

VARSAITY

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LITERATURE, UNIVERSITY THOUGHT AND EVENTS.

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THE VARSITY.

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Topics of the Hour.

We regret to see that after all the friends of the defeated candidate for the mayoralty of Toronto—we hope against his wishes—have instituted *quo warranto* proceedings to unseat Mayor Howland. Whilst it is imperative to submit to the law when necessary—even on technical points—we think that in the best interests of the city, the technicality which may unseat Mayor Howland, and put the city to the expense and worry of a new election, should not be pressed. The hand of the Licensed Victuallers is very evident in this move, which is certainly a most cowardly one. That Mayor Howland was the deliberate choice of the people there can be no doubt. If he is unseated and a new election is held, it is almost certain that he will be elected by a more overwhelming majority than before. By proceeding against Mr. Howland as they pro-

pose, they will awaken public sympathy in his behalf, and will assuredly defeat their own object. In view of this fact the friends of the liquor interest have not acted wisely. They are needlessly embittering their present opponents. In the interests of public morality and good government Mayor Howland should be retained.

The announcement of the subjects for the University prize composition in prose and verse has been made. If we might be allowed to make a suggestion, it would be to the effect that these subjects should be announced at the beginning of Michaelmas Term, instead of after Christmas. Our reason for urging this change is, that after Christmas intending competitors have really no time to devote to the reading of works bearing upon the subjects for composition, but have to concentrate all their time on the works laid down in the curriculum. Consequently one end aimed at by these competitions—the acquirement of useful information, historical or literary—is frustrated; and mere superficial cribbing from authorities encouraged. To properly master such a subject as is laid down for the Prize Essay for this year—"The Influence of Greek Thought upon English Literature"—would require more extensive reading and more time for thought than can possibly be given to it in the short period between the announcement in January and the 1st of May. Those in charge of the matter should change the date of the announcement of subjects for the University prize competitions from January to October.

The proposal made in these columns a short time since regarding the formation of a students' club seems to have met with very general acceptance. The resolution agreed to at the last meeting of the Literary Society has given emphasis to the idea, and we sincerely trust that the undergraduates will go to work promptly and enthusiastically, and give the resolution a practical shape. It is superfluous to point out the advantages which would be secured to the students by the establishment of such a club. At present there is no place near the University where students can meet for social intercourse or amusement. The present gymnasium is notoriously unfit for such a purpose, being ill-ventilated and badly heated. What is needed is a place where our students can meet together and discuss all topics of interest without having the fear of the College Council before their eyes. Such a club would encourage sociability and would foster that *esprit de corps*—of which we hear so much and see so little—which would inspire students, after graduation, to retain their interest and affection for their *alma mater*. Under the present state of affairs students only meet one another in the corridors and at formal meetings, in which sociability can never be introduced. The lack of interest manifested by her graduates in the affairs of Toronto University which Mr. Kingsford, in his letter to the *Mail*, deplores, is the direct result of the lack of encouragement given to students to cultivate each other's acquaintance during their college

course. We hope that this era of neglect and apathy is at an end. We will look anxiously for the speedy inauguration of a Students' Club, and shall do our utmost to further its interests.

The recent meeting of Convocation was one of the most harmonious and successful in the history of our University. The great result of the meeting of graduates upon measures for increasing the reputation of the University upon the University Senate. Our graduates seem to be unanimous regarding the advisability of this measure, and there is every reason to believe that the end will be attained. An energetic committee was appointed to secure the necessary legislation. Circular letters upon the subject have been sent out to many graduates throughout the Province, and when the committee wait upon the Minister of Education their request will be seconded by a grand memorial from hundreds of University men. The advantages of the proposed changes were referred to in Mr. Kingsford's earnest letter in the *Mail* the other day. The great need of the University is, of course, more money. A large and active Senate, composed for the most part of our own graduates who have the highest interests of the University most at heart, will be more likely to obtain the required aid either from the Government or from private individuals than the present somewhat lethargic body. By such a measure also the Senate as a corporation would obtain more knowledge of affairs in connection with University College and more influence in their administration than that body seems at present to possess. In many particulars University College is managed in a way that is past finding out. This is especially true with regard to appointments on the faculty of that institution. In some cases if it cannot be said that new positions were created for persons, at all events more than once persons have been very handsomely found for the positions. And no one knows who asked for the positions or who really suggested the appointments. Then, several of the most important subjects are taught in a very perfunctory manner. This is not the way in which the affairs of our greatest public educational institution should be carried on. It is to be hoped that one of the results of the present agitation will be to change all that,—and the change cannot begin too soon.

Pending Articles.

A PLEA FOR THE ESTABLISHMENT OF A COURSE IN POLITICAL ECONOMY.

We regret to notice that the project to establish a course in Political Economy in our University has apparently received a quietus, or at any rate has been shelved for an indefinite time. And it was perhaps to be expected. It has always been the case that when a new branch of study seeks to assert its right to be admitted to the same status and consideration as its older and more favoured sisters, it will meet with many a repulse before it attains the goal.

A passing glance at the history of the liberalization of the curricula of the English and American universities reveals the fact that a long and hard-fought struggle was necessary to secure the recognition of the rights and merits of the intruder. A century ago the student was forced to make his election between the Scylla of Classics and the Charybdis of the College study. However, the Modern Languages began to clamour for admission, and although granted a place grudgingly enough, were not unnaturally regarded by the student who was so unfortunate as to have a distaste for them, as but his old enemy Scylla in a new and not less terrible form. Here, nevertheless, was a distinct advance. On whatever ground the study of the Classics or of Mathematics may be lauded as preferable to

that of the Modern Languages, it certainly could not have been of those of the superior practical utility of the former to that of the latter. We consider a man educated if we chance to hear him quote a line of Homer or a simile of Homer; we admire the enthusiasm of the man who makes himself conversant with the intricate problems of the higher Mathematics; but is there any one short of a zealot in either of these subjects who would not prefer having a fair acquaintance with the masterpieces of the Modern Languages, and thereby being better able to intellectually enjoy himself should he ever have the good fortune to visit the lands where these tongues have sway? For we take it that the language of those men whose works exercise the greatest influence over us are clearly entitled to the first consideration. And this was the principle clearly acted on by that great race, the Romans, who paid no attention to the writings of the Semites or to the lore of the Hindoos; but confined their linguistic studies to the literature of Greece, that is to say, to the literature of that nation to whom they were indebted for a large portion of their education in the domains of poetry, oratory, and the other sister arts. But we, on our part, have been slowly, though none the less surely, emancipating ourselves from the once greatly overweening influence of the Classics, and their place is being gradually usurped by the Modern Languages. And justly so; for does not the part played by the French and German tongues—especially by the latter—with reference to ourselves fully equal that played by the Greeks to the Romans.

