

THE VARSITY

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APRIL.

Welcome, O sweet caprice of smiles and tears
Spoilt darling, with the fickle, flashing eyes,
Trembling 'twixt joy and foolish happy fears,
Now laughing loud, now shivering through with sighs.
Pleasant art thou, young sister of the Spring,
Light dancing o'er the golden fronded moss;
To thy fresh notes the merry echoes ring
While larches shake their emerald tassels loose.
Soft Aphrodite waits with myrtle crown
To grace thee as the First Love of the world,
To soothe thy sigh, beguile thy fretted frown,
And kiss away thy anger, rain-emppearled.
Shine out, then, tenderly, bewitching elf,
Earth hath no fairer child than thy fair self!

Berlin.

J. KING

THE UNIVERSITY AND THE PROFESSIONS.

VIII.—ENGINEERING.

What is an engineer? This is a question often asked and one not easy to answer in few words. Some who are known as engineers are engaged in locating railroads, designing bridges, boring tunnels, constructing canals, improving rivers, building docks and harbours, in short in the construction and improvement of routes for traffic by land and water. Others superintend the design and construction of sewerage and water-works, streets, pavements, and tramways, and the improvement generally of the sanitary conditions of towns and cities. Others make drainage, irrigation, and the reclaiming of waste lands their specialty. Others, again, have charge of sinking the shafts, laying out the levels and winzes, arranging the pumping and hoisting machinery, and providing for the ventilation of mines. The term Civil Engineer has, by general consent, been adopted to designate one engaged in any of the above occupations. Civil Engineers are thus sub-divided into railroad, bridge, harbour, hydraulic, sanitary and mining engineers, the names of the sub-classes being as numerous as the special occupations. Again, there are engineers who make the storage, conveyance and application of power their specialty. These are known as Mechanical Engineers, and comprise hydraulic, steam and electrical engineers. The design and construction of machinery is the prominent feature in mechanical engineering.

The term engineer is also applied to those who have charge of the operation of the mill wheels, engines, and boilers, whereby the powers of nature are turned into the channels which make them of practical utility. To this class belong stationary, marine and locomotive engineers. Other applications of the word are gas-engineer, telegraph-engineer, manufacturing-engineer, etc. In addition to the engineers who have to do with the arts of peace, there are, it is needless to mention, military and naval engineers.

The above enumeration, imperfect as it is, will give to the general reader some idea of the meaning of the term engineer at the present day.

For the purposes of this paper the classification of the profession into civil and mechanical engineering will be sufficient. As in all other professions, experience is one of the main factors in the success of an engineer. He must be pre-eminently a practical man, and able to make the

best use of his own experience and that of others. In order to do this to the best advantage, the young engineer should have had a systematic education in an Engineering School, before engaging in the active work of the profession. The question naturally arises, what should be the nature of his school education? The general answer to this question is, that the school should train the engineer in those subjects which can be more efficiently taught in it than in the workshop and field, leaving to the latter the subjects which can be more efficiently taught by practical experience than in the lecture-room and laboratory. In other words, the school should not profess to take the place of practical experience. The school of practical experience is wide enough already, and open to the engineer through his whole life, and the attempt to put the young engineer through mere make-believe experience would be simply a waste of time and money. It is not to be understood that the teachings of practical experience should be ignored in the school,—far from it. The teachers should be practical engineers, men of wide experience, who can illustrate the principles they teach by practical examples. They should be able to impress upon the student's mind, such a vivid picture of the practical conditions affecting the problems discussed, as to make the sciences they teach what they profess to be, viz.: applied sciences. Illustrations drawn from the clouds are all well enough if mental gymnastics only is the object aimed at, but this should not be the case in an Engineering School. Quite as much mental training can be obtained from the effort involved in analysing any common engineering problem, in selecting the principal points and expressing them by mathematical formulas, as in solving an imaginary problem where the labour of preparing it for calculation has been left out, and all the data are preceded by "ifs." It is the judicious selection of the "ifs" which makes the difference between the educated engineer and the theoretical mathematician. The practical man without scientific training will make fewer blunders than the mathematician without practical experience. His bump of caution, at least, has been developed by hard knocks, and he has a pervading sense of the danger of making mistakes, which the latter has not. A school which turns out merely theoretical men is little better than none. An Engineering School should teach, among other things, the subjects which the young engineer cannot learn properly from his employers, when in the office, workshop or field. It should so train him that he may be able readily to read books, for it is to books that he must go when he cannot learn by *viva voce* question and answer. The subjects that should be taught in the School are, (a) Surveying and Drawing. These subjects can be taught to beginners both practically and theoretically, with more efficiency in a school than on actual work. The student can gain in two or three years a much wider grasp of the theory of the instruments and of descriptive geometry than he would probably gain in years of practical experience. (b) Practical Astronomy. (c) Spherical Trigonometry, Co-ordinate Geometry, Differential and Integral Calculus, and the Method of Least Squares. (d) Statics and Dynamics, Thermodynamics, Hydraulics, Theory of Machines. (e) Theory of the Strength of Materials. (f) Theory of Construction of Structures and Machines. (g) Chemistry. (h) Mineralogy. (i) Electricity and Magnetism. (j) Experimental Physics.

