said: "I am not what I was; I am not what I would be; I am not what I should be; I am not what I shall be; but, by the grace of God, I am what I am."

The first meeting for the Easter term will be held in Moss Hall on Thursday, Jan. 15th. As part of the time will be devoted to a discussion of methods of improving our weekly meetings, it is hoped that all interested will attend, and that many suggestions on the above subject will be made.

NATURAL SCIENCE ASSOCIATION.

At the meeting of this Association held on Thursday evening last a discussion was held on the "Theory of Descent."

Mr. T. McKenzie, B.A., in opening the debate for the affirmative, said that it was really a question of Fixity or Variation. The theory of Fixity had been held for ages, but at last had given place to that of Variation, which latter was no mere hypothesis, but a fact easy to demonstrate, and the evolution of the earth, plants, and animals was proved by Geology and Palaeontology. Variation is the result of certain laws or causes, as formulated by Darwin as follows:—1. Modification by environment, which supposes that in every organism there is an inherent power by which it modifies itself in adaptation to its surroundings. 2. Natural selection—*i.e.*, survival in struggle for life by those most adapted to environment. 3. Heredity, which proves that modifications once obtained were transmitted from parent to offspring. 4. Sexual selection, which acts from the self-complacency of the individual, and tends to keep species distinct. He also spoke of retrogression and reversion to type as influences in the process of evolution.

Mr. T. P. Hall, B.A., for the negative, said that although he believed the theory to be partly true, yet at present it was not supported by facts in many of its details, and was consequently incomplete. He criticised the last speaker's statement with regard to Inherent Power, and said that the theory took no account of mind or spirit, but supposed that an organ could change itself. On this account it was unsafe to accept it in its entirety.

He went on to point out that (1) Similarity of structure in many cases does *not* show relationship; (2) that monstrosities do not always point to reversion to primitive type; (3) that the study of Embryology and rudimentary organs in a large number of instances leaves the line of descent very dubious. Some examples were given by the speaker of a Physico-chemical nature which went to show the absurdity of the reversion to type view.

He concluded by saying that evolution must be the result of a guiding motive force outside the organism in itself.

Mr. McCallum thought that mind was developed simultaneously with the organism. Messrs. Acheson and Lennox also spoke on the subject.

At the close of the discussion the President, Prof. R. Ramsay Wright, considered it unnecessary for the Society to express an opinion on the question involved. It was far too common for persons to declare themselves as adherents or opponents of the Evolution Theory, without having had the training necessary to enable them to weigh the evidence carefully. He remarked that the theory did not meet now-a-days with the same storm of opposition which it at first encountered, and as an example of its acceptance by many theologians cited the Bishop of Exeter's recent Bampton lectures on the "Relations between Science and Religion." Such a discussion as the present could only do good by stimulating enquiry and removing erroneous conceptions as to the Theory of Descent. In distinguishing the Darwinian explanation of the Theory of Descent from the theory itself, he called attention to Prof. Nageli's Mechanico-physiological theory, which ascribes to the struggle for existence and the survival of the fittest only the formation of the gaps in the series of organic forms, a series which would otherwise, according to Nageli, be complete in its gradations owing to an inherent tendency to progress in every direction.

MODERN LANGUAGE CLUB.

At the meeting of the Club on Monday afternoon, the chief business was the discussion on the report of the committee appointed to draw up a petition to the Senate with regard to changes in the Modern Language Curriculum.

After several amendments were carried and several additions

made, the petition as finally adopted contains the following clauses:—

1. That all History be removed from the Modern Language Course, with the exception of the Modern History now on the pass work of the third examination.

2. That the study of Ethnology be removed *in toto* from the department.

3. That the study of Italian be entered up on in the second year, instead of on the third year as at present.

4. That the study of Spanish be entered on in the fourth year.

5. That the reading of Old English works be entered upon in the second year and continued throughout the course; and that, in the fourth year, a limited amount of Anglo-Saxon be added to it.

6. That text-books in modern French be removed in the third and fourth years, and the text-books in modern German and Italian in the fourth year.

7. That text-books be removed from the work in modern English in the fourth year, and a period or periods of English Literature be substituted therefor, and that the examination papers be made so broad and comprehensive as to give to undergraduates an opportunity to display their knowledge in their favorite lines in English Literature.

