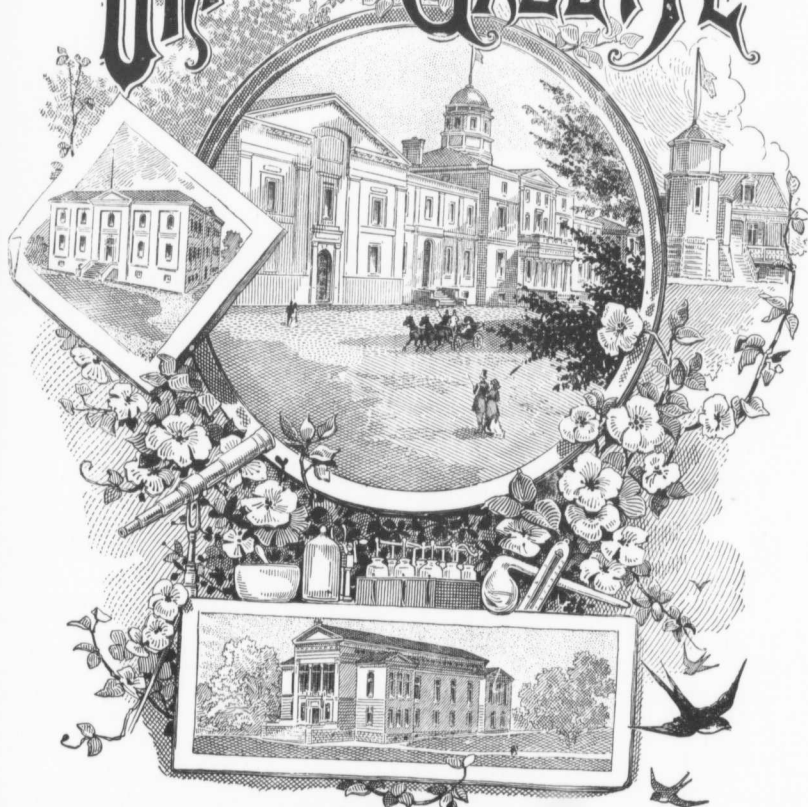


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Editorials.

THE B. A. BILL.

Mr. Charles S. Burroughs, one of the two English-speaking lawyers who voted in favour of a resolution of the Bar, condemning the "B. A." Bill, in a letter to the *Montreal Gazette* of the 1st of February, attempts a defence of what he would style the "vested rights of the Bar." Mr. Burroughs' contention is that the power to examine all candidates for admission to study is a right conferred upon the Bar with its incorporation, and of which it should not be deprived

as long as it "fulfils the laws of its existence and carries out the objects for which it was incorporated." Mr. Burroughs must reflect that the examining power was given as a test to be applied in cases where there might be any sort of doubt of the fitness of the candidate, and not as a means of insulting and degrading the Universities of the country whose fitness as teachers and examiners has been demonstrated beyond all doubt. If so doing can be construed to be a part of the fulfilment of the laws of its existence, and the carrying out of the objects of its incorporation on the part of the Bar, it must still be remembered that the Legislature has vested rights of other equally important bodies to recognize, and can clearly define within what limits the Bar shall exercise its examining powers.

UNIVERSITY LITERARY SOCIETY.

Voluntary institutions may, in general, be said to lead a more or less uncertain existence. Ushered in with a wave of enthusiasm and upborne from time to time with spasmodic feelings of interest, they finally dwindle out of life altogether and their memory lives only in the reminiscences cherished by their scattered supporters. Time, altering men and conditions, gives to the lives of many most worthy societies that measure of uncertainty, which is the great problem and the vexed question in the minds of all who look to the voluntary association of individuals as a means of attaining some of the higher qualities of thinking and progressive men. While we would be far from stating that the University Literary Society has reached that stage in its existence when it may soon be expected to "go out" altogether, yet the present experience that the Society is undergoing well warrants the uneasiness that exists in the minds of its well wishers, as to how long, with its present support, it may be able to protract its being. The Society has a noble record, and among its list of past officers and members are to be found the names of men foremost in the walks of life: careful discussions have taken place by the hundred under its auspices, and the majority of leading questions of the past and present have received no little light from the deliberations of its members. Papers, often masterly and deeply thought out, have investigated many a social problem,

while the range of thought, power of expression and of self-control that it has engendered into the mental training of the many participants in the labour of its sphere, are gratefully recalled by numbers who have tested the usefulness of these high qualities. We are loath to believe that in the face of these really great achievements and the field of usefulness that yet lies before it, this society will pass out of its life and work, but so it must be unless a rally be made to its support. Our appeal would not be simply for the sake of preserving the existence of a society that once was great: we urge its claims only in view of the good that may be accomplished to the individual benefit of its supporters. Time and space do not permit us to dwell on the requirements that may be learned and fostered within its patronage, but it cannot be out of place to note the lack of opportunity in our City and University for the cultivation of the eminently useful and befitting faculty of expression. Words are the order of the day, and in vastly too many instances words only will be found: surely now is not the time to lose the opportunity to cultivate thought and expression in one. Older members of the Society are now giving it its greatest measure of support: newer and younger life and energy are necessary to its continuance, and in the light of its own advantage we trust that younger life and energy will find its way to meet the necessity.

