

# VARSAITY

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## THE VARSITY.

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## Topics of the Hour.

IT seems to us that the only reason for the existence of any journal, except, perhaps, the daily papers, is for the expression of the best thought in the best possible manner. It is thus a matter of regret to see any journal that should be responsible for its constituents' sake, wilfully departing from what should be the purpose of its life. We refer more particularly to the *Dominion Churchman*, which came under our notice last year, and which has again distinguished itself by abuse of Dr. Sheraton and others, in connection with Wycliffe College. Fortunately, Dr. Sheraton's reputation needs vindication from us in no wise; we merely wish to call attention to the bad taste and worse English, of the article in question. It is strange that an editor who caters to a constituency which affects all the culture, refinement and religious æsthetics to

be had, should adopt, or, if he is ignorant, should be allowed to adopt, language which bears upon its face the impression of a low, vulgar and uneducated mind. We are sometimes assured that the organ is by no means representative. If this be true it is strange that articles such as these appear from time to time in the *Dominion Churchman*, and that there seems to be no effort after improvement.

THE friends of the Literary Society must take steps at once to arrest the decadence of this venerable College institution. This decline is largely due to the multiplication of societies exclusively devoted to the subject matter of special departments. Such societies are no doubt valuable adjuncts to the various courses of study, but never can they take the place of the Literary Society. Such extreme specialization is to be regretted that leads students to forget the advantage of intercourse with students in other departments. The Literary Society is, or ought to be, a common meeting ground for all students where each furnishes as his quota to the discussion of a given subject the cream of his own special reading. The peculiar benefit of a *University* training, which enables the student to take a warm interest in all branches of learning, can be obtained only by some such means. Then let the true friends of the Society bestir themselves to make the meetings valuable and interesting, let them encourage their friends to assist. Especially let them discountenance the efforts of those who, by amusing themselves at the expense of the speakers and others, make the proceedings a farce. Much might be done to re-awaken interest in the Society, if, during the ensuing winter, a series of lectures were held, under its auspices, in Convocation Hall.

It is interesting, in the history of the University, to recall the applications of eminent men such as Huxley and Tyndall, for vacant professorships, years ago, before their names had become famous. We lately came across a copy of the testimonials presented by John Tyndall, Ph. D., with his application for the professorship of Natural Philosophy in the University of Toronto. It is dated Oct. 6th, 1851, just thirty-four years ago. The testimonials are fourteen in number, from the foremost scientists of the day, among which are the following names:—Edmund Becquerel, E. du Bois-Reymond, Edward Sabine, R. W. Bunsen, A. Dé la Rive, H. W. Dove, J. D. Forbes, J. P. Joule, Plucher, P. Riess, (Sir) William Thomson. The list closes with the following statement: "I am permitted to state that Dr. Faraday and the Astronomer Royal are prepared to respond to any personal reference made to them respecting my qualifications for the Professorship in question." One is tempted to cavil at fate that the candidature of so eminent a man should be unsuccessful; the only consolation is that if Professor Tyndall had come to Toronto he would not have stayed here after his reputation had become established. As a graduate who spent

the last summer in Germany stated on his return, the very air of that country breathes Science. The homely old proverb about the carcass and the ravens is only too true, and, as Matthew Arnold says, we must not only have a favorable opportunity, but the *Zeit-Geist*.

DR. WILSON is now giving a series of readings from the works of Robert and Elizabeth Barrett Browning, accompanying each with short explanatory remarks. We have been given to understand that the President has also volunteered to give an address on Browning, before the students. We trust that this is but the inauguration of a course of addresses or lectures on literary and other topics. The adoption of such a scheme as we have advocated from time to time in these columns would mark the beginning of a new era in the intellectual life of University College. That it would meet with approval and support cannot be doubted. That there are many of our Professors capable of entertaining and instructing an audience, and that there is a large and appreciative constituency to which they would appeal, are equally incontrovertible facts. In past years special lectures have been delivered to mechanics and artisans by members of the Natural Science Professoriate. Last year Professor Hutton lectured more than once before the Chautauqua Circle of this city. A course of lectures should be given during the College year by our Professors and others; they should be open to every one; and if practicable, should be free. What we desire most is that University College may become the centre of intellectual activity for the community. This is its legitimate province, and this certainly should be its aim.

The inauguration of Monday Popular Concerts in this city calls for more than a passing notice. In a city like Toronto, which supports so many musical societies, and in which is centred so much of the culture and refinement of this Province, a grand field is offered for an enterprise of this kind. That the movement has succeeded so well is due to the high character of the works performed and the rare excellence and true musicianly skill which has marked their performance. It also gives the music-loving citizens of Toronto an opportunity of hearing the best foreign *artistes* and *virtuosos* at very moderate prices. The inauguration of this series of concerts was a courageous step, which we trust will be liberally supported and heartily encouraged. The movement has been most successful in England, and there is no reason why it should not be so here. There is no more elevating and refining influence than that of good music. The more that really good music is popularized, and the more the people are educated up to a due appreciation of its value as an educational auxiliary, the more wide-spread will be the general diffusion of culture. The third concert of the series takes place on Monday evening next. Miss Emma Thursby will be the solo vocalist. The concerted pieces will be: Quartette in D minor, (*Mozart*); Andante, op. 2, (*Tschaiikowsky*); Scherzo, (*Cherubini*); and a Trio in D minor, (*Reissiger*). We hope that large numbers of students will take advantage of these opportunities of hearing really good music. Its influence upon them cannot but be most beneficial. They should regard it as part of their education.

THE scholarship question has got into the newspapers. It is, to say the least, a remarkable coincidence that the *Globe* and the *Mail*, usually so divergent in their opinions, should come out the same day with editorial articles on this topic, following the same line of argument, making the same illustrations and indeed, using identically the same language in one or two cases. We agree with the *Mail* that our provincial college is much in need of private benefactions and that Canadians have not been so liberal in this regard as Americans. But we must remind our contemporary, that, of late years, and in the more progressive colleges, these benefactions have not been dissipated in scholarships, as the *Mail* seems to imply, but rather have been applied to the endowment of

chairs or the supply of books and apparatus or the founding of halls. The *Globe* endeavors to awaken public sympathy in Dr. Wilson's scheme, by the following most extraordinary plea.

"It has to be borne in remembrance that to many of our young men, the sons of farmers, of artisans, or others in humble life, the giving up of the years from 16 or 17 to 20 or 21, to unproductive study is itself a demand involving very large sacrifice."