But by far the most furious contest that has yet taken place between the forces of Liberalism and Conservatism in University affairs, was that between Science and Ultra-orthodoxy. How that contest terminated is notorious, and who shall say that since the claims of science have been fully recognized in every hall of learning pretending to be abreast of the time, that her influence has not been of incalculable benefit? It is no exaggeration to aver that the growth and dissemination of scientific ideas has done the lion's share of the work in differentiating bygone ages from our own.

Nevertheless, unquestionably the most practically important science of all has hitherto not only been utterly denied a bare recognition of its rights, but has even been treated with contempt on the part of some of our University authorities. We allude to the Science of Political Economy. We are at a loss to conceive how any adequate justification can be urged in extenuation of the course adopted by the Senate towards this branch of study. For is not the study of the laws which regulate the condition of society generally, and particularly those which govern commercial prosperity and depression, one of the most important that could attract the attention of any man? What branch of knowledge is there, we ask, that is of more especial moment to the community than that which treats of Free Trade and Protection, Taxation, Labor, Capital, the Land Problem, and the thousand and one other kindred questions? For every individual interested in Homeric theories or in quaternions, or in the analysis of a substance or the pedigree of a word, there are thousands most deeply concerned in the questions of Free Trade and Protection, Labor and Capital, and generally speaking, in the whole range of subjects considered by the science of Political Economy. This being the case, is it not eminently fitting that these questions should be studied in our University, which is popularly supposed, at any rate, to be the head and centre of learning in the country? Far from the average University graduate being able intelligently to discuss these questions, he is a mere pigmy in the hands of the ordinary member of a Trades Union, nay, in a large number of cases he has never even given them a thought. Any one who would verify the truth of this statement has only to attend a meeting of the Young Men's Liberal Club, when he will be surprised at the power displayed by members of the working classes in their treatment of these questions. Not long ago the Land Question was the subject of debate, and no respectable attempt was made to refute the doctrines of Henry George as ex-

pounded by a member of that class, although there was no death of University men at the meeting.

Moreover, the vast majority of the labor riots and the civic commotions that have arisen in the past, while doubtless primarily due to the commercial depression of the time, nevertheless owe their immediate occurrence to the gross ignorance of their participants. The truth is not new that the stability of a state depends chiefly on the enlightenment of its citizens. And on what is the task of enlightenment mainly thrown? Clearly on the schools, academies and other parts of the educational machinery of which the university may well be styled the flywheel. For it is the University that in reality regulates the efficiency and progress of the inferior halls of learning. They are obliged to work on the lines laid down by the University with respect to its first examinations. Their standard is fixed for them and they are placed in the estimation of the community according to the success of their representatives in the annual contest. Suppose, then, that political economy was put down on the list of prescribed subjects. There would be a large number that would acquire a knowledge of the outlines of the science even though they failed to complete their course. Those, on the other hand, who devoted themselves to a conscientious four years' study would prove no mean antagonists to the false-hearted demagogue or the fallacious doctrine that might cross their path in after life.

There is another and perhaps a more important consideration. As the country grows older the percentage of university men in the *personelle* of the government increases. Hence the reciprocal benefit of university to government and of government to university. If the university instil broad and generous views into the minds of her alumni she will receive innumerable benefits from them during their tenure of office; if, on the other hand, she annually hatches forth a brood of illiberal and unpractical men, she will have much to be thankful for if they do not sacrifice her in their striving for unworthy ends, not to talk of their hastening to her support in her hour of need. Verily in this matter as she sows so shall she reap.

We think that we have said enough to demonstrate the importance as well as the correctness of our position on the subject. Indeed, we may be told that our pains have been gratuitous; we may be told that in theory, at least, no one would think of questioning either the importance or the cogency of the arguments adduced. But we may be assured that, practically, there are serious difficulties in the way. As thus: Where are the funds to come from with which we may found a chair? Surely it were no sin to harbor the thought that the Province, which is generous enough in the interests of education to engage the services of a proficient in Ethiopian and Targumic, may some day see fit to do the like for Political Economy. Even supposing the answer to be for all time "No funds," we maintain that the science is one which perhaps will do fairly well without the guidance of a professor. And, indeed, in these days the necessity for lecturers is not so pressing as formerly. Their most useful function now is to direct their hearers where to look for their information. They are no longer the supreme authorities on their subjects, but are mere guides on the paths to knowledge. It so happens in the case of Political Economy that the standard authorities and text books may be counted on the fingers. Put these, judiciously graded, on the curriculum and, unless the professor were a man of wide reputation, his utility would be anything but apparent. Moreover, whoever he may be, his mind would likely be so biased in favour of certain views that he would be the object of much hostility and would almost infallibly be decried as the source of false doctrines.

There might, perhaps, be another objection urged, and it is the only remaining one that we can conjure up worthy of consideration. It is that were the subject to be broached to our local legislators—for their sanction is a necessity—such is the length to which party hostility has gone that it might prove such a bone of contention that serious injury would result from the contest to the

University. One objector might whisper that the Government would be accused by its opponents of using the University for propagandizing in its own interest and that the Ministers would be cowed by the arraignment into silence and inaction. Did things come to such a pass, pusillanimous indeed would the Ministers be were they to stay their hand, dismayed by the howls and gibes of opposition; despicable in the extreme the opposition impelled by so sordid an idea; and, if the like considerations clogged the wheels of progress, worse than a nullity the Senate.