Contributors.

EDUCATIONAL WORK IN JAPAN.

In the attainment of our modern civilization are involved many centuries of patient toil. In this article we consider one phase in the development of a nation which, while yet comparatively barbarian, incorporated into its national life the acquirements of the most highly cultured countries. To better understand Educational Work in Japan, we briefly review some of the characteristics of its people.

Unlike their neighbors, the Chinese, they are not hindered by a false national pride from learning of their superiors. Upon the opening of their doors to commerce and to Christianity, students, either of their own accord or by governmental appointment, sought among the nations of the West, the Arts and Sciences of a higher civilization. Yet the element of originality is not wanting, for they nearly always improve on what they borrow. Of this their *Materia Medica*, taken from China, is a good illustration. Their future religion may come from Christian lands, but an united church is the idea of the Japanese.

Then, again, as a people they are exceedingly eager to learn. Apropos of this, we may mention an incident which occurred during the visit of Lord Elgin. The question arising as to what tongue should be made

the medium of diplomacy, one of the commissioners remarked: "Oh, you had better make English the official language. There is no telling how long it will be before you'll be able to write a despatch in Japanese; but give us five years and we shall be quite competent to correspond with you in English."

Further we notice that the position occupied by children is almost the reverse of that held by them in our own land. Parents will do anything reasonable, if it will add to their pleasure. Travellers tell us that the men make a practice of submitting their quarrels to their decision. Japanese mothers are especially remarkable for the care and minuteness with which they supply their intellectual wants. "Even the children of our own race are not better instructed in the literature and history of their native land."

Having noticed briefly a few characteristics of the people, we pass on to the consideration of their educational system. The revolution of 1866 may be fitly taken as the grand turning point in Japanese history. Then was ended the dual government of the spiritual and the temporal emperors. Without unnecessary digression, it may be said that practically the temporal emperor stood in about the same relation to the spiritual (so-called because of his mythical descent from the gods) as the Mayors of the Palace to the last of the Merovingian kings. The rebellion resulted in the restoration of the spiritual emperor, the Mikado, and the downfall of superstition, ignorance, and despotism. Since then the growth of the country has been marvellous. As soon as the business incurred by the restoration would allow, the Mikado commenced a vigorous policy for the enlightenment of the people and the development of the national resources. The new educational system was planned in 1873 by an ordinance which divided the empire into seven school districts, giving one school to every 600 inhabitants. It is based upon elementary schools, and ascends through Middle and Normal to Foreign language schools and colleges for special sciences. The educational reports for 1877 give 25,451 elementary schools with twice as many teachers, and over 2,000,000 scholars, three-fourths of whom are boys. The cost of tuition in these establishments is fixed at a rate within the means of the poorest classes. In the most remote villages, the schoolhouse is now the most conspicuous building. In these schools the older pupils are taught the Chinese characters, also Geography and Arithmetic. A peculiar feature of their training, and one which is becoming very popular, is the giving of object lessons to the younger pupils. A great craze exists over the English language, and Roman characters are fast coming into use. The text books are chiefly foreign, and frequently imperfectly translated. In these Elementary schools a teacher's salary averages only about 50 dollars a year; but it must be remembered that the cost of living is comparatively very low.

In order to understand the work done in these schools, a brief enquiry into the nature of the language is necessary. Tradition attributes the introduction of written characters, among other sources to the Koreans, during the 2nd century B. C. While the Chinese is monosyllabic, the Japanese language is

polysyllabic, the words often being of great length; yet in the latter they are exceedingly musical, whereas in the former, they are harsh, guttural and far more difficult to learn. The written differs so widely from the spoken language that one, who has acquired considerable proficiency in speech, may be unable to peruse the daily papers, and *vice versa*. The number of written characters in common use is enormous, and forms a serious obstacle to the acquirement of an education. At the lowest estimate a school boy is required to learn 1000, while 12,000 or 13,000 must be committed to memory before a young Japanese can begin the pursuit of science. This requires at least 10 years of persistent effort. If he wishes to become a man of great learning the number must be increased to tens of thousands.

Any account of education in Japan would be very incomplete without mention of Tokio University, which represents the culmination of the educational institutions established by the Government. Although founded in 1856 by Imperial ordinance, its origin dates back as early as the commencement of the 18th century, when a certain learned man was sent abroad to investigate the condition of Holland and Rome. As a result of this and subsequent enquiries, observatories were erected. The study of Astronomy was followed by the introduction of Mathematics, Botany and Chemistry. The first foreign instructor was employed in 1866. Owing to the trading monopoly which Holland then enjoyed with Japan, the Dutch language was introduced. Afterwards the English, French, German and Russian languages were taught, but at present instruction is given mainly in English. Tokio University, as now constituted, embraces five departments, viz:—Literature, Science, Medicine, Law and Engineering. Each course extends over 3 years, except Medicine, which has an additional year. In nearly every department there are elective courses, in Science as many as six. The college curriculum is modelled after those of Western countries, the intention being to make the course equivalent to those prescribed by our own universities. Everywhere English Law, History, and Philosophy, especially the former two, occupy the foremost position. To show the nature of the work done in the University, permit me to quote the course laid down for the senior year in philosophy. The first three works are text books, the others are used as references:—

Descartes' Discourse on Method and Meditation.
Spinoza's Works.
Kant's Critique of Pure Reason.
Caird's Philosophy of Kant.
Mahaffy on the Critique.
Hume's Treatise on Human Nature.
Reid on the Human Mind.
Wallace's Logic of Hegel.
Lewes's History of Philosophy.
Feberweg's History of Philosophy.
Mill's Examination of Sir Wm. Hamilton's Philosophy.