What does it mean? Is it that the young man suffers a loss during these four years which private individuals or the state should make up for him? How utterly and unspeakably absurd it is to speak in this connection of "giving up" and "unproductive study" and "large sacrifice." Is not the young man to be inestimably benefited by the education itself? When the state provides this benefit for him free, must it also coax him to come and take it, and then coddle him into good humor when he does come? We have heard of paternal government, but surely this would be grand-paternal.

MR. PURSLOW, of Port Hope, had an able letter in the *Mail* the other day in reference to the recent appropriation of money for matriculation scholarships. He enquires how the Senate can hold out one hand to the Legislature for money on the ground of poverty, while it is "throwing away" with the other hand funds that it already has. The appropriation he characterises as "an act of downright folly," and in equally vigorous and unassailable language he continues:—

"Who has asked for these additional scholarships? The High School Masters' section of the Ontario Teachers' Association has not; for as far as an opinion of that body has been expressed it is adverse to the principle; and surely these masters know, better than the Senate does, the needs of High School pupils, whom the scholarships are designed to affect. What is wanted is not more scholarships, but more teaching. Is it not a fact that the staff of University College is wretchedly inadequate in point of numbers to the work which ought to be done by it? Is it not a fact that alumni of the University, because they can't get within her walls the teaching they need, go to Johns-Hopkins and other foreign universities for post-graduate courses? And yet in spite of these facts, the Senate, unasked and against the wishes of the High School representative, decided to increase the amount given away in scholarships of doubtful utility, and voted down so common-sense an amendment as that moved by Mr. Houston and seconded by Mr. Embree. These gentlemen (the former at one time a High School master, and now an esteemed member of the High School section; the latter at present a High School master, and the representative of that body in the Senate) urged the following amendment:—That no appropriation be made for such scholarships until the additions declared by the Senate to be necessary for the purpose of increasing the efficiency of University College be made to its present staff.

"It is hard to believe your report, sir, that an amendment so in keeping with common sense and business principles 'was lost and the statute carried.' Certain it is, that if the Senate does not retrace its steps in this matter, it ought not to complain if the M.P.P.'s make a note of this statute."

## Leading Articles.

### MEDALS.

MR. KING'S motion for the restoration of medals is now before the Senate. It is to be hoped that this body will not retreat from its present advanced position on this question.

The time was, many years since, when these gewgaws were awarded with a liberal hand in Toronto University. They were often given without the slightest provocation, and a first-class honour man could not possibly escape one. The enemies of Toronto University used to say that there were more medals and scholarships than students in the institution. In those days the Universi-

ties in Canada followed a plan which has since been adopted by the publishers of the alleged magazine, *Truth*, and also by the Li-Quor Tea Company, who encourage the pursuit of learning by the bestowal of gold watches and silver tea-spoons upon those who are diligent and lucky.

But all this has happily passed away with the other puerilities of a young civilization. We believe that University medals now serve no good purpose whatever, and that on no reasonable ground can anyone ask for their restoration.

Medals, no less than scholarships, introduce a base and inferior motive for intellectual activity. We conceive that the proper motive is self-cultivation, growth, and expansion, and not the mercenary advantages or the self-complacency which may result from the possession of a medal.

The chief argument that has been advanced in favour of money scholarships is that they furnish indispensable aid to needy students. But even this doubtful argument is not available in the case of medals.

We object to medals because they invest their winners with a certain distinction at the expense of others who are often equally meritorious. Medals are granted on the basis of competitive examinations, but the spirit and the very finest essence of true education cannot be caught by the clumsy device of examinations. Yet by this means a class is made to appear to the world to consist mainly of two medallists, the others being merely an indefinite number of nobodies. The false basis of this system is plain from the fact that these two medallists frequently sink into unbroken oblivion after graduation. A prominent barrister of this city told the writer recently that he wanted no medallist clerks in his office. "For," said he, "the very possession of the medal is *prima facie* evidence that much of the time at College which the holder should have occupied in broadening and deepening his mind, has been wasted on the petty trivialities which decide rank in examinations."

It is well known in the professions that students who acquire medals and scholarships in the faculties of law and medicine frequently win them by neglecting their office or hospital work. A similar practice prevails in the faculty of arts, although the defect is not so apparent to casual observers. It is an actual fact that a few years since a student took prizes, scholarships, and finally a medal in the Modern Language course, who had never read a work of fiction in the English language except one of Fielding's novels, and this only for examination purposes!

A student aiming at a medal or scholarship cannot possibly pursue any subject in the proper mental attitude. The search after truth alone should occupy the student's mind. But if he has one eye, or both, on the Senate's brilliant bauble, truth in its more sober aspect will probably escape his observation. What he looks for, then, is not truth, but "points" for examination.

It is held with reason that the main end of a college course is to fit men to read and study with advantage and appreciation afterwards,—to induce, in fact, an intellectual appetite with its accompanying mental health and vigor. But this cramming the mind with undigested facts, which the medal and scholarship system directly encourages, is the great source of intellectual dyspepsia. The process produces such a loathing for his books in a student's mind that after examinations are over he cannot bear to look into them again.

The columns of THE VARSITY are open for the unlimited discussion of this question. If any of the advocates of medals or scholarships can answer the objections which have been made to the system we shall be glad to give them an opportunity to do so.

#### PAPER UNIVERSITIES AND WRITTEN EXAMINATIONS.\*

OWING to the separation of the teaching from the degree-conferring function in the University of Toronto it has often been called

\*These remarks are a summary rather of what I intended to say had

a "paper" university. Rev. Principal Grant, of Queen's College, in a recent enumeration of "sundry pestilent crochets with which we in Canada are afflicted, and which have enjoyed a general acceptance for nearly half a century," included "written competitive examinations," and "paper or examining universities." It would be mere affectation not to recognize the fact that his remark has reference to the University of Toronto, which he does not name, even more than to the University of London, which he does name, and which, on the authority of Professor Chrystal,† he affirms to have been "a failure as an instrument for promoting the higher education."

The President of University College in his recent opening address stated that he was there not to apologise for, but to defend the non-sectarian character of University College, and the applause with which his remark was endorsed showed that our non-sectarian character has its defence in the hearts and convictions of the people. Similarly, I am here not to apologise for, but to defend the constitution of our University, though, for that matter, no defence is needed in view of the fact that the people of Ontario of their own free will have placed in the hands of our graduates more than half of all the head-masterships of the High Schools of the Province.