8. That modern English prose works hold a prominent place throughout the work set for English.

The petition has already been signed by nearly all the undergraduates in Modern Languages in the College. It is the embodiment of mature deliberation, and contains the views not only of those at present attending the College, but of a large majority of those who have taken the course under the old curriculum.

A letter addressed to the Club was read from Mr. W. H. Smith, B.A., Modern Language master of the Strathroy High School. The next meeting of the Club will be held early in the Easter term.

ROTTEN ROW.

Mr. J. G. Holmes is at present lecturing in German and Italian at Norwood College. J. G. smiles when addressed as Professor.

The Residence band is now organizing and will very soon give the freshmen a serenade. The author of the broom song will appear in his original character.

The third house felt decidedly relieved when the Public Debate was over. One of the speakers was on the third flat, his supporter, the Senator on the first, and the reader sandwiched in between them. A rehearsal with all three going at once was too much of a good thing.

UNIVERSITY SENATE.

OFFICIAL REPORT.

A meeting of the Senate was held Friday evening Dec. 5, Vice-Chancellor Mulock in the chair. Present: Dr. Wilson, Dr. Oldright, Prof. Loudon, Dr. Larratt Smith, Rev. Principal Caven, Messrs. McMurchy, Kingsford, Moss, O'Sullivan, Millar, Houston, Buchan, Prof. Galbraith, Rev. Father Vincent, and Prof. Wright. A letter was read from the Bursar stating that the Board of Management recommended the piece of land south of Moss Hall as a site for the building proposed for the Y. M. C. A. of the College.

LAW.

J. F. Smith, LL.B.; A. H. Marsh, B.A., LL.B.

MEDICINE.

Physiology and Pathology.—Charles Sheard, M.D.

Medicine and Therapeutics.—J. J. Cassidy, M.D.

Midwifery and Forensic Medicine.—W. Britton, M.D.

Anatomy.—M. H. Aikins, B.A., M.B.

Surgery and Surgical Anatomy.—I. H. Cameron, M.B.

Clinical Medicine and Surgery.—C. O'Reilly, M.D.

Hygiene and Medical Psychology.—C. W. Covernton, M.D.

MEDICINE AND ARTS.

Chemistry.—W. H. Ellis, M.A., M.B.

Biology.—H. Montgomery, M.A., B.Sc.

ARTS.

Greek and Latin.—N. MacNish, M.A., LL.D.; M. Hutton, M.A.; G. H. Robinson, M.A.; J. E. Hodgson, M.A.

Mathematics.—A. K. Blackadar, M.A.; J. W. Reid, B.A.

Physics.—J. M. Clark, M.A.; T. G. Campbell, B.A.

English and History.—T. C. L. Armstrong, M.A.; D. R. Keys, B.A.

French.—J. Squair, B.A.

German.—Rev. R. von Pirch.

Italian.—D. R. Keys, B.A.

Mineralogy and Geology.—E. R. Cameron, M.A.

Metaphysics and Ethics.—Rev. J. Teefy, B.A.; Rev. R. Y. Thomson, M.A.

A. S. Johnston, B.A.

Oriental Languages.—Rev. F. R. Beattie, M.A.

Dec. 13, 1884.

Meteorology.—G. T. Kingston, M.A.
Engineering.—A. Macdougall, C.E.

On motion of Dr. Wilson, seconded by Rev. Principal Caven, Mr. Mulock was unanimously re-elected Vice-Chancellor for the two years succeeding December 31st, 1884.

The report of the Boards of Studies prescribing the work for Junior and Senior Matriculation in Arts and Matriculation in Law was adopted on motion of Mr. MacMurchy, seconded by Principal Buchan.

Noticeable features in this report are:—

1. The assigning of specified work in Latin Prose.
2. Compositions are required based on critical reading of specified works of such authors as Macaulay, Southey, Addison, &c.
3. The subjects of Physics, Chemistry, and Botany are added for Junior Matriculation and those of Chemistry, and Biology for Senior Matriculation. No candidate may take more than one subject, and 50 marks are allotted to each in general proficiency.