Under such a training it is not surprising that foreign teachers are rapidly giving place to native, whose mental acumen is of the highest order. The system of training seems to be much the same as that given in our own colleges. The standing of each student is determined, not by sessional examinations

alone, but his daily recitations are taken into consideration. If a student fails in a single examination he loses his year, if he fails the second time he is peremptorily dismissed from the University.

As yet, Tokio has not had time to graduate many students. The number upon the College roll is, however, very promising, something over 1,700, including those at the preparatory school. One very noticeable feature in the report of the institution and one which could be worthily imitated by some of our own Universities, is the careful attention paid to the welfare and comfort of the students. Leaving out of consideration the large number of exhibitions and scholarships, we notice a system by which students, proficient in scholastic attainments and of good moral character, unable to meet their College expenses out of their own private means, may receive a loan scholarship of 85 yen per annum, to be paid back, after their graduation, in instalments, extending through the same length of time as that in which the debt was contracted, interest at 6 per cent. Again, dormitories are provided for undergraduates, also a boat-house, teacher in swimming, recreation grounds with all gymnastic requisites, rooms for indoor sports, rooms for scientific, literary, and musical meetings, reading-room, etc. Connected with the University there are a library of 180,000 volumes, laboratories, museum, apparatus rooms, meteorological and astronomical observatories, and botanical gardens. The University of Tokio is directly supported by the Government, which, within a very few years, has expended over twenty-one million dollars on education alone.

Not only are there these Colleges for professional students, but the training of the farming class is also made a speciality. Sapporo boasts an Agricultural College with eleven professors, giving instruction in Agriculture, Botany, Physiology, Comparative Anatomy, Agricultural Chemistry, Geology, Mathematics, Civil Engineering, Entomology, and Chinese. The number of graduates averages about 20 yearly.

There is a strong call for teachers in nearly all the Governmental schools. They are not able to give large salaries, but a moderate living is obtainable. Here is a splendid opportunity for Christian workers to do good service for Christ.

Although thus far no particular reference has been made to the education of woman, it must not be inferred that she is neglected. Among no other Asiatic people is she allowed more freedom, or held in greater respect. Their chief mythological deity is a woman, as also have been nine of their sovereigns. In the records of history, poetry, and philosophy, in the examples of fortitude, affliction, and martyrdom, members of the gentler sex rank amongst the most illustrious. The daughters of the higher classes receive their elementary training from private governesses, and about two centuries ago private schools, for the poorer girls, were established throughout the country. After this elementary training comes the study of certain books, constituting the Bunko, or library, specially adapted for the use of Japanese women. Among the various subjects on which it treats are—household lore, rules and examples to

secure perfect harmony between husband and wife, filial obedience, etc. Having committed these to memory, they take great delight in reciting them to the members of the domestic circle. Schools of a high grade have now been established for women. The chief obstacles to the social and intellectual advancement of Japanese women may be stated as follows:—(1) Enslaving theological tenets as, for example, the doctrine of Buddhism, which refuses them a soul; (2) Popular superstitions, which make them scapegoats for sinning men; (3) Polygamy and filial obedience. This latter demand, which is of the most absolute kind, among a people whose great sin is licentiousness, works the physical and moral ruin of thousands of bright young girls; (4) The influence of Chinese classics, which brings them down to the level of mere brutes. The equality of man and woman would subvert society and destroy the nation; it would be, as they graphically express it, "as if a hen were to crow in the morning." It is gratifying to observe that this state of affairs is rapidly improving. In many educational institutions the boys are taught to give precedence to the girls.

We come now to consider the schools and colleges which missionary effort has established throughout Japan. Among the latter is the Doshisha, one of the largest Christian Colleges in Asia. Here over 700 students are in attendance, of whom one-half are members of the College Church. In the Christianizing of Japan it has rendered invaluable assistance, and its literary and religious standing has gained for it a national reputation. Besides this, the Missions report fifteen boarding schools for boys, thirty-nine for girls, and forty-seven day schools for both sexes with an aggregate attendance of over ten thousand. Of course the influence of these schools in secular education is comparatively small, the other schools being so much the more numerous and receiving liberal support from the Government. Their special object, therefore, is the organization of a select body of Japanese men and women, who will not only be equipped with all the culture of the West, but who will also be thoroughly imbued with the spirit of the Christian religion. The primary motive which brings most of the students to these institutions is the great facilities offered for acquiring a knowledge of the English language. Thus far they have been almost entirely under foreign management; in fact, all missionaries in the interior have been obliged to teach in order to get a permit of residence. As a treaty has now been framed which does away with this difficulty, native teachers will be much more extensively employed. As a rule these latter are quite as efficient as foreigners in the class room.