G. H.

THE ENGLISH CURRICULUM.

It is to be regretted that a more lively interest in the subject of English has not been awakened among the graduates and undergraduates of Toronto University. The new curriculum submitted by Mr. Houston, which appeared in October numbers of the VARSITY, should certainly have led to an intelligent and general discussion of the principles in accordance with which a collegiate course in English should be arranged.

No one who has carefully considered Mr. Houston's scheme can fail to recognize that it is based upon well-defined principles:—(1) Every undergraduate must spend a fair portion of each year in the serious study of our language and literature; (2) Every special student of English must become acquainted with the language and literature in all their periods, from a scientific as well as from a practical point of view; (3) the student must study the literature and language themselves instead of reading and hearing about them; and (4) he must have constant practice in the careful expression of his own thoughts. To these broad underlying principles it would seem that everybody must assent, and gratefully acknowledge, therefore, that Mr. Houston's draft is a great advance on the old curriculum: but still the main difficulties present themselves when one attempts to lay down more specific principles for the detailed arrangement of work in the various years of the course, and here Mr. Houston's plan does not seem to be sufficiently definite, though doubtless it would seem more satisfactory if we might have a brief explanation of its basis of arrangement.

If it may not be thought presumptuous on my part, I will endeavor here, independently of Mr. Houston's proposed scheme, though in perfect harmony with his general principles, to outline a plan for the distribution of work in the four years of the undergraduate course, and if space permit, for the arrangement of a post-graduate course of two or three years also.

Whatever scheme may be proposed, it must never be forgotten that there can be no education without a lively interest—thought's awakener—on the part of the student.

Professors and instructors, particularly those who have been subjected to German influences, are prone to think that their sole duty is to present their subject as a scientific whole, and that whether the student is interested or not is a matter which the student himself must look after. Forgetting that classification and general theory are utterly worthless from an educational point of view unless preceded by a practical acquaintance with the individual facts classified and upon which the theory is based, they fancy that to disregard chronological order or strictly scientific classification, for the mere purpose of awakening interest, is to degrade their subject. My readers, however, are not so minded, and they will readily concede that if facts are the blocks for the rearing of noble structures, interest is the cement which binds them together and without which there can be no solidity; that every true object of study—linguistic, scientific or literary—presents phases which are intensely interesting to the beginner if the teacher will only take pains to recognize them as he is in duty bound to do; and further, that the professor's first duty is not to present a perfect treatment of his subject, but to awaken in his students an intelligent and heartfelt interest in that subject, after which they may be safely

trusted to explore the field for themselves and seek aid when they require it.

Regard for the student's interest therefore must largely determine what is to be selected for the various years of the course; and interest demands as a necessary condition, that the student be met on his own ground, and so led on from the known to the unknown. Now, the fact cannot be ignored, that hitherto the majority of matriculants have entered the University with no definite love for literature of any kind, while at the same time they have shown little taste or facility in the practical use of English; and for many years to come this condition of things must continue, because with each year the average student matriculates at an earlier age. First of all, then, care must be taken to inspire an earnest love for true literature, and to cultivate taste in the expression of thought, for without these no progress could be hoped for. It must be borne in mind, too, that what is absolutely the best literature is not therefore the best suited to awaken a love for good literature—particularly in young people, who have not as a rule that intensity of being which is necessary in order to any full appreciation of our greatest authors, who wrote only because they felt, and who demand in their reader a soul tempered by stern experience on the heights and in the deep waters of life.

Scores of young students are disgusted with the very name of literature, and condemned by friends and instructors as lacking in literary insight, not only because of inferior teaching, but because ill-advised regulations compel them to rush into Shakespeare and Milton before they have acquired any real taste for literature. Too much regard cannot be shewn for the favorite authors of young people in families where a taste for reading is early acquired and pure literature is liberally supplied.

It should be observed further, that the true starting-point in the study of English is to be found in the contemporary literature and language, which must exclude those of bygone centuries, until the student knows and feels what the English of to-day is. This is a consideration which too often seems to be overlooked. We may be heirs of all the ages, but we first open our eyes to the light, and breathe in the atmosphere, of the present age. We live and think and feel in the present; we speak the language of the present; as writers, we use the language of the present, and as critics we must, in spite of ourselves, measure the past by the standard of the present if we measure it at all; therefore, any scheme which fails to emphasize strongly the English of our own age, even to the exclusion of older English in the earlier part of the course, is necessarily defective and unsatisfactory.

Whether the literature of to-day falls below or excels the literature of past ages is not a question to be determined here. The important point is: which will come nearer home to the student?

Passing now from these preliminary considerations, I will give as briefly as possible my plan in outline.

J. McW.

(To be continued)

Literature.

SYMPHONY.

May the dolorous chant for the dying year,
And the toll of the requiem bell,
Unhopeful signs of a past career,
Drawing us nearer and yet more near,
E'en to the tune of our last farewell,
Softly stealing, their sad way farewell
Through filmy folds of the shrouding snow,
Over a grave where Love is kneeling,
Breathing a prayer and sobbing low,
Bear to the wounded heart the healing,
Sad sweet thoughts of long ago.

F. M. FIELD ("Adanac.")

BY WAY OF DIVERSION.

At this season of the year it seems like a hollow mockery for me to speak to my fellows about any reading that does not bear upon examinations. And yet there are books which one may read and derive therefrom a positive recreation, in the literal sense of the term, even in the short intervals of relaxation from this daily round of intense mental application. The rest which a healthy mind needs, is to be obtained not so much in absolute quiescence as in diversion. The homely old maxim "A change is a rest," is based on sound psychological principles. It follows, with due limitations, that the greater the change, the greater the recreation.