On motion of Mr. Millar, seconded by Mr. Houston, the following notice of motion was referred to the Board of Arts' Studies with the addition of Mr. MacMurchy and Mr. Millar,—That the statutes regarding the Local Examinations be amended so as to include boys as well as girls, and that candidates for Matriculation, including those who may be candidates for Honors, shall have the privilege of writing at these examinations instead of coming to Toronto.

Mr. Millar gave notice that at next meeting of the Senate he would move that its ordinary proceedings be open to representatives of the Press.

The following degrees were conferred:—LL.D., George Bryce, LL.B.; M.A., F. L. Mitchell, B.A.

Senate adjourned to the call of the chair.

College News.

KNOX COLLEGE.

The second public debate of the session was held on Friday, 6th inst. The hall was well filled by an appreciative audience. Mr. M. Farquharson, B.A., was the essayist of the evening, his subject Socialism. The debate on the question of compensation to liquor dealers was decided by the chairman, Mr. Kirkland, in favor of the negative. The date fixed upon for the next Public is February 6th, 1885.

The Glee Club gave a concert—the second of the season—at Erin, Wednesday evening last. They were met by a large, appreciative audience, and a very enjoyable evening was spent.

The second number of the 'Monthly' is just about to appear. We hope it will sustain the high expectations awakened by the first issue of the session.

The usual sale of periodicals by auction is going on at present in the reading room. The adherents of the respective political parties vie with one another in showing their appreciation of Reform, or Conservative literature, which contributes greatly to the pecuniary profit of the Literary Society.

Opinions Current and Otherwise.

Civil service reform is going to be, through a combination of circumstances, the crucial test of the new administration. By that it must stand or fall. Mr. Cleveland is not prominently known to the public in connection with any question of the day but administrative reform. It is around this point that all the expectations of his friends centre. We believe he has the firm intention to do right and the courage to do it. No man or body of men has a lien on him of any kind.—*The Nation*.

The happy may well continue to be such beneath the brilliant sky of Rome. But if you go thither in melancholy mood—if you go with a ruin in your heart, or with a vacant site there, where once stood the airy fabric of happiness, now vanished—all the ponderous gloom of the Roman Past will pile itself upon that spot, and crush you down as with the heaped up marble and granite, the earth-mounds and multitudinous bricks of its material decay.—*Nathaniel Hawthorne in "Transformation."*

There can be no better evidence of the spirit of intelligent liberality and independence which now animates the best American journals, than the remark made in the *New York Nation*, Cleveland's most prominent supporter, that "the very best thing Mr. Cleveland could do, would be to keep Mr. Lowell where he is. It is the more remarkable when we remember Mr. Lowell as the author of the *Biglow Papers*, the most terrible denunciation of the Democrats and all their works that ever was written.

The question of co-education is up in an unusual form in Cleveland, Ohio. The trustees of Adalbert College in that city were memorialized by upwards of 4,000 residents of the locality, including the majority of the prominent citizens, to admit women on the same terms as men to attendance in the classes. They consented, and thereupon a number of the male students withdrew. Commenting on the incident the *Philadelphia American* says: "We hope that when these lads go home their mothers will lay them across their knees and try whether the slipper has lost its efficacy with them."

The entire difference between education and non-education (as regards the merely intellectual part of it) consists in this accuracy of reading. A well educated gentleman may not know many languages,—may not be able to speak any but his own,—may have read very few books. But whatever language he knows, he knows precisely; whatever word he pronounces he pronounces rightly; above all, he is learned in the peage of words; knows the words of true descent and ancient blood at a glance, from words of modern canaille; remembers all their ancestry—their intermarriages, distant relationships, and the extent to which they were admitted, and offices they held, among the national noblesse of words at any time. But an uneducated person may know by memory any number of languages, and talk them all, and yet truly know not a word of any; he has only to speak a sentence of any language to be known for an illiterate person.—*John Ruskin*.

The parties who rely on what are called the lessons of history are continually exposed to great deceptions. In France what may be called the historical party would not believe in the possibility of a united Germany, because fifty years ago, with the imperfect means of communication which then existed, Germany was not and could not be united. . . . But theories of this kind are always of very doubtful applicability to the present, and their applicability to the future is even more doubtful still. We know what became of feudalism, and we know the work that it accomplished, but we do not yet know what will be the effects of modern democracy and of the scientific and industrial spirit. It is the novelty of this element that makes the past so much less reliable as a guide than it would have been if no new element had intervened, and therefore so much less interesting for us.—*Philip Gilbert Hamarton*.