Thus far we have considered two great school systems, the Governmental and the Missionary. One yet remains. In order to counteract the efforts of Christianity, Buddhism, in these last days, is putting forth all its energies. While in 1714 there were nearly 400,000 temples in Japan, to-day there are less than 60,000. This ominous falling away is attributed by devout Buddhists to the superior education of their opponents. Possessed with this idea, they are erecting costly schools and colleges through-

out the land for the training of their priests, and copying generally the methods and policy of the Christian church. But believers in Buddhism, or in Shintoism behold the tenets of their faith crumble into dust before the investigations of modern science. Western philosophy is an agent quite as powerful as Christianity, in the destruction of their doctrines, though its ultimate result is frequently different. In the Governmental schools and colleges the teachings of men like Spencer, Huxley, and Mill not only undermine their religious faith, but make them agnostics.

Education of some kind the people are determined to have. Even now they can nearly all read and write; and whereas thirty years ago there was not a single newspaper in the Empire, to-day there are more than in Spain and Russia combined. Almost everything is going to depend upon the kind of education they receive. Shall it be Christian, or Agnostic, or Infidel? The Japanese are frequently told that the Gospel is losing its hold upon civilized nations. The prevalent philosophy is that of the sceptical school, while infidel writings are widely disseminated among the people.

The great need of Japan, then, is not so much foreign missionaries, for the native are quite as capable and much more efficient, but rather talented lecturers and professors who can show the grand harmony existing between the results of scientific investigation and the statements of Revelation. "The Light of Asia" says a Japanese student "is fading and waning; but while it is at its sunset, the Light of the World is rising on that Island Empire."

WINFRED.

A SEQUEL.

One hot morning last summer I was aroused from the unwonted luxury of a reverie by a peremptory ring at the door bell. I heard the maid's quick little step up from the basement, the opening door, and then her voice raised as if in altercation. This same maid usually despatches agents or vendors with more speed than courtesy; so I was a little surprised when, after a moment, she appeared with a small yellow pamphlet in her hand.

"Well Mary, what is it?" I asked.

"Please, there's a poor man at the door, and he wants to know if you will buy his book, only ten cents," was the answer.

"Oh no, I can't; here, let me see the thing," I said impatiently, trying hard to cover up a certain tender spot in my heart for the poor creatures who toil up steps after steps, pull bell after bell, only to meet with gruff refusals.

I looked at the little pamphlet. It seemed at first like an almanac or an advertisement recipe book. But a name printed on the cover, J. G. Jefferson, Notre Dame de Grace, attracted my notice, bringing vividly to mind a certain column of the UNIVERSITY GAZETTE, where a similar name flourished in connection with two very amusing letters received by the Medical and lady students, respectively, asking for original contributions towards a volume to be pub-

lished shortly, about McGill, and offering a percentage of the profits realized thereby. So I gave the required amount, and, retaining my purchase, glanced through its pages with some little curiosity. I may say here that it was my full intention to preserve it for THE GAZETTE's future delectation. But in a day or two it mysteriously disappeared; and from the fact that a certain member of the family invariably pounces upon and consigns to the flames any literature of a questionable character, its fate can be conjectured.

And now there only remains to tell the little I can recall of its contents. The title has escaped my memory. On the first page was a rough sketch of a young lady, with a fishing rod on which was suspended a very diminutive and dude-like man. "This young lady" said the text "is fishing for a husband." Then followed a dissertation on the best kind of bait to use in such a case as that represented in the picture. Another item alluded to the share McGill had taken in the carnival drive, describing the different cars, and jokingly referring to the two caged up lady students of Arts.

But worst of all was the article devoted to the Women Medical question. Its tone was something in this style: "How nice it will be for the dear sweet lady students when they are doctors, for then they will be able to care for their loving husbands when they are sick and make them well again;" (after they had been "hooked" I suppose.) A number of short poems, reprints from magazines, some religious, some comic, were scattered through the volume. A short biographical notice stated the author to be a deaf mute and to have lost all his worldly possessions in a journey from the Pacific Coast. This, together with my extreme wrath that the name of McGill should be even mentioned in such a connection, is all I can remember.

DACTYL.

CHARLIE'S COURTSHIP.