Beguiled by such subtle reasoning from the senior editor, I was induced to lay aside mediæval metaphysics and to take up modern humor. Fancy then, the delightful change from Saint Thomas Aquinas to Charles Dudley Warner—from the "*Summa Theologiae*" to "My Summer in a Garden!" No, the appeal is in vain; you cannot imagine the pleasure of the change unless you have tried it yourself.

The charming book which I have now before me is one of the Riverside Aldine series. In unadorned beauty and excellence of mechanical workmanship, this series is a wonder and a delight to the true book-lover. In literary merit also the series commends itself to our notice, comprising as it does the most popular works of Lowell and Aldrich and Burroughs in addition to the author we have under consideration.

"My Summer in a Garden" is a racy and humorous account of Mr. Warner's experiences in his kitchen garden at Hartford, Connecticut, where the genial author has resided for many years. The book deals mainly with the trials of the family man who undertakes to grow his own vegetables. The several chapters deal with the successive weeks of the season, and the special troubles and delights which they bring with them.

The author is assisted in his labors by Polly, (presumably his wife) who sits on a large upturned flower-pot and gives him instructions how the work is to be done. Polly's knowledge of the subject may be gathered from the brief memorandum in May:

"Polly came out to look at the Lima beans. She seemed to think the poles had come up beautifully!"

But Polly had a flower-bed to herself, and her husband, after coming across to see her weeding it, very ungenerously remarks:

"She was working away at the bed with a little hoe. Whether women ought to have the ballot or not (and I have a decided opinion on that point), I am compelled to say that this was rather helpless hoeing. It was patient, conscientious, even pathetic hoeing; but it was neither effective nor finished."

Mr. Warner seemed to have great trouble with the bugs in his garden—

"The striped bug has come, the saddest of the year. He is unpleasant in two ways. He burrows in the ground so that you cannot find him, and he flies away so that you cannot catch him. The best way to deal with the striped bug is to sit down by the melon hills and patiently watch for him. If you are spry you can annoy him. This, however, takes time. It takes all day and part of the night. But the best thing to do is to set a toad to catch the bugs. The toad at once establishes the most intimate relations with the bug. It is a pleasure to see such unity among the lower animals. The difficulty is to make the toad stay and watch the hill. If you know your toad it is all right. If you do not, you must build a tight fence round the plants which the toad cannot jump over."

The neighbours' hens were also a factor in gardening which came under Mr. Warner's notice:

"It is of no use to tell the neighbour that his hens eat your tomatoes; it makes no impression on him, for the tomatoes are not his."

Houghton, Mifflin & Co.; Toronto: Williamson & Co.

* My Summer in a Garden, by Charles Dudley Warner. Boston.

University and College News.

THE CONVERSAZIONE OF TORONTO UNIVERSITY.

" Nil decet invita Minerva."

Translated freely, the above quotation might be rendered, "No entertainments are as good as those given under the auspices of Minerva and the Literary Society;" or, in other words, "The Conversazione of Toronto University is the great and only social event of the year." We believe that this will be agreed to *nem. con.*, by all who walked the brilliant corridors of the University last night.

Minerva, usually so unattractive to those who do not woo her aright, unbent herself graciously last evening, doffing her helmet, and laying aside her trident, smiled benignantly upon all, looking so pleasant withal, that, for a time, weary pass men and over-ambitious three-course men forgot that she had ever chastised them with her trident, or abashed them with a glance of her blazing eyes. And why so? Ah! need you ask? What female heart is averse to adornment and the charms of bright raiment, and soft, caressing words? Did not her sons, aye, and her daughters too, dress her in gorgeous garments and deck her in flashing jewels? And did they not murmur to one another soft speeches and fair words in her honor and praise?

The cynic will say that they did so for the purpose of propitiating her by a Carnival in her honor, so that when the dark and dreary days of the scholastic Lent approach their final consummation, their soft speeches will be remembered, and mercy be shown to them. But the cynic, himself a victim of a past year, is wrong. And for two reasons: First, because Minerva is too old to be capricious, and yet young enough to be wooed and won by those who have found the key to her heart; and Second, because the High Priests of her annual Lenten sacrifices are not her true and loyal servants, but are degenerate and unconsecrated.

But let the cynic begone! He has no place in the bright throng that fills our halls to-night. Let him be banished to a shelf in the museum.

Musing in such a spirit, the VARSITY representative walked through the corridors of his *Alma Mater*, and betook himself to Convocation Hall, from which were issuing strains of sweet music.

"And youth forgot its passions,
And age forgot its woe,
And life forgot that there was death,
Before such music's flow."

PROGRAMME.

CONDUCTOR—PROF. TORRINGTON.

PART I.

1. Quartette in C minor, op. 18, No. 4. Allegro and Andante Sherzando (Beethoven)—Quartette Club.
2. Part Song—Theresa Waltzes (Faust)—Glee Club.
3. Piano Solo—Andante Spianato and Grand Polonaise (Chopin)—Mr. Thomas Martin.
4. Chorus with Soprano and Tenor Solos—Holiday Scenes in Karinthia (Koschat)—Glee Club, Mrs. Gertrude Luther, Mr. M. S. Mercer, B.A., with string accompaniment.
5. Violin Solo—Air Varie (Rode)—Mr. Jacobsen.
6. Solo—Caro Nome (Verdi)—Mrs. Gertrude Luther.
7. College Song—Le Brigadier—Glee Club.

PART II.

1. Piano Solo—(a) Larghetto (Henselt), (b) Grand Valse, "Le Bal" (Rubinstein)—Mr. Thomas Martin.
1. Quartette—(a) Evening's Twilight (Hatton), (b) Come, Dorothy, come (Swabian Volkslied)—Messrs. C. W. Gordon, Tibb, Hamilton, G. Gordon.
3. Flute Solo—"Il Vento," Caprice. Op. 112 (Briccialdi)—Mr. C. E. Saunders.
4. Soprano Solo—(a) Florian's Song (Godard), (b) My Star (Hackh)—Mrs. Gertrude Luther.