These subjects must necessarily be treated in entering upon them as pure sciences, but the application of them to engineering problems should be made as soon as possible. Of course, it is not necessary that civil and mechanical

engineers should take up all these subjects; a great portion of them are, however, common to both branches.

There should be laboratory practice in every subject which permits of it. This would render necessary five laboratories. (1) An Engineering laboratory fitted with machines for testing the strength and other qualities of materials which render them suitable for construction purposes; also, with all models of trusses, connections, locks, pumps, turbines, etc.; apparatus for illustrating the laws of dynamics; an experimental engine arranged to work, condensing and non-condensing, with or without steam jacketing, etc.; standard gauges of all kinds, etc., etc. (2) Chemical laboratory. (3) Mineralogical and Mining laboratory. (4) Electrical laboratory. (5) General Physiological laboratory.

The establishment of practical shops under competent foremen for the purpose of giving instruction in manual processes, is sometimes mentioned as a *sine qua non* in an engineering school. This is a mistake. There are shops all over the country into which admittance may be easily gained. If, after an engineering school is fully equipped with professors, laboratories, lecture and drafting rooms, etc., there yet remains money to be spent, it might be profitably spent in erecting such shops, but certainly not before.

The staff should be sufficiently large to enable the instructors to be specialists in their respective departments, and the same professor should not be required to teach astronomy and the theory of the steam engine—not to speak of half a dozen other subjects equally incongruous from a teacher's point of view. The professor of Engineering in a technical school not a thousand miles from Toronto is, in this respect, placed in a much more awkward position than a former professor of Chemistry and Botany in the University of Oxford. When this gentleman visited a foreign chemist he introduced himself as professor of Botany, and when visiting a botanist he became professor of Chemistry.

There should be at least two courses in each subject, an ordinary course and an advanced course. There should be a well-arranged system of options in order to enable the student to work in the latter years of the course in the direction of the special part of the profession in which he proposes to practise. The course should be of four years' duration. In the last year of the course the more practical part of the work in each department may be done, such as the preparation of specifications and forms of contract, making out bills of quantities and estimates, making detailed designs and studying practical processes of such kinds as may be profitably carried out in a school.

A four years' course would also afford time to the student to learn French and German sufficiently well to read technical works in these languages. It is a mistake to suppose that all works of importance in foreign languages are immediately translated into English. It would be an excellent thing to have a few French and German text-books in the work of the later years.

That the engineer should have as good a general education as any other professional man goes without saying.

Educated on the lines above indicated, the graduate is ready to devote his whole attention to the absorption, so to speak, of practical knowledge gained from experience. He loses no time in studying a difficult problem, but attacks it in the right way. He gains more practical knowledge in one year than he would, without such an education, gain in three, and after several years in practice, if he possesses common sense, energy, and business tact, he becomes recognized as a rising man in his profession.

From this hasty sketch it will be evident that the education of the engineer comes under the head of Higher Education. It has as strong a right to form a part and parcel of university work as education in law and medicine. The amount of money spent annually under the direction of engineers, and the immense responsibility under which they lie to the public with reference to safety of life, limb, and property, makes it of the utmost importance to the state that they should have every opportunity of being properly educated.

J. GALBRAITH,

School of Practical Science.

THE SPRING ON THE HILLSIDE.

Cheerily, cheerily,
Dashing and splashing an l singing and ringing,
Down the green hillside the brook goes springing,
The tiny spray in its mad mirth flinging,—

Cheerily, cheerily;
Out from the parent caverns deep,
Where the dark-hued waters coldly sleep,
And the pearly drops from the rock-roof weep.

Cheerily, cheerily,
Fresh from his play,
Hot and flushed with the summer day,
The boy kneels down on the green hill-side,
And sinks red lips in the crystal tide,—

Cheerily, cheerily;
And the cool, rich draught through his veins is creeping,
And he feels fresh life through his strong limbs sweeping,
His eyes are bright,
With an added light,
His young heart with a new delight
Is throbbing and leaping.