The University of London has not been the failure Prof. Chrystal and Principal Grant declare it to be. On the contrary, it has done more during the last fifty years for the diffusion and promotion of higher education than any other university in the British Islands, and quite as much as any university in the world. By its rigid adherence to a high standard of scholarship, no less than by its "efficient organization and its unsurpassed staff of examiners," it has materially assisted in raising many of its affiliated teaching institutions from mediocrity to excellence, and has stimulated the older universities to increased educational effort by the wholesome dread of loss of prestige. Similarly, the University of Toronto has not merely kept pace in its requirements with the general advance of higher education the world over, but also applied a most effective stimulus to both the secondary schools and the other universities of this Province. The influence exerted in this direction by this institution was so well described by Dr. Wilson in the opening address to which I have already referred, that I need not dwell upon the matter now further than to predict that, whatever changes of constitution the future may have in store for her, the University of Toronto will never cease to admit to her examinations and receive into the list of her graduates men whose passport is not the hallmark of a teaching college, but their own ability, industry, and perseverance.

Principal Grant denounces "written competitive examinations" as a "pestilent crotchet," and affirms that "the days of the written examination craze are numbered." On both points I can heartily agree with him, if I may be allowed to define my position for myself. The "written examination craze" means, with me, the prevailing idea of making a written examination the criterion of a candidate's knowledge; the "written competitive examination" is injurious, not because it is written but because it is competitive. The trouble with Principal Grant and those who think with him—for he is not by any means the *vox clamans in deserto* he modestly declares himself to be—is that he lays the blame on the wrong element in the system he condemns. So far is he from seeing clearly where the trouble lies, that he persistently and successfully encourages written competitive examinations in his own university, and his example is cited as a reason for not abandoning the practice in ours. He will not merely hasten the disappearance of the "crotchet" he denounces, but confer a lasting benefit on the cause of true education, if he will award the scholarships and bursaries of his own university on some other basis than the result of a "written compe-

time permitted than of what I actually succeeded in saying at the opening of the late public meeting of the Literary and Scientific Society. They cover, of course, only part of the ground covered by the inaugural address.  
†Address delivered before the mathematical section of the British Association. (See *Nature* of September 10, 1885.)

titive examination." The better class of American universities are rapidly abandoning the system which Dr. Grant so earnestly denounces from the dais and so persistently practices in the examination hall.

Those who condemn written examinations leave themselves open to the taunt that they offer no substitute for them. But I am not content to rest my case here. I maintain that a well-conducted written examination, on work previously defined, is one of the best and most effective of all known means of discouraging "cram," and of compelling students to read intelligently. The true aim of the examiner should not be to find out how much the candidate knows about a subject. A written examination conducted for such a purpose will inevitably encourage cramming. His object should be to prescribe or enforce proper methods of reading and teaching, and if his questions are judiciously framed he will succeed in putting "cram" at a discount. It is obvious that a written examination based on work done in a class-room is just as liable to be abused as a written examination based on books, and probably more so. Take, as an example, the lectures of Max Muller on the Science of Language, or those of Sir Henry Maine, or John Austin on Jurisprudence. The student who listened to these lectures when they were delivered had to depend on his own summary of them, and as he would naturally seize on the more important points only, his preparation for examination would resolve itself into memorization of these with a view to being able to reproduce them on paper. On the other hand, the candidate who is now compelled to read the same lectures *in extenso* in text-books must take them as they are, statements and re-statements of principles impressed on his mind by the aid of every variety of illustration.

Admitting the evils as well as the prevalence of "cram," and the desirability of bringing about a reform, what is the remedy? Principal Grant quotes freely from Professor Chrystal's address, when it suits his purpose. Allow me to quote from the same address a passage which he has omitted. Speaking of the evils of "written competitive examinations" he says:—

"When our system sets such means before the teacher, and encourages such unworthy conceptions of education, is it to be wondered at that the cry arises that pupils degenerate beneath even the contemptible standards of our examinations? These can hardly be made low enough to suit the popular taste. It is no merit of the system we pursue, but due simply to the better educated among our teachers—men, many of them, who work for little reward and less praise—that we have not come to a worse pass already. Some even of the much abused crammers have conceptions of a teacher's duty far higher than the system-mongers of the day, whom it is their special business to outwit; and it is but fair to allow such of these also as deserve it, part of the credit of stemming the torrent of degeneration. We place our masters in positions such that their very bread depends upon their doing what many of them know and will acknowledge to be *wrong*. Their excuse is, 'We do so and so because of the examination.' The cure for all this evil is simply to give effect to a higher ideal of education in general, and of scientific education in particular."

This last remark is in perfect accord with one made by Sir Lyon Playfair in his address at the same meeting†: "Higher colleges should always hold before their students that knowledge for its own sake is the only object worthy of reverence." I thank Principal Grant for calling my attention to addresses which contain such sentiments from men of such eminence and experience. But if "a higher ideal of education" is the cure for the evils resulting from competitive examinations, and if "knowledge for its own sake" is the only object worthy of a student's reverence, what shall be said of the practice of holding out money bribes to men and women, as is done in every Canadian college and university, including both Queen's and Toronto? Above all, what shall be said of the practice of spending for such a purpose public money that is needed to maintain libraries and laboratories, and to increase the teaching staff of this college, which is now far too limited to discharge its

†Inaugural address delivered before the British Association. (See *Nature* of September 10, 1885.)

functions properly. In return for increased fees, the management are bound to furnish better appliances and increased facilities for study; every increase of fees, so long as scholarships are maintained out of public funds, is equivalent to levying an assessment on the many for the purpose of handing the proceeds to the few.

In Toronto University we have this year taken a long step in the right direction in abolishing public scholarships at senior matriculation and in the second and third years, and medals in the fourth. I earnestly hope not only that these prizes will never be re-established, but that all others now given in all the faculties out of public funds will be speedily abolished also. All the factitious inducement to study that we need can be provided without expense by creating three classes of honors and arranging candidates alphabetically in each class, as is now done in Oxford and Cambridge. I admit that in advocating the abolition of public scholarships I have been for many years in a minority, but public opinion is rapidly coming round to the side of the remnant, who will before very long be the majority.

WILLIAM HOUSTON.