Correspondence.

THE Y. M. C. A. BUILDING.

To the Editor of THE VARSITY —

SIR,—Now that the Senate has given a site for the proposed Y. M. C. A. building, and as the prospects of a speedy realization of the hopes of its promoters are good, it has occurred to me that it would be feasible as well as advisable for all the societies connected with our University to combine their forces and erect a building which shall be large enough to accommodate all the various societies. At present we have the Literary and Scientific Society, the Y. M. C. A., and the Modern Language Club, all of which meet in Moss Hall; the Mathematical and Physical Society, which meets in a lecture room in the University; and the Natural Science Association, which meets in the School of Science. Now, these societies—naturally exclusive—are rendered more so by meeting in different places. Could not all these societies combine with the Y. M. C. A. and subscribe for and erect a suitable building, which could furnish rooms for all? Such a movement would be a step towards consolidating the undergraduate body and rendering the different societies more popular and efficient.

Let there be in the proposed building a large hall upstairs which would meet the most exacting requirements of the largest society. There could be the reading room—at present most unsuitably situated in a corner of University College—and various smaller rooms for com

mittees, &c., downstairs. I would also suggest that THE 'VARSITY'S office be removed to the new building, and thus group all the societies and undergraduate undertakings under one common roof. Such a proceeding would, in my humble judgment, do very much towards strengthening those bonds of union—at present too few and too weak—which ought to unite all the undergraduates of University College. I would suggest that this proposition be discussed by the various societies, and delegates appointed before vacation to meet and confer together on the advisability of the scheme I have suggested.

ALTIORA.

A SUGGESTION.

To the Editor of THE 'VARSITY:—

SIR,—In the admirable speech made by Sir William Dawson, at the recent McGill Medical dinner, the learned Principal gave proof of the practical turn of his mind by the following remarks:—

The lesson of the dinner table lay, he thought, very much on the cloth. It was that professors, students, all, must dine once a day. This thought kept him awake at night of late, and he never sat down to his own dinner without hoping that every undergraduate had as good a one (applause). He believed that it would be a good deal better if the McGill people dined together more than they did, and that they wanted a University dining-hall (applause) where they could sit down every day to a dinner, not so good as this perhaps, but still a good one, and he had pretty much made up his mind that they were to have it (applause),—not to-morrow or next day, but by-and-by. At McGill when they took up a good thing they did not let it drop easily. This time they wanted a dining-hall twice as big as the one they were in, loftier, better ventilated, and altogether a better sort of a place (approving laughter).

It seems to me that such an institution as Principal Dawson describes is just what we want in connection with Toronto University and University College, a place where professors, lecturers, and students, graduates and undergraduates, examiners, and examined might meet together and spend a social hour as often as they pleased in each other's society. We have what is called a "residence" attached to University College, but it can accommodate only ten per cent. of the students, not to mention graduates at all. The great majority of the students and many of the graduates who are engaged in studying for professions have to put up with very ordinary private boarding-houses, to their own almost complete exclusion from social life. My suggestion is that the residence, as a dormitory, be discontinued, and that instead of it there be established an ample dining hall, where those connected with the University and College may have the privilege of taking their meals. Many students would avail themselves of this privilege, for it is much easier to get comfortable and well-kept rooms in private houses than it is to get well-cooked food of good quality. Many graduates rooming up town would probably take their breakfast and tea, getting their dinner down in the city at one of our excellent restaurants.

Or the six o'clock dinner system might be introduced with advantage. At present the residence dining hour is from two to three, not a very convenient one. If the six o'clock dinner system were adopted students might be allowed the privilege of taking a mid-day lunch at any time they pleased—say, between one and three, the hour from one to two being left free from lectures for their convenience. On such a plan I do not see why the dining-hall or college restaurant, as it might be called, should not be made completely self-sustaining, and I am certain that it would become a much more important social institution than a residence which accommodates only 40 students out of 400, and practically excludes all graduates and dons.

NON-RESIDENT.