Wearily, wearily,
Stick in hand, the old man comes creeping,
Aged and spent,
Painfully up the laboured bent,—

Wearily, wearily;
Seeking with dim old eyes the place,
Where, in his boyhood, with quiet grace,
The pool lay darkly sleeping.

The stream no more in flashing pride,
Comes sparkling down the mossy hill side,—
No longer its sprays are leaping.

Choked and dry is the streamlet's bed,—
Choked and dry is the glassy pool;
And the autumn breezes overhead
Rattle the branches brown and dead,
Whose green and grateful shade,
With its swift reflections, soft and cool,
His childhood's shelter made.

Oh, cruel the blow to the old man's heart,
Ah, cruel the bitter pain!
As he turns away with a stifled sigh,
From the grave where his youth's dear memories lie,
That he never may know again.

Oh, springs of my childhood, why rise ye not
From your heart-caves as of yore?

Why know I no longer your curbless mirth;
Your bounding joys no more?

Why leap not now the flashing streams
That cooled my boyhood's brow?

Oh, fountains of truth, in the days of youth
Why were ye more sweet than now?

Vain, vainly I plead. All dull and drear
And dry is the streamlet's bed;

And brown and sere with the latening year,
The heart's young joys lie dead.

DAVID MACDONALD.

SLAV PROVERBS.

In the Christmas number of THE VARSITY, the Rev. J. F. McCurdy, Ph.D., treats in a most interesting manner of the Folk Lore of Ancient India, where dwelt a people of Aryan extraction, still considered by many to approach nearest in point of language to the primitive Indo-European, who lived in the days when Celt, Teuton, Slav, Græco-Italian, Indian and Eranian were yet in process of evolution. Now that the tide of belief seems veering in the direction of a North-European origin of the Aryas, I venture to call the attention of those interested in the subject to the rich store of folk-lore to be found amongst the Slavonian peoples, who, Dr. Latham years ago declared, possessed a language as ancient and as primitive as that spoken by the dwellers on the banks of the Indus and

golden-sanded Hydaspes. Anyone at all acquainted with the literature of Russia, of Poland or of the Slavonic provinces of the Danube, will recognize at once how characteristic the folk-lore is of the people, and how, from the study of its proverbs, and of the tales handed down from "sire to son" since the grey dawn of antiquity, we can learn much that must otherwise fail to reveal itself even to the most patient and industrious research. A convincing proof of identity of race is found when peoples speak allied languages and possess an almost identical stock of proverbs and folk-lore. In this way Dr. Rink has shown that the Eskimo, so widely scattered over their extensive territory, are yet one and the same people, from the banks of the Anadyr in Siberia to Cape Farewell and from the icy shores of far northern Greenland to the less inclement coast of South Labrador. Transferred from his old home in the "dark continent," the Negro of America cannot abandon, cannot forget the old tales that were told by his ancestors, long years, nay, centuries perhaps, before the germs of the civilizations of Egypt and Assyria had begun to sprout; long ere the Nile listed to the toil-worn captives' plaint, who builded the lofty Pyramid; long ere the waters of the Persian Gulf bore up the ship of Sisit and mankind was saved from the ruin of the Deluge.

In the investigation of the pre-history of the so-called Aryan peoples, the study of their proverbs and folk-lore must ever be of utmost importance. Proverbs that we hear perhaps everyday, may possess an antiquity that casts into the shade the composite Iliad, the Zend-Avesta, or the sacred books of the world-old Chinese. But, after all, are not the works just mentioned, but recastings of older and simpler thoughts and tales, re-formed and re-inspired, by master minds like Homer, Zoroaster or Confucius! Nay, to come nearer home, are not the Proverbs of Solomon a bright ornament of Jewish literature, and do they not form a part of the Book of Books?

Enough by way of introduction. The Slav Proverbs which I venture to lay before you, I have Englished from an article by Dr. Fr. Krauss, (1) on "Fortune and Fate in the Folk-Lore of the South Slavs."