## Literature.

### OCEAN THOUGHTS.

#### I.

The moon is rip'ning to decay,  
Its silver bar wanes to the shore,  
And there is lost upon the level sand,  
The sea is ebbing out, out and away.  
To the horizon silent stars expand  
In mazy clouds that pour  
A light serene about earth,  
The day is dead, and what a day!  
What have I done in its winged hours that's worth  
One noble thought! Immortals, do ye weep  
For me? This heart is sad with every sun  
That sets. What is man's useless praise to me,  
When dearest friends are still and deep asleep?  
What work is mine? What have I won?  
A grain of sand, O melancholy sea!

#### II.

Why do I wander on the beach?  
The world doth sleep, why hold this tired hand  
Upon this heart that beats in doubt and pain?  
Fain would I press my aching brow  
In the cold sand,  
And with hot palms convulsive reach  
For ooze and spray wet weeds cast from the main.  
I suffer now  
As did dead worlds in ages long ago,  
And souls that peopled many a fabled land  
All felt the heart-ache, fear and woe,  
And dreary thoughts of a strange destiny,  
Nor sleep, nor opiate draughts, nor wine's sweet flow  
Can soothe such grief, O melancholy sea!

#### III.

Moan on! moan on! I hear another song  
Than thine,—a song that floated o'er thy breast  
How oft in vanished years, it floats again  
Unto mine ear! I hear the wondrous lyre  
Of the blind bard, and see the Grecian throng  
About Troy's lofty walls, and Hector slain,  
And tear-stained face and blackened crest,  
And great Achilles crumbling on his pyre.  
Then comes Ulysses sighing for his home  
Afar, leaving the ruins of old Troy

For Ithaca, where oft a glad faced boy  
 He played amid the rip'ning vines, and heard  
 His father's voice ere he began to roam  
 The weary waves. His heart is stirred  
 With thoughts of home, and son, and wife,  
 And ever Circe holds him in her arms.  
 How have I longed to drift on some far isle  
 Like thee from feverish alarms,  
 And voices of reproach, and earth's vain strife,  
 And on soft bed of flowers beguile  
 The days and nights where man cannot forget  
 His vows, and sleep and dream not of regret.

## IV.

Pale faces of the dead are with me night  
 And day, dear faces that were loved and lost !  
 And mem'ries of sad days and Litter blight  
 That withered them like flowers beneath the frost.  
 Dead voices with their sweetness robbed by curse  
 Of fate and hideous darkness worse  
 Than death. White faces look across the waves,  
 The gray hairs come so fast, the eyes grow dim.  
 Why fear sweet death ? But what may come before  
 I shudder at. What will the years bring me  
 Of truth, and hope and sympathy ?  
 Kind words are truest poetry  
 And sweetest music. Spare them not,  
 Life soon is o'er,  
 Their music cannot reach our graves.

## V.

What is this life ? Is man  
 A pebble cast upop the shore,  
 Then swept seaward for evermore ?  
 Can he look back and laugh at what is past,  
 Give himself up to pleasure and rejoice  
 In dissolution when his footprints last  
 A day upon the strand ? Gaze on  
 The sea and feel thy littleness.  
 Think of dead men and feel  
 Thy power, while golden thought doth steal  
 Unto thine heart, to charm and bless,  
 And poems sweeter than song of Philomel,  
 When dream-eyed Night ascends her silvery throne !  
 Is life eternal ebb ?  
 Is man an alien, and his work a web  
 Of gossamer ? Ah, see that soul  
 Divine, in Athens, quaff the bowl  
 Of hemlock like some nectar-drinking god,  
 Full of immortal dreams, and say 'tis well  
 Cold ashes fill the urn.  
 Thus may Time teach me resignation sweet  
 And faith, so that I may return  
 This body to the lifeless clod  
 From which it came, and meet  
 The vanished millions. God will keep his own.  
 Sadly I wait and hear thine elegy  
 For all the world. O melancholy sea !

PHILLIPS STEWART.

## WOMANLINESS.

Last year, the VARSITY took no uncertain stand upon the question of the rights of women to the advantage of such of the higher branches of education as the University can afford. It is not the intention of the present writer to question that position. It is palpably absurd to say that women shall not, *de jure*, pursue the same studies as men, or that they shall not have equal privileges with men in an institution supported, and, to great extent, governed by the State. The ordinary rules of common sense have forever settled that question ; and women have now the right to every advan-

tage, even including the Students' Societies, enjoyed by their male friends. If women avail themselves of these, their acknowledged rights, no one has any business to object ; it is, indeed, the duty of everyone, teacher or taught, to make everything as easy and agreeable as may be under the circumstances. If, as must sometimes be the case, a woman is pursuing the academical course for the purpose of fitting herself to obtain a competence *after life*, she is a woman to be honoured, and every honest man will accord her respect and reverence, and do everything in his power to aid her to attain success.

But it is not of such we would speak. The subject has a broader aspect which we are bound to look at, that lies very close to the foundations of the family, and, therefore, of the national life. In the old controversy of woman's educational rights, the vital point was missed altogether. The name itself begged the whole question. The matter of co-education in a State university can never be one of right at all ; from its very nature it must be one of expediency. But we often lose sight of the fact that a question of expediency sometimes lies deeper than that of legal right, and in the present case it is *the* vital point.

It is not necessary here to ask searching questions as to the position of woman in the grand economy of the human race. Every woman will admit, as the rule, that the business of her sex is in the home circle. Her duty there is supreme, her privilege inestimable. Under the conditions of modern life, it is to her far above all others that we must look for the future of the nation and of the race. Her influence with children is incalculable ; as she is so will they become. Of course there are exceptions, but who will dispute the rule ? *As she is*,—that is the point.

But this leads to another question. Women exert now, as they have in all ages, untold influences upon the lives of men. Our best thoughts, our highest aspirations, our holiest and noblest ambition, are connected, in great measure, with women we have known. Our finest conception of beauty is a woman's face ; our deepest feelings of sorrow, a woman's tears. Now what is it in the character of woman that we most admire ? What trait of character do we most love and reverence ? Is it not that in which we are ourselves most deficient ? It is something that lies deeper than character or accomplishments ; it is her *instinct*. Every woman, worthy of the respect of an honest man, has within her the unerring instinct of the good, the beautiful, the true. We have the same instinct in a much less degree ; hers is wonderfully exact and fine. How many instances spring up in the memory on the very mention of this fact ! In a woman perfectly pure, her instinct transcends her reason. Is it not true that, in affairs of supreme moment, she falls back on her instinct of right and wrong ; and is it not a matter of history that, when the reason of man failed, the unerring instinct of woman prevailed ?