Charles Cecil Campbell, commonly called Charlie, courted Clarissa Colman. Charlie cultivated cabbages, cucumbers, currants, common-sense, Clarissa's company. Clarissa churned, cooked cranberry-cakes, concocted curious confectionery. Clarissa's cranberry-cake cooking capabilities captivated Charlie. Charlie called continually, composed cunningly contrived complimentary carols, carried Clarissa carryaway candy. Charlie's constant calls compelled Clarissa's candid consideration. Can Charlie contemplate connubial co-partnership? cogitated Clarissa. Charlie's conduct confirmed Clarissa's conjectures. Certain circumstances conspiring, Clarissa caught cold; Charlie, combining common-sense cum consolation, conveyed Clarissa cabbages, camphor, chocolate comfits, castor-oil, condolences. Clarissa's complaint, consequently, ceased completely. Convalescent, Clarissa's charming conversation completed Charlie's capture. Contemning cool contiguous converse, Charlie came closer, confidently calculating conquest. Carressing Clarissa's cherry cheek, Charlie commenced: "Constant companionship creates —" Confusion commencing, Charlie's courage collapsed. "Certainly,"

commented Clarissa, calmly. Charlie continued crestfallen. "Cheer up, Charlie," consolingly. Charlie chirked, cheerfully complying. Comparing comfortless celibacy, Charlie contrasted continual conjugal concord, constraining Clarissa's compassion. Clarissa changed color. Chirishing confidence, Charlie continued: "Come, Clarissa, consent." Coyly complying, Clarissa consented. Cupid's ceremony completed Charlie's courtship. Curtain.

JOHN JOHNS.

Poetry.

(For "THE GAZETTE.")

THREE STAGES.

1. HOCHELAGA.

Guarded by forest shades,
Down where the river flows,
Laps the rude palisades,
Savages wild are going
Out on their midnight raids,
Gleam from the camp-fire showing
War paint and long black braids.

2. VILLE MARIE.

Heroes of New France, knowing
New France mothers and maids
Freedom and life are owing
To the strength of their blades,
Fight for their country, throwing
Fear to the winds; nor fades
Ever their prowess glowing.

3. MONTREAL.

Fair city, swift decades
O'er thee have passed, bestowing
Commerce and wealth and trade;
Flowers round the guns are blowing,
And Royal Mount, thy glades,
Where the tall pines are growing,
Peacefulness now pervades.

B.

A MOSAIC.

In tempus old a hero lived,
Qui loved puellas deus;
He ne pouvait pas quite to say,
Which une amabat mieux.

Di-l' lui-même un beau matin,
Non possum both avoir,
Sed si address Amanda Ann,
There Kate and I have war.

Amanda habet argent coin,
Sed Kate has aureas curls;
Et both sunt very, agachai
Et quite formosae girls!"

Enfin, the youthful anthropos,
Philon, the dius maids,
Resolved proponere to Kate,
A vant est evenin's shades.

Procedens then ad Kate's domum,
Il trouve Amanda there,
Kai quite forgot his late resolves,
Both sunt so goodly fair.

Sed smiling, on the new tapis,
Between puellas twin,
Cognit to tell his flame to Kate,
Dans un poetique strain.

Mais, glancing ever and anon,
At fair Amanda's eyes,
Ille non possum diceere
Pro which he means his sighs.

Each virgo heard the demi-voix,
With cheeks as rouge as wine;
And offering each a milk-white hand,
Both whispered—"Ih ih dein."

McGill News.

Dr. Roddick has returned to his old familiar post at the Hospital.

On Saturday evening, Dr. Stewart lectured on "Inebriation" before the Medical Society.

W. S. Morrow, Medicine, '91, was elected by his class as representative on the Athletic Committee.

Choice selections from Fourd *et al* may be had in any variety of manuscript. Apply, Law Faculty.

The members of the graduating class in Arts recently spent a very enjoyable evening at the residence of Prof. Murray.

Professor McGoun has instituted a practical course in pleadings. This is a most commendable move, and must prove of great advantage to students going to the Bar.

Owing to the severe and continued illness of his wife, Dr. Fenwick is unable, for the present, to meet the class in Systematic Surgery. Beginning from last Monday, Dr. Roddick will, temporarily, fill his place.

The Primary years were advised, the other day, to do any treadingmill they had to do—down at Payette's boarding-house. Tramp! Tramp! Tramp! Tramp!!! Why will men insist on coming into lectures late?

The patronage which the Library is receiving is continually on the increase. It is not uncommon to see 50 or 60 people in the Library at a time, and the Librarian, who has the wonderful faculty of always knowing what one wants better than they know themselves, finds enough to do to answer the shower of inquiries which are being heaped upon him.

A meeting of the students of Medicine was held on Thursday morning, to consider a statement from the Dinner Committee, to the effect that it would be "advisable for that Faculty to send a representative." There was a general impression that none should be sent, as a proper invitation had not been received; and one of the students took occasion to protest against the reunion being called a University dinner, as only some of the elements were represented, and he thought it misleading to advertise it as such. It was stated that the benefactors of the University would be unfavourably impressed if the Faculty of Medicine was not represented, and though it was decided to send no representative, it was agreed that if any member of the Faculty chose to attend there would be no objection to his responding to such sentiments as might be offered. It was known that Evans, '90, would be present, and it was expected that the prospective duty would fall upon him, than whom no better man could be chosen.