(1.) Fortune (luck) flees from the good but remains close by the bad. (2.) Ask fortune, it will lead thee to the way, but not wait for thy coming. (3.) Seize fortune by the hair, misfortune (ill-luck) by the horns. (4.) God dispenses fortune, but the grandmother eggs, to the children, and the cook, soup. (5.) To me give fortune, and knowledge to whomsoever you may. (6.) Give me fortune (luck) and put me in a sack (*i. e.* even then circumstances will turn out lucky for me.) (7.) The father gives the dowry, but the Lord God gives fortune. (8.) A white raven (brings) long-enduring fortune. (9.) Where there is wealth is joy also. (10.) The fortune of a maiden is a quiet husband, a good servant. (11.) When ill-luck sleeps, do not try to wake it. (12.) To me give fortune, to you wisdom. (13.) Even a bad year can do no harm to the lucky (fortunate) man. (14.) Hold fortune fast when it puts in an appearance, so that you will not have to pursue it when it is past. (15.) Even the ant helps him with whom fortune (luck) abides. (16.) Fortune stretches out its hand to the bold. (17.) To every one his fortune. (18.) To the sleeper even fortune sleeps (*i. e.* especially to him who sleeps long, does fortune fail to come). (19.) Friendship rides after fortune. (20.) Ill-luck is an evil possession. (21.) Misfortune stares out of his eyes (*i. e.* said of an unlucky individual). (22.) Misfortune (ill-luck) spins fine threads. (23.) An unlucky man should not even try to catch hedgehogs (*i. e.* even in so easy an operation as catching a hedgehog, his bad luck will cling to him). (24.) To the unlucky man even his intelligence is too much, (it is a burden to him.) (25.) In case God grants it, and the year brings it. (26.) If one does not meet with fortune, then he will never overcome. (27.) For him to whom God has given no fortune, no smith can forge it. (28.) Without health there is no fortune. (29.) As long as fortune stands by him, one suffers no harm. (30.) Without fortune the soul is naked. (31.) Even on the ice, the house of the unlucky man burns down. (32.) In their turn rust falls upon heroes. (33.)

(1.) The article in question is to be found in Vol. XVII. of the Publications of the Anthropological Society of Vienna (pp. 102-162).

In turn misfortune visits all. (34.) Where there is fortune, there is also misfortune. (35.) He who is not fortunate, (lucky) should not be alive at all. (36.) In (times of) fortune do not exalt thyself, (be haughty,) in misfortune do not humble thyself to the dust. (37.) Hold fortune fast with both hands when it comes within thy reach. (38.) The early riser grasps double fortune. (39.) For the fortunate man even a cock lays eggs. (40.) The fortune of the diligent and the misfortune of the rich are well-known. (41.) Fortune is fickle. (42.) Much fortune, little wisdom.

I have not the time just now to bring forward the equivalents of these proverbs in the other Aryan tongues, and shall therefore be content to point out a few of them. Some of them are indeed of so general a type that any student will be able at once to cite parallels. Very widespread, for example, is the view of the raven as "a bird of omen ill," and it is natural that the white raven should be to the augur of the people a fore-runner of good fortune. The hedgehog too plays a not unimportant role in popular beliefs and superstitions. With proverb eleven one might compare our own English "Let well enough alone." The lines of F. von Logau, "Wenn ein Mensch mit Gott gut steht, Der steht wohl wenn's uebel geht" coincide with the thought expressed in the thirteenth and twenty-ninth proverbs given. Our English proverbial expression, "Seize time by the forelock," has something of kinship with numbers fourteen and thirty-seven. With proverb seventeen everyone is acquainted. It is the Latin "Audentes fortuna juvat," the Spanish, "Al hombre osado la fortuna le da la mano;" and in English, besides the remodelling of the Latin phrase, we have the well-known proverb, "God helps those, who help themselves," (the German "Hilf dir selbst, so hilft dir Gott,") and others of like intent and purport. Akin also is the German "Frisch gewagt ist halb gewonnen," "boldly ventured is half won. To compare with number eighteen we have the Spanish "Por hacer placer al sueno, ni saya ni camisa tengo." Number nineteen recalls at once the lines of Goldsmith:—

"And what is Friendship but a name,
A charm that lulls to sleep,
A shade that follows wealth or fame,
And leaves the wretch to weep."

and the Spanish proverb "Quien pobreza tien, de sus deudos es desden; y el rico sin serlo, de todos es deudo (he that is poor is despised by his kindred; and he that is rich is akin to everybody, though he be not so). Of similar purport to number twenty-four is the Spanish "Al hombre desdichado poco le vale ser esforzado" (If a man is unfortunate, it avails him but little to be brave). The twenty-eighth proverb recalls our own English "health is wealth," and the Latin "Salus populi suprema lex," and other similar sayings. As we read number thirty-two the echo of Shakespere's words strikes on our ears, and we feel how:

"Imperial Caesar, dead and turned to clay,
Might stop a hole to keep the wind away."

and the famed lines of Horace "Pallida mors aequo pulsat pede pauperum tabernas regum que turres." With number thirty-four coincides the Italian "Ogni ritto ha il suo rovescio;" and the converse is seen in the English "Every cloud has its silver lining," or as Milton has it:—

"I did not err, there does a sable cloud
Turn forth her silver lining on the night."