If this is admitted, it is of the last importance that the Heaven-bestowed gift be preserved in its pristine purity. Everything which would in the least impair it must be guarded against, and, if necessary, combatted. Anything which would blunt the fine edge of so marvelous a faculty, would destroy the beauty of woman's life and would inevitably react upon the generation to come.

Now all this must not be considered as an argument against the higher education of women. Such a thing is an absurdity. But the real danger is here. Anything which brings woman into competition with man tends to destroy that charm which underlies all the loveliness of the woman's character. Think, for a moment, of the spectacle of women wrangling with men in the law courts ! That is, perhaps, an extreme case ; but the principle is the same where women compete with men in any sphere of action, in the classroom or in the examination hall, on the platform or at the bar. In some of the States women practice as barristers, while, in England, a woman is at present contesting a seat in the House of Commons. In such a struggle the woman suffers, and her sex suffers too. And when once that fine thing we call womanliness becomes spotted

and soiled, the struggle after purity and the perfect life will become vanity, and the hope for the future of any nation a phantom.

PRO GREGE.

## University and College News.

### MODERN LANGUAGE CLUB.

THE last English meeting of the Club was a more than ordinarily interesting one. The subject of the programme was "Shelley." Miss Charles read an essay on the poet's life, in which she detailed his unfortunate marriages, the march of his religious opinions, his friendships, and continental travels.

Mr. H. J. Hamilton B. A., read an essay on "Cenci," which he characterized as the greatest dramatic work that has appeared in England since the time of Shakespeare. He contrasted the angelic tenderness of Beatrice, amid the tempestuous torment and agony of her life, with the soullessness of the demon Cenci,—the greatest demon ever depicted by human hand, yet in the words of Shelley himself he "described his character as it actually was."

Mr. J. O. Miller read an essay on "Adonais," the elegy on the death of the poet Keats which he composed shortly after the death of that poet in 1821.

The essayist compared the three great English elegies,—"Lycidas" of Milton, Matthew Arnold's "Thyrsis" and Shelley's "Adonais," with respect to depth of passion, feeling, and musical effect. He gave extracts showing the high perfection of the music which flows unceasingly from the beginning to the end of the work. The greatest defect, he contended, was its length. No poet, whatever be his powers, can sustain a deep feeling and sympathy with his subject in an elegiac poem of over five hundred lines.

An essay was read by Mr. M. V. Kelly, on the lyrics of Shelley. The essays by Messrs. Hamilton and Miller, showed a more than ordinary breadth of literary criticism.

At the French meeting of this society on Monday afternoon the subject was "Voltaire." An essay on Voltaire's life composed by Miss Fair, was read, in the absence of the essayist, by Miss Balmer.

Mr. Shearer read an essay on "Henriade" in which he gave an account of the political state of France at the time of Henry III., with an epitome of the epic.

Mr. A. H. Young read an essay on his two chief dramatic works "Zaire" and "Alzire," giving a sketch of the plot of each of the plays, and comparing the chief characters.

Mr. F. F. McPherson read a selection from one of the highly tragic scenes of "Alzire."

At this meeting a new feature was introduced which promises greatly to extend the usefulness of the Society. The members divided into groups of three or four each, for the purpose of carrying on an informal conversation in "French." This plan was first proposed by Mr. Squair, B. A., the Honorary President, and if the success which attended its first trial can be taken as a criterion by which to judge of its future results, there is no reason why every Modern Language man who avails himself of his opportunities should not become conversant with and able to apply practically his studies in French. The same plan will be adopted at the meetings in German.

### METAPHYSICAL AND POLITICAL SCIENCE CLUB.

The third year held their first meeting on Tuesday. Mr. J. G. Hume was elected chairman and Mr. A. W. Stratton secretary of the meeting. Discussion on the Committee's report was postponed till the next meeting. An interesting discussion on the "Value of Mental Science," elicited the following *points* (among others). The shallow objections to the study in ancient and modern times were shewn to have arisen from ignorance and misconception. In answer to the advocates of "practical education," the cultivation of the mental powers was shewn to be not only a means, but in itself a most desirable end. The study directs attention to questions of the highest moment to the welfare of humanity, and develops an appreciation for those things that are most excellent, noble, and in the true sense valuable. The study tends to remove bigotry and dogmatism; to produce liberality and a habit of judging before condemning. It was admitted to bring about a certain kind of doubt; but it was contended that this doubt was a valuable thing in so far as it caused people to investigate before accepting; that it sprang from a more earnest desire to attain to truth;

and eventually led to the firmest belief. Man is taught to "know himself" and to sympathize with others; he can also estimate those trivial matters, with which many are wholly concerned, at their true worth, and his attention is directed to those more important concerns that are usually all too much neglected. The study is of the highest importance to parents and teachers, as they are occupied in developing thought and moulding character; their success almost entirely depends on their knowledge of the mental and moral capabilities, and a true conception of the object to be attained. Considered as a source of mental training, the study requires concentration; accurate reasoning; orderly arrangement of thought; independent research (no opinion can be taken at second hand) and precision in the use of language.

At the Political Economy meeting next Tuesday, Mr. H. A. Aikins will read a paper on—"The Wage Fund Theory"—Fawcett, Book I., chap. 2, and Book II., chap. 4. Committee appointed to choose the subject of the following Mental Science meeting—Messrs. M. V. Kelly, H. A. Aikins and J. G. Hume.

### NATURAL SCIENCE ASSOCIATION.

The third regular meeting of the Natural Science Association was held on Tuesday evening, the 10th of November. Mr. Buch, Mr. Wilkie and Mr. Bensley were nominated for the office of 2nd year representative, and seven new members were admitted into the Association Society. Mr. Brent opened the programme of the evening with a paper entitled "Chacun pour soi," describing the fierce struggle for existence which takes place between plants in tropical forests, and the various devices by which the weaker ones get where they can obtain light and nourishment. A peculiar kind of turning palm and a fern which climbs in rather a strange way, or by undeveloped ponds, were especially described. Mr. Miller's paper on the Dicyemidac was also most interesting, and showed that much careful work had been put on it; and it is to be hoped all the papers of the year may reach as high a standard. There was a very good attendance, but principally of the upper years.