Throughout the fruit season it is impossible for the most amiable man with a family and a kitchen garden to ignore the existence of the neighbors' children. This was the conviction of the Hartford gardener also:

"I hope I appreciate the value of children. Without them the common school would languish. But the problem is, what to do with them in a garden. For they are not good to eat, and there is a law against doing away with them. My plan would be to put them into Sunday-schools more thoroughly, and to give the Sunday-schools an agricultural turn; teaching the children the sacredness of neighbours' vegetables. I think that our Sunday-schools do not sufficiently impress upon children the danger from snakes and otherwise of going into the neighbors' gardens."

Such passages of delicious humor abound throughout the book. The interest is maintained by the adoption of the narrative form and by the novel introduction here and there of pointed paragraphs on various matters which the reader had probably not previously connected with gardening. Thus, in the chapter dealing respectively with the first week, the following observations occur:—

"The principal value of a private garden is not understood. It is not to give the possessor vegetables and fruit (that can be better and cheaper done by the market gardeners), but to teach him patience and philosophy, and the higher virtues—hope deferred, and expectations blighted, leading directly to resignation and sometimes to alienation."

A few particulars relating to the life of our author may not prove uninteresting. Mr. Warner was born in Plainfield, Massachusetts, in the year 1829. His academical training was received in Hamilton College, New York, where he graduated at the age of twenty-two. He then spent some time with surveyors on the Missouri frontier. We next find him studying law in New York. He practiced his profession subsequently for four years in Chicago, after which he returned to the East and settled down as a journalist in Hartford, where he edited the *Courant* for many years. During recent years he has been in charge of the "Editor's Drawer" department in *Harper's Monthly*. "My Summer in a Garden" first appeared as a series of sketches in the *Hartford Courant*. It was published in book form in 1881. It was Mr. Warner's first book. Since then he has published several others, among which we may name "Saunterings," "Back-Log Studies," "Mummies and Moslems," "Being a Boy," and "Washington Irving," in the "American Men of Letters" series. The essay entitled "A Summary of Culture," which forms one of the chapters of "Back-Log Studies," is worthy of separate mention. It is a vigorous protest against certain social shams, and an earnest plea for the cultivation of the highest humanity in all our social relations.

SIGMA.

BLUMINE.

Thy cheek to mine, O maiden, lay
(As our lives lie close together);
Oh, let love flame through each dark day
Of wind and stormy weather.
Our love shall flame through each dark day
Of wind and stormy weather.

And if there come a time of tears,
Our tears shall flow together,
Till love shall scatter them in mist
With his warm and sunny weather,
Till tears and mist shall flee away
Before love's sunny weather,

F. H. SYKES.

5. Violoncello Solo—Largo (Mozart)—Herr Corell.
6. Solo—The Bells of Lynn (Fisher)—Miss Hillary, accompanied by Quartette Club.
7. Andante and Variations from D minor Quartette (Schubert)—Quartette Club.

After enjoying the concert, that is, the first part—for your representative is not one of those who freeze to a seat the whole night, to the defrauding of some other person—the VARSITY man wended his way through the Star Chamber—where he inspected the souls of the University Senators through the microscopes—to the Library. Having safely passed the Cerberus at the Gate (Punch), he gazed earnestly at the books;

“As what he ne'er might see again,”

knowing well that he would never again be admitted to the Library till another year had flown.

In the Reading-rooms he noticed some students, mostly Residence men, devouring—not books and notes—but cakes and ices! *O tempora! O mores!* [More what—cakes?—ED.]

Then he wended his way along the corridors, through which sounds of music and laughter floated and echoed back again, till even the grim corbels and gargoyles seemed to have caught the spirit of the hour, and to have joined in the revelry. Presently in the far west—in Lecture-room No. 8—various phantasmagoria flitted before his vision. Vanishing and illusory were they all—as the mathematical quantities usually obtained in this room—though they amused the onlookers much more.

He gazed in wonder at the scientific apparatus and other instruments of torture here, and completed a leisurely circuit of the building with its numerous attractions. Then the VARSITY man's dream of happiness was abruptly brought to a close by the appearance upon the scene of a breathless *chaperone*, who took his fair companion away, leaving him disconsolate. After wandering around aimlessly for a short time, he braced himself for the closing struggle at the dressing rooms, and emerged after a tight squeeze and a hard fight, with somebody else's overcoat, hat, gloves, and overshoes. Seeing that they were of a superior quality to those in which he had sallied forth at the beginning of the evening, he was quite content, and, lighting a rare Havana, he strolled leisurely away to the VARSITY sanctum, ever and anon looking back at the college windows in which one by one the lights were being extinguished.

THE GUESTS.

No better place could be found for viewing the picturesque features of the Conversation than an out-of-the-way seat in the library. Before the spectator thus happily situated there passed a glowing pageant of youth and love and beauty, such as he may not hope to see often again. The recollection comes back like the echo of a pleasant song, or the sweet memory of a dream.

The very Queen of Beauty herself moved in the throng and the graces attended her presence.

There come a merry group of girls from some private school in the city. A vision of lawn and lace, of blooming cheeks and sparkling eyes, a musical ripple of laughter—and they have passed by.

Then, in graceful procession, our every-day undergraduate fellows and their sweethearts or sisters or friends, sweep slowly along past our cosy retreat. The stately senior has relaxed his haughty brow, the junior forgets his dignified assumptions of full-grown manhood and smiles a youth again; for once the bold sophomore looks blandly, but complacently withal, upon the subdued freshman, who is frightened a little by the brilliant magnificence of his first *Conversazione*, but still looks very happy.

What a transformation from the sober and matter-of-fact countenances we saw only yesterday in the lecture rooms!