"The early riser's double fortune," is well expressed in our good old English speech, "the early bird catches the worm," for which our German cousins have, "Morgens-tunde hat Gold im Munde" (early morn hath a golden mouth); and quaintly does the Spanish turn the same, "Al que madruga Dios le ayuda" (God helps him who rises early).

Did time and space permit many other interesting coincidences might be pointed out and remarked upon, but "levis Fortuna" just now calls me hence, and I rest content with having called attention to the advantages of the study of comparative folk-lore.

As the Aryan village community still exists with many of its essential features unimpaired in Russia and the Slavonian provinces of Turkey in Europe, so it is but reasonable to suppose that a close study of Slavonian proverbs and folk-lore will enable us to see how our forefathers lived and thought "in the days when earth was young."

MONDAMIN.

THE VARSITY.

THE VARSITY is published in the University of Toronto every Saturday during the Academic Year, October to May inclusive.

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All communications should be addressed to THE EDITORS, University College, Toronto, and must be in on Wednesday of each week.

No notice will be taken of anonymous contributions.

UNIVERSITY LIBRARY MANAGEMENT.

On the 15th of March the editors of THE VARSITY sent out the following Circular to the Librarians of over sixty Colleges and Universities in the United States and Canada:

CIRCULAR OF ENQUIRY.

Office of THE VARSITY, University College, Toronto.

The Editors of THE VARSITY being desirous of obtaining a consensus of opinion from the Librarians of the leading Colleges in Canada and the United States, in reference to the best methods of popularizing the Library amongst students, would very respectfully ask you to reply to the following questions:—

1. Is your library open freely to students? If so, at what time, and upon what conditions?
2. Is your present system satisfactory?
3. How, in your opinion, can a University Library be made of most use to the students?

Up to the date of the present issue, answers have been received from twenty-five Librarians. We append the replies exactly as they were received:

(1.) HAVERFORD COLLEGE, Pennsylvania, U. S.—Allen C. Thomas writes:

1. Yes; 7½ hours daily. Free access to shelves. Books can be taken out, except books of reference (generally so recognized—Dictionaries, etc.), and specially reserved books, rare books, etc.

2. Yes, in main outlines; could be improved in some points with larger funds at our disposal.

3. By having an intelligent librarian, professors who will co-operate with him, and with whom he can co-operate. A librarian who will be pleasant, willing to offer his help, yet not officious, sympathetic and wide in his tastes, who "brings wide outlook where he goes." The Librarian should keep the run of the subjects interesting both the students and instructors, find out what there is in his library bearing on such subjects, and be ready to give information, or better, post up references, etc.

(2.) BROWN UNIVERSITY, Providence, R. I., U. S.—Reuben A. Guild writes:

1. Yes. From 10 a.m. till 4 p.m. Saturdays, 10 till 1. Vacations—on Saturdays, 10 till 1. Each student pays \$5 per year. Professors and members of the corporation free.

2. Entirely so.

3. By using it as a reading room, as a library for reference, and a library for circulation: and by allowing students and professors FREE ACCESS to the shelves.

(3.) UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pa., U. S. Gregory B. Keen writes:—

1. Yes. From 9 a.m. to 5 p.m., on days when the University is in session.

2. Yes.

3. By giving them the greatest freedom of access to the books.

(4.) WILLIAMS COLLEGE, Williamstown, T. H. Safford writes:—

1. Five hours daily, 9-1, 2-4, during term time.

2. Yes, as far as it goes. We are continually improving it.

3. By a card catalogue, and plenty of assistant librarians who can help students to find books; by co-operation of the professors in directing students' reading, and by other means too numerous to mention. All these require money in abundance.

(5.) INDIANA UNIVERSITY, Bloomington, Ill., U.S. Wm. W Spangler writes:—

1. Yes, every day of college recitations, from 8 a.m. to 5 p.m., and Saturdays till noon. Students and faculty have all free access to everything in the library and reading room, and may borrow books for home use.

2. Quite so. Only hindrance comes from some who thoughtlessly keep books longer than the two-weeks' limit, because there are no fines imposed.

3. Justin Waisor, of Harvard Library, and Otis H. Robinson, of Rochester University, have fully answered this in a pamphlet, "College Libraries as Aids to Instruction" (Circular of Information, No. 1, 1880), issued by the U. S. Bureau of Education (which see).

(6.) UNIVERSITY OF VIRGINIA, Va., U.S. James B. Baker writes:—

1. It is. From 9 a.m. to 1 p.m. and from 3 p.m. to 5 p.m. every day of the week except Sunday. Each student can have out 3 volumes at the same time, to be returned in 2 weeks; can be renewed if not called for by another; not more than 3 renewals. Fine of ten cents a day on each volume kept out over 2 weeks.