### KNOX COLLEGE.

The first public debate of the session was a pronounced success. The President, Mr. J. Mackay, B.A., delivered his inaugural address, taking as his subject "Literary Style." Mr. T. W. Logie read a selection from Tennyson. The subject for debate was "Resolved that the present system of governing Ireland is preferable to Home Rule." Messrs. Patterson and McLeod supported the affirmative, and Messrs. Gordon and Campbell the negative. Decision in favour of the affirmative. The date of the next public is Dec. 4th.

The Glee Club contemplates giving concerts in Brantford and Paris about the end of the present month.

### Y. M. C. A.

The first meeting of the week of prayer was held on Sunday afternoon, with a fair attendance. Dr. Wilson conducted it. He took for his subject Christ's interview at the well with the woman of Samaria. He showed the responsibility under which we, as intelligent men with the Gospel known to us, stand. "The Spirit and the bride say come, . . . and whosoever will, let him take the water of life freely." If we will not accept Christ, we will to reject Him. He referred to the grand arena for work open to the members of the Association, and hoped that before long, with the Divine blessing, they would make it plain to men how a secular undenominational University may still be a Christian University.

The attendance at the meeting on Monday was somewhat meagre. Dr. Caven, of Knox College, conducted it. He based his remarks on Jas. 4: 14, "For what is your life. It is even a vapour that appeareth for a little time and then vanisheth away." After dwelling on the uncertainty of life, he gave some of the practical results which the contemplation of death should give rise to. "Whatsoever thy hand findeth to do, do it with all thy might." "So teach us to number our days that we may apply our hearts to wisdom." And lastly, in the words of our blessed Master Himself, "Watch and pray, for ye know not when the time is."

Dr. Clarke, of McMaster Hall, led the meeting on Tuesday afternoon. He took for his subject an Unselfish Example, as found in 18th chapter of Romans. A Christian is of necessity an unselfish man, and when we are made Christians we do not become mere beneficiaries of Christ, but grow more and more like unto Him. And how are we students to show that our hearts are changed? Some by becoming ministers of the Gospel, the others in various ways—the only needful thing being that we show ourselves truly unselfish like our Great Example.

An attendance of seventy greeted Mr. Blake on Wednesday afternoon. He spoke on the story of Jonah, drawing from it practical lessons which every hearer could apply to himself. We want more applied Christianity. Theory is all very well, but it ought to issue in practice. The burden of his discourse might be summed up in the "Take me, break me, make me," of our old divine. We must first be taken into Christ's flock, then cleansed, broken, emptied completely of all sin, and finally fashioned, moulded, made as the Lord would have us.

There were very few present at the meeting on Thursday, Thanksgiving Day. Mr. DuVernet, of Wycliffe College, conducted it, taking for a subject what he hoped every young man would make his motto, "Aim high, fight shy, keep nigh." Aim high, aim at being a successful man; at being Christ-like; fight shy of everything that is degrading either to body or mind; keep nigh at all times to Christ.

UNIVERSITY TEMPERANCE LEAGUE.

The annual meeting of the Temperance League will be held in Moss Hall, on Wednesday next, at 4.45 sharp. The speakers will be Major Smith, late of General Middleton's staff, Hon. S. H. Blake, and the Rev. Mr. Stafford, of the Metropolitan. The meeting will only last an hour, and it is hoped that every student will endeavour to be present.

TORONTO SCHOOL OF MEDICINE.

The annual meeting of the Medical Society was held on Friday evening. Mr. O. Weld, B.A., who was a member of the Red Cross Hospital and Ambulance Corps, during the Northwest rebellion, related his experience, medical and otherwise, with that body. Mr. Weld added another to the numerous testimonies, as to the almost marvellous curative powers of fresh air.

Motions were introduced to give the Freshmen a representative on the Society's committee, and to make the Society's Library a circulating one. This latter question is a much vexed one. The Society has adopted various plans, but without success. Owing to the continued severe illness of Mr. W. H. Green, the position of 1st vice at the annual dinner, is again thrown open for election. The Sessional Committee would win the gratitude of the students by providing the waiting room with tables, whereat the leisure moments might be whiled away in chess, checkers, and other games. At present, the reading-room is monopolized for this purpose, much to the annoyance of those bent on more serious things.

FOOTBALL RUGBY.

The annual match with McGill College attracted a large crowd to the lawn last Saturday, in spite of the wretched weather. Some time was wasted in waiting for a McGill man. When at last he appeared the men were arranged in the following positions:—

|   |  |   |  |
|---|--|---|--|
| M'GILL.   |  | 'VARSITY.   |  |
| W. Hamilton,<br>C. P. Brown,<br>W. Reid,<br>H. Kemp,<br>J. Dunlop,<br>E. May,<br>R. O'Sullivan,<br>R. Palmer,<br>J. Nasmith,<br>J. Kirby,<br>C. McNutt,<br>J. Springle,<br>H. Patton,<br>A. Macdonell,<br>J. Kerry, (capt.) | Backs<br><br>Half backs<br><br>Quarter backs<br><br><br><br>Forwards | W. P. Mustard<br>{ C. Marani<br>{ H. Senkler,<br>{ E. C. Senkler,<br>{ J. H. Moss,<br>W. B. Nesbitt,<br>H. B. Cronyn,<br>A. Elliott,<br>G. Richardson,<br>F. M. Robertson,<br>H. B. Bruce,<br>A. G. Smith,<br>D. Ferguson,<br>H. Maclaren,<br>J. S. Maclean (capt.) |  |

The 'Varsity sported the well-known blue and white and McGill canvas jackets and knickerbockers, with red and white striped stockings. Mr. G. Gordon, of U. C. C., was chosen referee, and Mr. Swaby umpire for McGill and Mr. Pardee umpire for the 'Varsity. The decisions of these gentlemen gave entire satisfaction to all, and the game throughout was carried on in a most gentlemanly manner. The 'Varsity won the toss-up and took the kick-off, defending the northern goal. Mustard, instead of kicking the ball well down on the McGill goal, slipped and only sent it a few yards, where it was stopped, and a series of scrimmages ensued, all characterized by extremely sharp forward play on both sides. Gradually the ball was worked into McGill territory, the

'Varsity scrimmage being too strong for their opponents. At last it went into touch, when Robertson took it and worked on McGill one of the Ottawa College dodges. Throwing the ball about three-fourths of the way across the field, the half-back (H. Senkler) rushed up, and, getting it, made a dash for the McGill goal. Unfortunately, he lost the ball behind the line, and McGill rouged it. First blood for the 'Varsity. Shortly afterwards McGill was again compelled to rouge. Finally, by some pretty passing, H. Senkler obtained a try, which Bruce failed to convert into a goal. This and another failure were, no doubt, owing to the wet, slippery state of the ball. After the kick-off the 'Varsity again rushed it down. Elliott and Nesbitt played a splendid forward game, while the passing generally has never been excelled on the lawn. McGill was again forced to rouge, but then drew together and threatened to make things hot for the 'Varsity. May and Kerry played well for McGill, and the ball was forced down on the 'Varsity goal. Mustard got it out, only to have it returned closer than ever. There was intense excitement for a few minutes, both sides straining every nerve, for, although so far the home team had the best of the play, the score stood only 7 to 0, and a goal for McGill would equalize matters. But half time was now called, much to the relief of the 'Varsity.