But there is no mystery in the change in our undergraduate friends. For beauty walks with them and smiles radiantly into their happy faces—beauty, dark-eyed, blue-eyed, and hazel-eyed, eyes that sparkle and glow with sweet delights,—beauty, with eyes

like the clear refreshing of a forest spring, or filled with the dreamy piveness of an autumn afternoon. The ladies all wear bouquets, and as they drift by, the air is fragrant with the odours of roses from the gardens of Gul, and there lingers still the sweet recollection of lilies from the vales of Arcadia.

“But there be other flowers of grace, I trow,

The sweet girl graduates with their golden hair.”

A young graduate now nods a pleasant recognition to us as he walks past with his mother and sister resting on his arm. They are not fashionable people at all, but his dignity does not suffer on that account. They would be abashed at all this magnificence if it were not for their pride and happiness in the gowned and ermined young man beside them.

A distinguished graduate and his wife come next within our vision. The grey is beginning to appear in his hair, but the warm smile in his eye shows that he enjoys to the full this visit once more to the scenes of his joyous youth, and this renewal of the pleasures of long ago. His wife, too, recalls some sweet recollection of the past; she looks into his face and is happy.

And thus all poetry and romance was realized before our eyes, and to our ears came again the music of voices long forgotten. The fair spirits of the books on the shelves were embodied in our presence and in some fashion the pleasant drama of their lives was again enacted there.

NOTES.

The display of the Engineering Society was especially attractive. The tent in the cedar swamp, with the fire outside and the dilapidated looking surveyor lying on his elbow in the tent door and reading a letter from his girl, was exceedingly realistic.

Mr. Bengough's sciopticon sketches, to put it mildly, were not up to the mark. The subjects were well enough chosen, but the execution was a failure. Most of the cartoons—like the *Globe* wood-cuts known to fame—would stand for almost any one else as well as for the individuals they were supposed to represent.

The Glee Club carried out their part of the programme in a commendable manner. They fully maintained the old reputation of the club. The vocal quartette were not in as good form as usual, but not even a quartette can be at its best at all times. Mrs. Luther's singing was highly praised, and justified the choice of the committee. The concert, as a whole, was a success, but there were no features of such marked merit as to call for very special admiration, as was the case in the last few years.

UNIVERSITY EXAMINATIONS FOR 1886.

LAW.—T. H. Smith, LL.B., and W. H. P. Clement, B.A., LL.B.

MEDICINE.—Physiology and Pathology, S. A. Tye, M.D.; Medicine and Therapeutics, J. J. Cassidy, M.D.; Midwifery and Forensic Medicine, W. Britton, M.D.; Anatomy, D. B. Fraser, M.D.; Surgery and Surgical Anatomy, I. H. Cameron, M.D.; Clinical Medicine, J. E. Graham, M.D.; Clinical Surgery, F. L. Grasset, M.B.; Hygiene and Medical Psychology, C. W. Covernton, M.D.

MEDICINE AND ARTS.—Chemistry, R. F. Ruttan, M.A., Professor of McGill College, Montreal; Biology, A. B. McCallum, B.A.

ARTS.—Classics, Rev. N. McNish, M.A., LL.B.; W. S. Milner, B.A.; G. H. Robinson, M.A.; J. E. Hodgson, M.A.; Mathematics, A. R. Blackader, M.A., and J. W. Reid, B.A.; Physics, J. M. Clark, M.A., and T. G. Campbell, B.A.; English, T. C. L. Armstrong, M.A., J. Seath, B.A., Inspector of High Schools; French, J. Squair, B.A.; German, W. H. Vandersmissen, M.A.; Italian, A. J. Bell, M.A.; Professor of Modern Languages, Victoria University; Constitutional History and Civil Polity, J. W. Bell, Professor of History and Political Economy, University of Colorado; Mineralogy and Geology, E. R. Conlon, M.A.; Mental Science, A. S. Johnston, B.A., and Rev. R. Y. Thompson, M.A.; Oriental Languages, Rev. F. R. Beattie, M.A.; Meteorology, B. S. Webber, Civil Engineer, Alan Macdougall, Civil Engineer.

HISTORICAL AND POLITICAL SCIENCE ASSOCIATION.

The regular meeting was held in Moss Hall at a quarter to five last Tuesday, the President in the chair. The corresponding secretary read a letter from Henry George, in which the distinguished lecturer said that he could not engage to lecture in Toronto before April. The subject for discussion was "Money," papers by Messrs. McMurchie and John Crawford. Both papers were exceedingly interesting, and could not without injustice be reported in the small space here allotted. In all respects this meeting was one of the best yet held. Next Tuesday Mr. Houston will discuss the relation of the Canadian constitution to those of England and the United States. As this subject is of interest to all undergraduates a large attendance is expected.

NATURAL SCIENCE ASSOCIATION.

On Tuesday evening, 11th inst., the regular meeting of the above society was held in the School of Practical Science, Mr. Frank T. Shutt, B.A., presiding. Dr. W. Hodgson Ellis, M.A., gave an interesting lecture on the Determination of Nitrogen. He drew attention to the fact that chemists strove to substitute for the dry processes wet methods of analysis. In the determination of Nitrogen, Wanklyn and Smith's and Chapman's methods had superseded the old combustion process, and no Kjeldahl, a Swedish chemist, had brought out a method at once readily and rapidly performed, and which surpassed all its predecessors in accuracy. Dr. Ellis explained the details of the process and exhibited the necessary apparatus. Mr. Wilkie read a well-written essay on Protoplasmic movements in the animal and vegetable cell. Also a paper on the Geology and Physical Geography of the Upper Ottawa District was read by Mr. Gordon Bell.

Y. M. C. A.

About one hundred of the undergraduates were present in Moss Hall on Thursday afternoon, Feb. 11th, to hear the Bishop of Algoma address them. His topic was "The inspiration of the Scriptures." He began by stating his belief in the principle of proportion in every true system of education. To be perfect it must develop each of the three sides of our nature—the physical, the intellectual, and lastly the moral and spiritual.