2. It is.

3. By giving them free use of it, under such conditions as may be found necessary.

7. HARVARD UNIVERSITY, Cambridge, Mass., U. S. Justin Waisor writes:—

1. Open to students 7 days in the week. Unrestricted access to shelves holding 7-8000 volumes. Admitted to the main library for good reasons. Can draw books from all. Members of the University the only condition. There is the main library and 22 other libraries connected with departments, laboratories, and class-rooms, and these subsidiary libraries have from 100 to 25,000 volumes each, and students have the privileges of all, so far as their specific studies lead them.

2. Yes.

3. Our system represents our views in this respect.

(8.) IOWA STATE UNIVERSITY, Iowa City, U.S.—Mrs. Ada North writes:—

1. Yes. From 8 a.m. to 5 or 6 p.m., for all students to draw books or consult them. Seniors admitted at all times to shelves; under-class men on Friday and Saturday. Large list of reference books placed in the Reading Room and accessible to all.

2. Yes. Students resort constantly to the library and our catalogues, indexes, classification, and other aids, with much of the personal assistance of the librarian, securing a very general use of our resources.

3. Through great freedom of access, through cataloguing, indexing, and the combined efforts of librarian and professors to direct and arouse enthusiasm in the use of books.

(9.) AMHERST COLLEGE, Amherst, Mass., U.S. Wm. J. Fletcher writes:—

1. Yes. 9 to 5 daily. Condition—Good behaviour only.

2. Highly so.

3. By intelligent librarianship, working in close relations with the Faculty, and by a generous use of reference to the library by the Faculty themselves in their teaching work.

(10.) CORNELL UNIVERSITY, Ithaca, N.Y., U.S. Geo. Wm. Harris writes:—

1. Yes. From 8 a.m. to 9 30 p.m., in term time; 9 a.m. to 5 p.m. in vacation. Free to all as a reference library. Access to the shelves is restricted to those who have special permission (see printed regulations sent herewith). Reference books are in open shelves accessible to all.

2. Fairly so. Our present limited quarters prevent us from placing a much larger number of reference books in open shelves, and the neglect on the part of students to replace books on the shelves gives rise to some inconvenience.

3. The most important requisite is a good catalogue, but the greatest usefulness of the Library can be attained only by co-operation on the part of the professors in directing and guiding the reading of the students, and by readings on the part of the librarian to help students in their researches. We have found that the students are greatly helped by the preparation of lists of references to the more important books and articles on the subjects assigned by the professors for essays in literature and history. Forty-eight such lists were prepared last year by the assistants in the library.

In a University library, where the number of students is large, the disadvantages arising from free access to the shelves will be found to outweigh the advantages, and the usefulness of the library will be diminished rather than increased by permitting free access. There should be a large collection of standard works in all departments on open shelves to which all readers should have unrestricted access, but the great bulk of the books in a large library cannot be safely thrown open to all readers without causing endless confusion, and interfering greatly with the prompt delivery of books when called for. At the same time it is very desirable that advanced students should be permitted every facility possible in looking up authorities, etc., and to satisfy the needs of such students, you will see by the printed regulations enclosed, we have provided that any student of the two higher classes engaged in work requiring special research can obtain from the professor under whom he is working, a recommendation for admission to the shelves, and receives from the librarian a ticket (like the one enclosed) which admits him to the shelves in the particular department of the Library in which he is interested, for a limited time (usually from ten days to two weeks). He thus has all the advantages during that time of free access to the shelves and is able to see just what the library contains on the subject in hand, to look through the books, and learn which will be of the most use to him. Last year 164 of these admission cards were granted. I must add, however, that, notwithstanding the repeated injunctions to students having these cards to exercise care in returning books to their proper places on the shelves, complaints are made that books are now much more frequently found out of place than was the case before the custom of granting these cards was established.

As to the comparative advantages of circulating and reference libraries, opinions differ greatly, and much depends upon circumstances. In any case a large proportion of books must be kept strictly for reference purposes, and with the introduction of modern seminary methods this proportion tends to increase. Where there is a good circulating library in the neighbourhood, to which students can go for general reading, the University library is likely to be more useful if it is maintained as a reference library to which students can go with a reasonable certainty of finding the books they want, when they want them, instead of waiting a week or two for their return, as is likely to be the case in a circulating library. Of course, a circulating library should be open every day, and all day.

(11.) VICTORIA UNIVERSITY, Cobourg, Ont. L. E. Horning writes :

1. Our library has been opened to students on deposit of a small guarantee, and payment of small library fee.
2. No.
3. On the German plan of professorial work with students in the Library.