After a short intermission play was resumed. The magnificent forward play of the 'Varsity again prevailed, and gradually the ball was worked into McGill ground. H. Senkler secured it, and, eluding several of his opponents, dropped one of the prettiest goals from the field seen for a long time. Now McGill made a most determined effort and obtained a rouge, the only point got in the game. On resuming play E. Senkler captured the ball and made a magnificent run along the touch-line, dodging one after another of the McGill men, and finally obtained a well-earned try from which the 'Varsity again failed to make a goal. No more points on either side were scored, and when time was called the ball was in McGill territory. The score at the finish stood 17 to 1.

This makes the second victory for 'Varsity in five inter-collegiate matches. Varsity played in splendid style, both as a team and individually, each player seeming to be just where he was needed. The backs made the most of every opportunity. E. Senkler at quarter played a very successful game, and passed with good judgment. As usual, Andy Elliott led the way among the forwards. It was the general opinion that the Varsity has nothing to fear when it plays for the Toronto challenge cup. For McGill, Hamilton was by long odds the best of the backs, kicking with excellent judgment. May and Kelly also played a good game. After the match the 'Varsity gave McGill a dinner at the Rossin. About fifty were present, and enjoyed the excellent fare as only footballers can. Mr. H. B. Cronyn occupied the chair and proposed the toast of the McGill club, which was responded to by Mr. J. Kerry, their captain. Songs followed until the hour of departure, when the 'Varsity accompanied their guests to the station. So ended the most pleasant game of the season.

PERSONALS.

- T. Walmsley, in a law office in Picton.
- H. B. Witton is in a law office in Hamilton.
- S. A. Henderson, in Blake, Lash & Cassels.
- W. M. Logan is in the training school at Hamilton.
- G. F. Cane and Frank Drake, passed their first Intermediate.
- W. F. W. Creelman and W. H. Blake, have passed their examinations for Barrister and Solicitor.
- R. A. Thompson is monitor in the training school, to be Mathematical Master in the Collegiate Institute soon.
- W. B. Nesbitt, W. P. Mustard and Elliott, played on Tuesday last, in the Inter-Provincial Rugby match. Elliott was the hero of the day.
- R. F. Ruttan, B.A., '81, who has been for some time Lecturer in Chemistry in McGill College, has recently returned from Germany. He spent the past six months in Hoffmann laboratory, Berlin, where he was engaged in original research. It is expected that he will shortly publish a pamphlet giving the result of his investigations.
- I. E. Martin was the victim of a brutal assault last Saturday. He was struck on the face with a stone by some malicious person, just as he was passing out of the eastern entrance of the College grounds. It was doubtless done by some ruffian as revenge on Mr. Martin for the discharge of his duty as member of the grounds committee. It is a disgrace to the city that when the University grounds are thrown open to the public, University men should be recompensed in this barbarous way.

## Editor's Table.

### GRIMM'S MÄRCHEN.

Kinder and Hausmärchen der Gebrüder Grimm, selected and edited together with Schiller's ballad, *Der Taucher*, with English notes, glossaries, and grammatical appendices, by W. H. Vandermissen, M.A., Lecturer on German in University College, Toronto. *Delegue Regional de l'Institution Ethnographique*. Toronto: Williamson & Co.

As we give this little volume a first preparatory glance, the fact at once strikes us that we are handling a work much above the ordinary. It is decidedly one of the most serviceable school-texts of German classics we have seen. Typographically and in appearance generally it is neat and tasteful, and with a charm about it that would bespeak the careful attention of those to whom it goes, even if merit of another kind did not demand it.

As the preface says, the selection by the authorities of such a work as Grimm's, where the set purpose is to ground those commencing the language in its rudiments, is a good one. The extreme simplicity of the language in which the tales, essentially so realistic in character are told, forms in the writings of the Grimms an attractiveness potent to young and old alike. We agree with the editor as to the suitability of the choice; and turning from the subject to the editor's treatment of it, may add that the same excellence which marks the former characterizes the latter. Selected as a text book for beginners, it is annotated in just the way such a work should be. Too frequently does wretched annotation spoil an excellent selection, and too often, indeed, is it a mere delusion, the outcome of a publisher's so-called enterprise, when the sole object naturally is to procure a sale for the book. Notes to any text intended for the special use of beginners should be something more than an apology for such. They should be copious even at the risk of being tediously full. They should be written with the design of being serviceable to the student, if properly comprehended and remembered, long after the special work to which they are attached has ceased to occupy his attention; with the idea also of giving him, in addition, information bearing closely though not immediately on the grammatical point with which the note is connected.

Attention to such a plan is, we think, one of the most commendable features in the book before us, and the student who gives the text due attention as he reads both notes will derive no small benefit from the many "points" which the editor groups around his notes.

As well as the notes the volume contains glossaries including all but the simple words used in the preceding text. One is almost led to ask, looking at the minuteness which marks the editor's work, why he did not subjoin to the whole a literal translation of the text. But although the question comes somewhat naturally, we have to admit that the insinuation which goes with it is scarcely just. For at no time can the editor be said to have taken the student's legitimate work on himself, but he has merely removed difficulties the overcoming of which affords the student no material advancement in the study of the language.

But the constituency to which the book should appeal is not confined to the class of beginners. All students of German, struggling with the intricacies of its sentence-making, can thank Mr. Vandermissen for the publication at the close of the little volume of what to them is of the greatest service: a concise, full and comprehensible chapter on German construction and arrangement. If nothing else warranted the publication of the book, this we think would be sufficient.