From a recent lecture on "The Aim and Nature of Education," delivered by Dr. S. P. Robins in the lecture theatre of the Redpath Museum, we select the following as being of interest to those who are striving for a perfect education:—

Let me indulge for a moment in a flight of fancy. Let me picture to you the finished product of a perfect education. I shall not refer to girls. Only the delicate hand of a lady could rightly portray "the sweet girl graduate" of an ideal "Donalda Department." I shall not suppose that our ideal pupil has extraordinary powers; but I shall suppose that they have been sedulously cultivated. He is in full health. It is for him a joy to live. He drinks in pleasure with every exercise of his physical and mental powers. His muscles are under complete control. His carriage and movement are prompt, graceful, agile, certain. His hands use with precision the pen, the pencil, and so many other tools as ensure his ability to learn the use of any tool. Having learned the right use of his senses, he takes rapid, accurate, comprehensive note of objects and of phenomena. He observes in detail, he analyzes in an orderly way, he sets parts in their right relations to one another and to the whole, he understands, he judges, he remarks similarities, he classifies, he generalizes, he reasons. He remembers, that is, he makes provision for recollecting; having wisely selected that which he will remember, he links it to life and experience by many direct and indirect associations, so that what he knows is ready for use in the emergencies of life. He is imaginative; he rearranges into new forms the elementary conceptions stored in his mind. He is a creator of new forms; but his new conceptions are not fantastic, inconsequent, fragmentary. They are coherent, integral, complete, such as can be transferred to other minds, or embodied in the material world. He knows and uses language well, whether spoken or written. He has a large vocabulary; he has learned the names of many things, actions, abstractions, relations, each calling up a vivid and distinct idea. Words well used delight him. Each word suggests its own exact conception, whether of thing or of relation; each conception as it is evoked he rightly marshals with those that have preceded it, so that finally the whole thought of the speaker or writer is accurately, fully, and consistently reproduced in his own mind. So, reciprocally, he employs language deftly to depict his own thought; his mind is orderly, his conception clear and vivid, and he has acquired the faculty of clear, picturesque, and powerful utterance. All the conventions of speech and of writing he knows, so that nothing in the form of his expression contravenes established usage or shocks the cultivated taste of hearer or reader.

Highest in importance it is that our ideal pupil should be cultivated in the minor graces and in the major verses. He should be practiced in the exercise of social amenities, should have a courteous address, a self-possessed manner, neither forward nor shy, a frank speech, an open and pleasant glance. He should be calm, self-governed, truthful, generous, a champion of the weak, a succourer of the needy. He should be pure in thought, brave in spirit, bold and prompt in action; afraid of nothing but wrong, a scorner of nothing but meanness. Yes! our ideal should be an admirable Crichton in cultivation, a Milton in culture, a knightly Bayard in morals, *sans peur et sans reproche*.

THE LIBRARY.

By a donation of 143 volumes from the McGill College Book Club, the Library has recently been enriched. It is an important addition, as the books are very interesting and valuable. We append a List of them:—

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FEATHERS FROM THE EAST WING.

Two shares in THE UNIVERSITY GAZETTE have been bought for the Donalds department, in the name of Miss L. G. Smith, elected shareholder at a meeting of lady students, held Jan. 28th. Of these shares one was kindly donated by Mrs. Reid, and one was bought by the students themselves.

Festivities are the order of the day.

On Saturday afternoon, Feb. 1st, an "At Home" was given by Mrs. Finley, and on Saturday evening a pleasant little reunion of members of the graduating class took place at Mrs. Murray's. The kind hospitality of both ladies was much appreciated.

The University dinner, also, is on the tapis, and at meetings held Jan. 28th and Feb. 7th, has been discussed with much energy.

The second year Donalds lately held a grand "Sophomorial jollification" in the Reading Room. The doors were mysteriously closed, and a rigid surveillance excluded even "press representatives," but a member of the class has furnished the following report of proceedings:—

The 7th Feb, 1890, will always be a pleasant memory to the Arts, '92 (ladies). During the morning members of the class might have been seen coming laboriously up the avenue laden with mysterious looking parcels. At about a quarter to one o'clock the doors of the "Ladies' Reading Room" were thrown open by the committee, and revealed to view a table which groaned, or at least ought to have groaned, under its good cheer. A merrier party was never seen than that which graced this festive board.

The menu and toast cards were very tastefully arranged, and were tied with the class colours (navy-blue and white).

The toasts were—

"Donalds Class of '92,"

"Whence is thy learning had by toil
O'er books consumed the midnight oil,"

proposed by Miss Tutley, and most gracefully responded to by Miss Leach, who spoke in glowing terms of the wit and learning, and also of the mirthfulness of her class-mates. The present second year has always been noted for its union, and Miss Leach's speech did much to strengthen this feeling.

"The Societies,"

"Mixed learning with pleasure and wisdom with mirth,"

proposed by Miss Ross, and quite eloquently responded to by Miss MacDonald.

"The New Gymnasium,"

"Mens sana in corpore sano."

Miss Raynes, in proposing this toast, hoped that in future years all who donned the cap and gown would also don the black and scarlet. The response was made by Miss K. M. Campbell.

After two or three songs had been sung, the party rose to the strains of the "National Anthem," and adjourned to the second year class-room. Here an airier programme was about to follow, when cruel Fate, in the form of the two o'clock bell, gave a gentle warning that such things as lectures must be.