(12.) DARTMOUTH COLLEGE, Hanover, N.H., U.S.—M. D. Bisbee writes :

1. Yes ; each class is admitted to the shelves one or two afternoons each week, but not to remove books without permission.
2. No. It is impossible to enforce the rules.
3. In my opinion it will always depend chiefly upon stimulating the students to interest in and, the large use of the library. Then make your library as free as possible, putting the boys on their honour, and being always ready to advise them.

(13.) WESLEYAN UNIVERSITY, Middleton, Conn, U.S.—L. Oscar Kuhus writes :

1. Yes ; students are permitted to use the library very freely. Access is given directly to the shelves. Two books may be taken out at one time, and kept for two weeks. Open from 10-1, and and 2-4 daily, except Sunday.
2. With the present condition of finances, Yes. An increase in library funds would, of course, increase the usefulness of the library.
3. By applying, as far as possible, to the College library, the numerous means of usefulness used by public libraries. The librarian can do a great deal by personally advising and directing the student.

(14.) UNIVERSITY OF MINNESOTA, Minneapolis, Minn.—William W. Folwell writes :

1. Our library and reading-room are open daily from 8 a.m., till 4 p.m. to all persons. Students also borrow books for 17 days (two weeks and over Sunday).

2. Yes. But if we could afford the expense we would open from 8 a.m. till 10 p.m.

3. Have a librarian who knows books and who knows students. Give him help enough in his routine and mechanical work so that his best efforts may go to directing and assisting students. One hour with such a librarian among the books may do a student more good than months of so-called study. Such things cost ; but they pay, if anything does.

(15.) UNIVERSITY OF VERMONT, Burlington, Vt., U.S.—L. Sears writes :

1. Library hours, 8.30 to 12.30, and 2 to 5. Students have free access to shelves. Can take three books at a time. More, on special subjects. Time, 2 weeks, and renew for two. Fines, 3 cts. a day. 35,000 volumes. Reading-room in library.

2. Yes.

3. By having a librarian who is willing and anxious to help students. By frequent suggestions and references from the professors in their departments. By a well-kept Card-Catalogue, and all reasonable means to facilitate research, and offer as few delays as possible.

(16.) LEHIGH UNIVERSITY, S. Bethlehem, Pa., U. S.—W. H. Chandler writes :

1. Yes. 8 a.m. to 10 p.m. Seniors admitted to the alcoves. Books not taken from building by students.

2. Yes.

(17.) UNIVERSITY OF THE CITY OF NEW YORK, New York, U. S.—H. M. Baird writes :

1. Yes. From 2 to 4 p.m., daily, except Saturdays and Sundays ; and on other evenings from 8 to 10.

2. I believe that it is.

3. I have no suggestions to make.

(18.) OHIO STATE UNIVERSITY, Columbus, O., U. S.—Samuel C. Derby writes :

1. Our library is open for consultation and drawing books from 8.45 a.m., until 5 p.m., five days in the week. There is no library fee. All students can use the library.

2. Not wholly so ; but the deficiencies in the execution of the plan are more marked than any weakening in the plan itself, for which, however, no special excellence is claimed.

3. By admitting them to it freely day and evening ; keeping it carefully catalogued ; exhibiting conspicuously the most recent additions ; employing well-trained and obliging librarians, and by University instructors referring their students to the library for further and fuller information upon the subjects treated in the lecture-room.

(19.) UNIVERSITY OF SOUTH CAROLINA, Columbus, S. C., U. S.—John G. Barnwell writes :

1. Yes. From 9.30 to 1.30 daily. A student is allowed to take out books 3 days in the week ; can have 3 volumes and keep them 3 weeks, except books of reference, etc.

2. Reasonably so.

3. Having been librarian only one year I have had not much experience on this broad subject. The hardest students do not take out the most books, or frequent the library most. *Outside of novels* the use of the library depends more on the Professor than on the library rules.

(20.) UNION COLLEGE, Schenectady, N. Y., U. S.—The Librarian writes :

1. Library open to students daily from 9 to 12.30, and from 2 to 5.

2. Present plan works well enough.

(21.) SYRACUSE UNIVERSITY, Syracuse, N. Y., U. S. Wellesley Coddington writes :—

1. Free, purely a reference library, not circulating. Books to be used *in* library rooms only, and during hours between 9 a.m. and 6 p.m.

2. It is not satisfactory.

3. By making a library both reference and circulating. Two-thirds to be reference works, to aid the departments ; one-third to be circulating works in general literature and *belles-lettres*.