To the hypercritical the book presents the usual opportunities. It might reasonably be asked of the author what service is accomplished which gives him an excuse for occupying three pages or so

in informing us that adj. stands for adjective, Lat. for Latin, or subj. for subject, etc. True, the fulness of the list prevents any possible confusion, and at the worst it does no harm, but we take it that abbreviations for practical use should never be other than those established by custom.

We trust that success will follow Mr. Vandermissen's work, and that our other professors and lecturers will put some of their spare moments to a similar use, and by their aid elevate, as it indeed requires, the standard of "annotated texts."

### BURLESQUE PLAYS AND POEMS.\*

We wish to call the attention of our readers to a new series of publications by Routledge & Sons, the well-known English publishers. The series is called "Morley's Universal Library," all the books of which are edited by Professor Henry Morley, a sufficient guarantee of pure texts and readable books. Twenty-seven volumes have so far been brought out, and others are promised. The series is remarkable for wonderful cheapness, for valuable works, and for good type, paper, and artistic binding.

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## Communications.

Letters from W. F. Maclean and "B. N." have been unavoidably crowded out. Will appear next week.

### LAWN DESECRATION.

To the Editor of THE VARSITY:—

SIR: It has been said that one of the strongest arguments in favour of a college course is the enjoyment derived in after life from looking back upon its jovial scenes and pleasant experiences. It is certain that time throws a halo around the pleasurable incidents, while the tedious or indifferent ones are forgotten. There is one picture which, in the reminiscences of the great majority of graduates, forms the centre of their brightest associations; and this is the College lawn. It is with very great sorrow that I have seen in the part of the session already gone, a tendency not only to make the College lawn common property, but also to bring in from the city a class of persons unfitted to associate with our students. Of course it must not be overlooked that University College, including the lawn, is the property of the people of the Province, and is supported by the taxes of the people, so that it is only just that every person who pays his taxes should have the right to visit the College at proper hours. But, notwithstanding this, it seems to me that the undergraduates of Toronto University should have sufficient regard for the reputation of their Alma Mater to induce them to refrain from any course of action which would encourage disreputable persons to frequent the lawn.

The readers of the VARSITY are aware that a baseball club has been formed in the College, many of them may not have seen the crowd of persons who, on a recent Saturday, came up from the city to participate in the game. The most prominent among them was a saloon-keeper, who is notorious for his love of baseball and his generosity in bailing out of prison disreputable characters who are unfortunate enough to be placed under the restraints of the law. I have nothing to say against the game of baseball. Intrinsically the

\*Morley's Universal Library. Toronto: Williamson & Co.



game may be as good as either cricket or football, perhaps better, as it is claimed to be more "scientific," but the associations of the game are such as should induce our undergraduates to hesitate before introducing it to the College. The associations of the game are the criterion by which the game should be judged, and the associations surrounding the game are of the very lowest and most repugnant character. It has been degraded by Yankee professionalism until the name of baseball cannot fail to suggest a tobacco-chewing, loud-voiced, twang-nosed bar-tender, with a large diamond and elaborately oiled hair. I do not say that our undergraduates could not take up the game and play it so as to elevate it considerably, but in elevating the game a little they would lower themselves a great deal, and such a course must appear inadvisable to even those students who are fond of the game.

But there is another reason why we should not take up this game, and that is that if there is only one game on hand at a particular season of the year, and all the students in the college go into it heartily, the probability is that they will achieve a success which will do credit to the institution. Cricket does not conflict with football, because each has its own season, but to introduce baseball would be to divide the athletic force of the college into two separate channels, with a consequent bad effect on each. For this reason, too, I would suggest that it would be a good thing if the Rugby and Association clubs would come to some kind of an understanding and the whole college play either one or the other. If this were done and the work was led on by active, energetic men, the probability is that each year we would be able to defeat not only every Canadian club, but would arrange matches with United States colleges, and that in time our college would have a world-wide fame for that game, whatever it might be, to which the students had determined to devote their whole attention. I throw this out as a matter for discussion, but for the present we

should certainly content ourselves with football and cricket, and devote all our attention to each in its season, and I think the result will in the end prove the wisdom of such a course.

There is another reason, and it is one the force of which every student will see. Baseball wears out the lawn much faster than any other game. In football the play is not so much in one spot. Cricket is bad enough in this respect, and sometimes during the cricket season the lawn is badly hacked up. But baseball is exactly four times worse, for while there is only one run path in cricket, there are four in baseball. Our lawn would soon become a network of bare diamond shaped patches which in wet weather would become so much scraggy mud.

W. A. FROST.

BOOKS OF GENERAL INTEREST ADDED TO THE LIBRARY.

- The French Revolution, by H. A. Taine, vol. 3.
- Chanson de Roland, ed. Gautier.
- Etude sur Vigile, etc., by C. A. Sainte-Beuve.
- Works by H. H. Bancroft, 16 vols.
- Catalogue of Canadian Plants, by Jno. Macoun, pt. II.
- The Paston Letters, ed. Gairdner.
- Poetical Works of John Keats, ed. F. T. Palgrave.
- Treatise on Differential Calculus, by Wm. Walton.
- Mechanics, by Wm. Whewell.
- Dynamics, " "
- Corrigenda and Explanations of the Text of Shakespeare, by Geo. Gould.
- Ethical Studies, by F. H. Bradley.
- Lectures and Essays, by H. Nettleship.
- The Spirit of Goethe's Faust, by W. C. Coupland.
- Life and Works of Thos. Graham, by R. Angus Smith.
- Common-sense of Exact Sciences, by W. K. Clifford.
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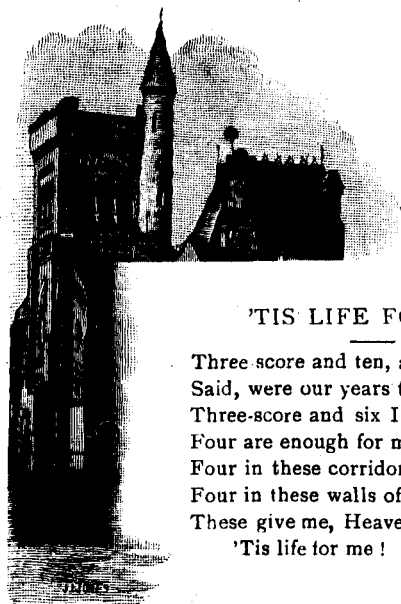


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