A VOICE FROM ADDINGTON.

Dear 'VARSITY:—

I can't work any, to-day! Why? because the Newfoundland dog-pup, foreseeing a famine, carried off during the night, and stored up to have and to hold for himself, his heirs, executors, and administrators, forever, one of my old every-day boots, to appease his hunger withal when his stock of decayed sheep's heads fails. So, not to be utterly idle, I'll write to you.

Oriel's "Oxford Letter" in 'VARSITY of Nov. 22, greatly interested me; and suggests what follows.

Apropos his remarks about co-education and your changed title-page,—every one who ever was a student at University College recalls that in the University vestibule in one corner is a box labeled "For Post":—"For Delivery in the Building" is the

legend on one lying in the other corner. One wonders now if the latter has been, during all these years, a convenience unconsciously prophetic of co-education?

Oriel extols the 2nd No. of this term's 'VARSITY: that was the No. to which I contributed, which, I conceive, caused and amply justifies his commutation. But he adds "If you keep it up at that rate, the 'VARSITY will be a very fair paper after a while." I think he might have spared you such a back-slap; what thought the 'VARSITY be not yet beyond the banks of its Itasia.

By the by, I wish you would pat on the back for me the perpetrator of that "reserved seat" squib in 'VARSITY of Nov. 1. It is one of the best "bites" yet; why, it seems to have given agony to the brain even of an Oxonian! It must be humour,—it is nothing else,—and of the highest kind, since *Blackwood's Magazine* says "The highest is ever the unintelligible."

Oriel holds up for 'VARSITY'S emulation the *Q. and C. U. Journal*, with the following quotation from which he closes his letter:—"A Freshman passed on Thursday, matriculated on Friday, and on Sunday night was captured driving his cousin's tandem to Abingdon." Now, where's the humour of it? I confess that for untutored me, it's a little too densely 'English.' Had that Freshman matriculated on the Friday previous to his passing on the Thursday before, there might have seemed cause for remark: or if he had been captured Sunday night driving his Abingdon tandem to his cousin, or his cousin Abingdon tandem, or even his tandem's cousin—but I give it up: "axe me an easier one":—It seems even to excel the "reserved seat" item!

Yours, confused,

T.(he) H.(ired) M.(an)

Rogues' Hollow, Nov. 30, 1884.

WANTED—A BANQUET.

To the Editor of THE 'VARSITY.

SIR,—I can see no valid reason why the undergraduates of Toronto University should not hold a banquet during this academic year. Last year's banquet was altogether too overpowering for ordinary undergraduates; they had but very little to do or say in the getting of it up or in the carrying of it out; they were overshadowed completely. If the medical schools can hold most successful dinners I do not see why we could not. The expense need not be great, and the good accomplished in the social direction would amply compensate for any little trouble in preparing for it. I should like to hear some discussion on this point.

DINAH.

Editor's Table

Two typographical errors which occurred in our "Poet's Corner" last week, detracted so much from the beauty of the poem that we now insert the blemished stanzas in their correct form.

IN A MIRROR.

Not my lady herself I see,
Only her image in yonder glass,
None so fair in my eyes as she,
Maidens all she doth far surpass.

Nothing her sweet, cold peace may break,
Steadfast and calm are her eyes away,
As the morning hush of an inland lake,
And her thoughts are worlds away.

I gaze, the wild hope within me dies,
But, oh! she is very fair to see.
The doom in those calm and steadfast eyes
Is—they ne'er can lighten with love for me.

—BOHEMIEN.

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REV. DR. WILD,
Bond Street Church.

Subject for Sunday Evening, December the 14th, 1884:—
"A BLIND MAN."

NOTICES.

The 'Varsity is published in the University of Toronto every Saturday during the Academic Year, October to May, inclusive.
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Subscribers are requested to immediately notify the Treasurer, in writing, of any irregularity in delivery.
Copies of the 'Varsity may be obtained every Saturday of J. S. ROBERTSON & BROS., corner of Adelaide and Toronto Streets.
All communications should be addressed to THE EDITOR, University College, Toronto, and must be in on Wednesday of each week.
Rejected communications will not be returned, to which rule no exception can be made. The name of the WRITER must always accompany a communication.

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