R. F. C.

MEDICAL GERMS.

"Give a woman her head, and you don't know where she'll land you."

(Ext. "Didactic Lectures.")

The outcry of the professors against the Didactic Lectures would cease, if all such lectures took the form of magnificent demonstrations such as, for instance, the lectures of the professors of Anatomy and Obstetrics.

It would be a nice idea, if the incoming and outgoing Final years would organize a "farewell conversazione" at the close of the session.

Dr. Macdonnell alluded feelingly, on Friday, to the death of Miss Mary, of Ward 11, saying that we might well consider her loss as personal to each of us.

The side lights of the Asst. Eye Surgeon have undergone a slight extension, and with them his naturally keen sense of personal and professional dignity.

Dr. R. L. is pretty close on to the heels of his Clinical clerks, and Mac. got it for omitting his Sunday morning calls. Patients will, perversely, fall sick on Sundays.

Dr. Claude Wheeler is reported as taking up the leading role of his company, on an emergency, and receiving lavish praise from both audience and press for his clever acting.

One dollar a month from one hundred men, would rent and keep up a pretty nice Club House, say on a side street, such as Burnside. Let the 1st, 2nd, and 3rd years consider this idea.

How would it do for the Directors to supply volumes of THE UNIVERSITY GAZETTE of former years to the Reading Room? The R. R. Committee would pay for the binding.

Why does not some Arts man, some Science man, some Law man, and some Theolog. man, carry a slip of paper in his vest pocket, jot down little incidents and ideas that crop up during the week, and give half an hour on Sunday afternoon to writing them out for THE GAZETTE? He does not need to be on THE GAZETTE staff.

"NIX FORSTAY."

LIBRARY.

GENERAL STATISTICS FOR 1889.

Readers.....	7,100.
Visitors.....	243.
Books read.....	3,375.
Books lent.....	3,188.
Books bound.....	194.
Total volumes in library.....	28,494.
Increase for 1889.....	692.

Societies.

UNDERGRADUATES' LITERARY SOCIETY.

A regular meeting of this Society was held on the evening of January 31st, the President in the chair.

An essay was read by S. Moore on "Language,

its origin and development;" and Donahue gave a reading.

Subject of debate—"Resolved, that the U.S.A. is destined to become the greatest of nations." Affirmative supported by Messrs. Harvey, Ryan, McGregor, and Stearns. Negative by D. J. Fraser, R. S. Hall, Carmichael, and A. R. Hall.

Negative won the debate by a small majority. Mr. Kinghorn kindly acted as critic for the evening.

The meeting on the evening of Feb. 7th, was called to order by the second Vice-President, W. J. Le-Rossignol.

On the motion of P. C. Ryan, it was resolved to ask Dr. Trenholme to address the Society at the closing meeting, on the 28th inst.

The reading for the evening was given by G. F. Allen. R. J. MacDougall read an essay, entitled—"Satan among the Poets."

The subject of debate was—"Resolved, that organized strikes should be made illegal." Affirmative, Judge, LeRossignol, and Ryan. Negative, Calvert, Kollmyer, and Manaur.

Decision was given in favor of the affirmative. J. F. Warne acted as critic.

DELTA SIGMA.

This Society met on Thursday, Feb. 6th. The debate—"Resolved, that Imperial Federation is desirable," was supported on the affirmative by Miss Monk and Miss Millar; on the negative by Miss Finley and Miss Hall. After a vigorous discussion on both sides, the affirmative won.

Miss Abbott acted as critic.

A reading—"The 'change on the Ottawa," was given by Miss K. Campbell.

THE MUIOTA.

The following are the essays read at the last two meetings of the lady graduates' Society:—

Jan. 3rd.—Subject: "New World Literature." Canadian writers, Miss McLeod, Quebec; United States writers, Miss McFee.

Feb. 3rd.—Subject: "Modern English Prose." Novelists, Miss Murphy; historians, Miss Palmer, Halifax.

THEO DORA SOCIETY.

The Society held its regular meeting on Thursday, Jan. 30th. A paper was read by Miss MacDonald on the "History of the Japanese." Miss Raynes gave an admirable essay on the "Religions of Japan." The contributions took the form of a special thank offering.

Denmark has an art and industrial school for women, which won two gold medals at the Paris Exposition of some of its products. Its report for the past year shows that the membership has been eighty-one. The school has received for its support nearly \$2,000 from the government, and \$275 from the community.

Correspondence.

Editors of the University Gazette:—

The following is an extract from the unpublished works of a future Canadian author. All who read it will appreciate the thought, eloquence and rhetoric which it contains. We have heard that among our number there is a poet, who intends publishing a small volume of his works, but we hope he will not imagine that we are endeavouring to lower the interest in poetry by contributing to this paper a prose production so meritorious. Were we able to rob the portfolio whence this is taken, litterateurs might have good cause to fear, but that, alas, is impossible, as this is an isolated work by an unknown writer:—

WINTIR—AN ASSAY.