It was with a subject closely connected with this last-named side of our nature he wished to deal, viz., whether we will acknowledge the word of God as inspired. The first question asked by many is, What need is there of such a revelation at all, since we are in direct communication with God, and further, since at various times in the world's history there have been men, such, for example, as Plato and Socrates, who in themselves have seemed divinely gifted. But since these men's morals were not such as to merit commendation in every particular, and moreover, since the mass of men are not favoured as they were, it is clear that an external revelation, such as the Scriptures, is needed to quicken the natural sensitiveness of our consciences.

The speaker then took up several of the objections which have been urged against the Bible as from God. One ground on which its divine origin is disputed is on account of the various slight inaccuracies it contains. Another is that it is devoid of scientific accuracy—things are spoken of in it as they appear to be, not as they really are: e.g., among the phenomena of nature, those of sunrise and sunset. Still another is the anthropomorphic character it ascribes to God. But these and similar objections can all be disposed of on the one line of argument. Since there was need of a revelation to man, that revelation had to come through the only way in which it would be an intelligible revelation, viz., that of human speech. But coming in that form, it had to come subject to such limitations as by nature belong to human speech. There would be, first, danger of inaccuracy in transcribing and otherwise, which would meet the first objection urged above; and second,

need of adaptation to those for whom it was intended, which would cover the other objections. For, the Bible having been written with a special and different aim in view, there was no need for scientific accuracy, though it is a fact that throughout the Book numberless allusions are made which are found to be in strict accord with science. And further, to meet the intelligence of the people, God had to be represented as having the attributes of man, just as in common discourse, to render an idea more intelligible or more forcible, we invest it with human attributes, as, for instance, when we speak of the arm of justice, the brow of fate.

The speaker then went on to show the specific meaning that attaches to inspiration. He opposed the notion that they are verbally inspired, chiefly for the reason that if such were the case and these men of God had merely transcribed at the Divine dictation, the books of the Bible would all present the same literary style. The view now generally adopted in opposition to this mechanical one is what has been termed the dynamical one, viz., that God provided the matter and guided the writers in their statement of it, thus accounting for the various literary styles of the different books. The speaker hoped that our faith in the inspiration of the word would never be shaken, and concluded with a strong appeal to make the Bible the guiding rule of our lives.

Communications.

THE NEW PROTESTANTISM.

To the Editor of the VARSITY:

SIR,—The correspondence under the heading of the "New Protestantism" certainly shows dissatisfaction with present ecclesiastical arrangements, but I am not sure that the real difficulties have been touched.

So long as men have faith in any religious teaching, so long will they endeavour to propagate it, and in so endeavouring they will see it necessary to have others trained up to spread it after them. You may call the places where this training is carried on theological colleges, or what you please, but their nature will remain the same. Those who above all others call themselves liberal in thought and open in mind—the Unitarians—cannot do without colleges to train their ministers, and I never heard that those trained in their institutions were any more likely to embrace orthodoxy than those trained in orthodox colleges to become Unitarians.

The professors in theological colleges are of necessity men of fixed opinions, and their influence as scholarly, devoted, mature men cannot but be great on the young men who listen to them day by day. The assertion that students go there to seek for truth needs no consideration. Those whom I have known, at any rate, have not gone with open enquiring mind, but rather to learn what the professors—men as I have said of definite opinions—are able to teach them. The very fact that these students accept an education provided gratuitously by a denomination for its own benefit, shows that they expect to repay this in the only way possible except by the repayment of the expense incurred—viz.: by preaching to others the doctrines the denomination believes in. I do not say that this is wrong, and men's minds being what they are I do not see that it can be helped, but it is as well to face the truth. The pretence that professors are helping young men to seek for a truth not yet found, rather than acting as guides to a truth already found, can deceive no one.

We must, however, recognize the danger of stereotyping the formulas in which truth is expressed, and of clinging to every excrescence accidentally connected with it. And I think that a danger greater than that to be feared from our colleges is to be found in the minuteness of detail into which our creeds enter, and alas! that it should be said, in the amount of endowments and the

number of buildings legally and irrevocably set apart for the support of creeds which men are outgrowing.

Theological colleges, as we can see in our own Province, can teach a liberal and progressive theology, but the influence of some of our creeds is, to my mind, evil and nothing but evil. To me it is inexpressibly sad to hear men at the solemn moment of ordination express their complete agreement with some long creed two or three centuries old, containing in detail statements which not one man in a thousand would venture to preach in a pulpit to-day. The evil is in this, that the free investigation of a truth-seeking soul is hindered by the Athanasian Creed, the Confession of Faith, or the Book of Discipline.

But, however bitterly we may deplore the evil results, however we may claim our right to go behind the teaching of men and listen to the voice of God speaking to our own souls, we must not forget that for common worship and Christian fellowship some basis on which we can agree is necessary. Those of us who in heart and soul believe that the name of Jesus is the only name "under heaven given among men whereby we must be saved," cannot enjoy true worship in fellowship with men who would place it on a level with the names of Buddha, of Confucius and of Plato. The difference in essentials is too great. But why a believer in what is usually known as eternal punishment cannot worship side by side with one who cannot believe that awful doctrine as usually stated, or why one who believes that the Spirit used the prophets as penmen and dictated to them the words of Holy Writ, may not worship with one who, even in reading the Sacred Word, strives to disentangle the human element from that which is divine, passes my comprehension.

To lay all the blame of inertia, or clinging to tradition, on the ministry does not seem fair. Pulpit and pew act and react on each other, and inertia is characteristic of us all.

It must be noted, however, that the pulpit is supplied by a kind of natural selection. A man who is not prepared at twenty-five or thirty to subscribe lifelong devotion to a long and detailed statement of belief is *ipso facto* shut out, and only those who are satisfied that they have reached a definite result on each one of the enumerated points, and that result in strict conformity to the provision of their denominational creed, can enter. It is true that men will grow, in spite of their belief that they have reached finality,—hence trials for heresy; and it is doubtless due to the difficulty of seeing the dividing line between conformity and non-conformity, and, to men's frequent unconsciousness of their own growth, that we have so many ministers who would rather cut off their right hand than preach in all its fulness their denominational creed.