"Rich and poor, great and small, all have to experiment the spectacles that appear to the eyes of every one of us, which is the facts of that season; (winter). Though it is considerably moderate by the length and the severity of cold in general, no one asks for it. For if we throw a retrograde regard we remember that snow was sent to us in the beginning of November, and sufficiently enough for the people to do their business with winter coach."

"Wintir is for many a season which forms the joy in their hearts. First for the rich who likes to divert himself christian-like, secondly, the rich who likes to live a worldly life. In conclusion I have to say that it is a pleasure for a student who like the education to come and pass the wintir in the college, where he can develop his mind in the sciences of this world and of the world to come."

"WYDOWNS."

Personals.

Rev. J. W. Pedley has been preaching in Vancouver City, B. C., since March, '88.

D. H. G—rd would like to know who organized the slope on Tuesday and Thursday.

We sincerely sympathize with J. W. Flinn, 2nd Arts, who, within less than a week, has lost both father and sister.

P. L. Naismith, B.A., B.Sc., who, during the past summer, has built a railroad in Cape Breton, was among the boys last week.

G. E. Read and A. Robertson, 2nd Arts, have just recovered from a severe attack of congestion of the lungs. The former will be unable to continue his course this year.

R. H. Cl—k, B.A., B. C. L., lost his beard on the top of the Eiffel Tower. It has been suggested affinity for the prevailing thinness at that height was too much for it.

J. D. L. Ambrose, President of the Faculty of Law, has returned, to the manifest delight of all his co-students, who rejoice that neither 'grippe' nor Toronto were sufficiently attractive to deprive the Faculty of so useful a man.

The *Dalhousie Gazette* gives an obituary notice, with portrait, of Dr. Lyall, age 80, Late Prof. of Logic and Psychology in Dalhousie College. In 1864 he received LL.D. from McGill in recognition of his work, "The Intellect, the Emotions and the Moral Nature."

Exchanges.

An old friend of THE GAZETTE, Mr. J. W. McOuat, B.A., '86, now Principal of the Lachute Academy, has undertaken a journalistic venture of his own and, in conjunction with some of his pupils, is publishing the *Lachute Academy News*. It is creditable in the extreme to those who have it in hand, and we wish our little contemporary every success.

The *Atlantis*, for January, published by the Central University, Richmond, Ky., contains 16 pages, 8 of which are devoted to what are called, in the American colleges "Orations." If less space were given to these effusions, excellent though they are, and more to a discussion of college affairs, and some recognition of their exchanges, the paper would possess a greater interest to students and outsiders alike.

The *Dalhousie Gazette*, from Halifax, is always up to the standard, and in some respects is almost classical. The articles are valuable, yet not heavy, and the tone of the Magazine is strong, betokening a healthy creation of student life. Speaking of the UNIVERSITY GAZETTE, it says:

"THE UNIVERSITY GAZETTE, which is now published weekly, comes regularly to our table, and under its present management is one of the best of our contemporaries. Its articles are well to the point. We note one on University Athletics in the issue of January 20th, which we would advise our students to read. The same number contains the result of the midseasonal examinations. We trust in another year the *Dalhousie Gazette* may have the pleasure of publishing a similar list."

Between the Lectures.

The standing joke of the conductor—Lots of room inside.

Prof. (after a lecture): "I fear I have been throwing pearls before swine."

Student: "A few edible husks might have been better."

In the hall of the Medical building is a coil of pipes, which form an exceedingly comfortable seat. It is proposed to arm the pipes with sharp-pointed spikes, and to provide leather lounges for use between the lectures.

A certain classical Professor was wont, before retiring for the night, to place on a chair by his bed a candle, and a jug of whisky with which to refresh himself, should he awake. One night, however, he forgot to replenish the jug or to extinguish the candle. After a while he awoke. He felt for the jug—it was empty. He felt for the candle—of course it had disappeared. And as he rolled back, sleepy and disappointed, he murmured to himself: "oude tode, oude t'alla."

The influence of women in the scientific world was well illustrated at a recent meeting of the Royal

Astronomical Society, in a discussion on a paper by Prof. Holden, of Lick Observatory. Two of England's greatest astronomers admitted that they thought a certain chart exhibited was a map of stars of some sort. Prof. Huggins stated that his wife made it, with a tooth brush and Indian ink, drawn at random over a comb.

The editors are very much in the position of Dickens' actress. "Some wanted tragedies, and others comedies; some objected to dancing; some wanted scarcely anything else; some thought the comic singer decidedly low, and others hoped he would have more to do than he usually had. Some people wouldn't promise to go, because other people wouldn't promise to go; and other people wouldn't go at all, because other people went." So we, "omitting something in this plan, and adding something in that, pledge ourselves to a bill of fare which is comprehensive enough, if it has no other merit."

LITERATURE.

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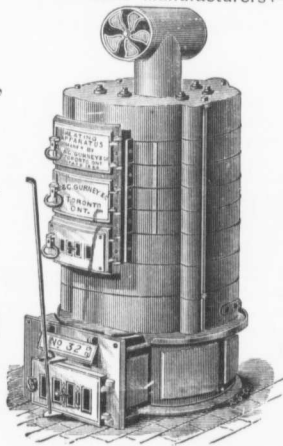
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