Change and growth in any large organized bodies come slowly, but when we are impatient and are tempted to think of others as fossilized and held fast by tradition, we ought not to forget that our intellects are as weak, our spiritual insight as apt to be dimmed and darkened by the things of this world as that of those whom we criticize, and that while we are "to prove all things," we are to "hold fast to that which is good." A violent wrench from the traditions of the past will assuredly lose for us much that is noble and good. It is well for us all to remember that progress too rapidly hastened and progress too long delayed are equally fatal in their effects.

C. L. CRASSWELLER.

Oshawa.

A QUESTION OF LOGIC.

To the Editor of the VARSITY:

SIR,—It has been charged against Mr. Stevenson's critics that they have not met his arguments, but have preferred to indulge in personal attacks. Perhaps it is not too late to shew how thor-

oughly illogical the articles on the "New Protestantism" are. I the more gladly undertake this task because it is an easier one than to determine what this "New Protestantism" is; or to go into such a criticism as would oblige one to extract a meaning from such sentences as: "Truth is the primal inheritance of man," or such phrases as "truth absolute"; or to explain the absurdity of expecting a "Moses" (surely one of the greatest of dogmatists) to overthrow the reign of dogmas; or to discuss the remarkable coincidences of some of Mr. Stevenson's paragraphs with the utterances of writers and lecturers of varying degrees of trustworthiness.

Mr. Stevenson's positions seem to be:—

1st. Men have the right and are in duty bound to think for themselves.

2nd. The clergy *more than any other class* deny this right and shirk this duty.

The first position I shall not—nor will anyone—challenge, but I shall not call it new, remembering that one Martin Luther lived some generations ago.

In respect of the second position, one has to ask first of all:—"What kind of evidence would establish it?" I conceive that in two ways it might be maintained: (1) By a comparison of the clergy as a class with other classes of men, at the same time and in similar circumstances; (2) by showing from the character of their professional training, clergymen, having a mental and moral constitution similar to that of all men, must be led to give up liberty of thought and to deny it to others. Besides these two, no other method of proof can lead to a correct conclusion.

One can see at a glance that to institute such a comparison as the first method demands, is a hopeless and endless task. Even the "New Protestants" may be excused for shrinking from it. Although, then, the two methods of proof are theoretically possible, practically only the second can in this case be employed. Mr. Stevenson has not employed the first method. He contents himself with giving one side of the comparison. We have a recital of instances of illiberality only on the part of the clergy. Not a word is said of the comparative freedom of others from the same fault. The argument is thus clearly incomplete and inconclusive.

Nor has Mr. Stevenson attempted to apply the second method of proof in order to establish his second position. He did, it is true, make some statements about the course of training in theological halls. These statements were at once challenged as untrue by a competent authority. They cannot, therefore, be regarded as an attempt to apply the second method. For that method requires an accurate description of the course of training in question.

I suppose that the object of the writer on the "New Protestantism" was primarily the benefit of the clergy and of theological students. For these kindly efforts to convince them of the intellectual and moral error of their way, the gentlemen referred to ought to be profoundly thankful. But I am afraid, from what I know of them, that they are accustomed to more cogent and conclusive reasoning than is to be found in the articles on the "New Protestantism." Prone they may be to give up the right of individual judgment. They will hardly, however, accept the second position stated above until some attempt, at least, has been made to give a logical proof of it.

I sympathize with the desire of Mr. Stevenson to give light to those in darkness, either intellectual or moral. If, then, he thinks the clergy, actual and embryo, are in such darkness, I earnestly hope that he will discover to them some argument that will convince them of the fact. They are rational beings for the most part and susceptible of being influenced by reasoning. Never mind waiting for the "Moses," Messieurs the New Protestants, but roll up your sleeves and help these dwellers in Egyptian darkness! But be logical even at the expense of eloquence!

J. MCD. DUNCAN,

University College, Feb. 15th, 1886.

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Di-Varsities.

Hard lines—Steel rails.

The course of true love often leads to the race-course.

O. W. Holmes, jr., lectured on "Law" at Harvard this week.

The \$100,000 needed for Yale's new gymnasium has been nearly all subscribed.

The 436 rooms in the Harvard College dormitories yield an annual rental of \$68,811.

"Died of hard drink," was the verdict upon the man who was crushed under a lump of ice.

The department of Sanskrit and Modern Oriental languages will be discontinued at Cornell next year.

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Prof.—"I'm afraid, Mr. S., you are worse than the ass mentioned in Scripture." S.—"Why, sir?" Prof.—"You don't even know your crib."

On dit that President E. C. Gillman, of Johns Hopkins, is considering the acceptance of the Presidency of Yale College.

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Money to Loan.

With a debt of \$281,000 and assets in the shape of property to the amount of \$250,000, the authorities of the University of Chicago have come to the philosophical conclusion to let the institution go.

Young B. A.: "As a general rule, men have brains and women have not; of course there are exceptions." Damsel: "You and I are exceptions, aren't we?" They never speak as they pass by.

The Eastern Tennessee Wesleyan University, of Athens, Tenn., has changed its name to the "Grant Memorial University," as the General was first to subscribe toward its foundation. There are now about two hundred and fifty enrolled in the University.—*Yale News*.

Harvard's elective system comprises 185 different branches. President Eliot in annual report, which will be published early next month, will set forth the practical workings of this system with the classes of 1884 and 1885.

Don't frown; smile; it costs nothing. *Religious Contemporary*. There's where they are mistaken. It costs fifteen cents; two smiles for a quarter.

Cigarette, Cigar, Pipe, Turkish pipe, is, according to the "Popular Science Monthly," the order in which the various methods of smoking are harmful.

A down-east fire company, in a resolution on a deceased member, says: "He has responded to his last alarm." It is a wonder they didn't add that he "has gone to his last fire."

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