(22.) NEVADA STATE UNIVERSITY, Reno, Nev., U. S. LeRoy D. Brown writes :—

1. Open from 10 a.m. to 4 p.m. Room must be kept quiet and orderly.

2. Perfectly satisfactory when librarian, who is also an instructor, is in the library.

5. Students in recitations, lectures, and addresses should have attention called to topics treated of in reference books. Occasionally students should be sent to library to look up a subject. Debates and literary society work are helpful in same direction.

(23.) TUFTS COLLEGE, College Hill, Mass., U. S. Helen L. Mellen writes :—

1. The library is open freely to students from 9.30 to 12.30, and from 2 to 5, on week days, except Wednesday and Saturday afternoons.

2. Sometimes the students and others grumble because the library is closed those two afternoons, but there is only one person in charge.

3. By allowing free access to the books upon the shelves ; and, I presume, lectures to the students upon books, and how to use them would be useful, but I cannot say from actual experience.

(24.) UNIVERSITY OF MICHIGAN, Ann Arbor, Mich., U. S. Raymond C. Davis writes :—

1. Library open (as reference library) "to all persons who preserve good order,"—no other condition ; from 9 a.m. to 6 p.m., and from 7 to 9.30 p.m.

2. Fairly so, but not entirely so.

3. By keeping it open as many hours as possible ; by stocking it with good books ; by making the contents of the books known to readers through the catalogues, and other bibliographical aids, and by *personal effort*.

(25.) OBERLIN COLLEGE, Oberlin, O., U. S. Azariah S. Root writes :—

1. Yes. 9-12 a.m., 1-5.30 p.m. Students allowed to go directly to shelves.

2. Fairly so.

3. (a) By simple catalogue and arrangement.

(b) By reserving important works for class consultation.

(c) Freedom of access to shelves.

(d) Accessible librarians.

The above are the replies to our circular which have been received up to date. Next week we shall insert such as may come subsequently.

The Librarians who have given their views upon the question of library management are unanimous in favour of a liberal and progressive policy. The majority, it will be seen, favour the principle of allowing students great freedom of access to the library and to the shelves directly. All seem to be of opinion that Faculties, Librarians, and students should work cordially together, and that upon the two former rests the responsibility and duty of making the library popular and useful.

The symposium which THE VARSITY presents to its readers this week will be found to be interesting and instructive reading. It shows pretty accurately the drift of University sentiment regarding the use that is, and that may be made of College libraries. It collects together many valuable opinions upon library economy and improved methods of library management. It will not, we trust, be without effect upon the Library Committee of our University Senate. All we ask is that its collected wisdom may be attentively studied, and that where obvious improvements are pointed out or suggest themselves, they will be considered in a liberal spirit, and acted upon forthwith in an energetic manner, so that our Library may be kept abreast of the times, and be made—as it easily can be—one of the most popular and useful institutions connected with our University.

LIBERTY OF THE COLLEGE PRESS.

The faculty of Victoria University has, in our opinion, made a grave mistake in suspending two of the editors of *Acta Victoriana* because of the publication of certain criticisms in that paper upon college matters at that institution.

We are not concerned with the merits of the particular dispute between the Faculty and the college paper which occasioned the suspension of the editors ; but the action of the Faculty has raised

a very serious question concerning college journalism and college discipline which affects students in general and college editors in particular.

It is, in effect, this : Are the editors of college papers to be allowed to criticize the governors and the government of their colleges or not? The Faculty of Victoria says No ; the editors of *Acta*, say Yes.

The first question that naturally arises is this : Are college editors, *as such*, amenable to discipline for opinions expressed in their papers? We say No ; and for the following reason : In almost all cases the college paper is free and independent ; it is supported and managed by alumni and students, either as the organ of some literary or other society, or as the private property of individuals. Under these circumstances the editors are responsible for the conduct of their paper—not to college authorities—but to the members of the society or to the individuals who own the paper.

The only right which college authorities have is a moral one, and one only to be exercised in very extreme cases : to refuse official patronage or countenance, and to make the public aware of such a refusal. Beyond this, the exercise of college discipline—applicable in reality only to infractions of rules and regulations—becomes an act of tyranny which naturally excites opposition.

The next point is this : Are college editors responsible as individuals to the authorities for any editorial utterance or utterances. We again answer No. To admit such a principle would be to do away with a great and recognized journalistic prerogative. With a Board of Editors, the editorial opinions of the paper are supposed to represent their unanimous voice, and to single out individuals at will as specially guilty or blameworthy, is at once arbitrary and contrary to the rights and privileges of journalistic procedure.

In connection with this point, the practice of some papers to divide and localize editorial control is a mistaken and unwise policy. While such a thing may be done by tacit consent of the Board, yet the editorial utterances of the paper should always be anonymous as well as unanimous. Otherwise their force is weakened, their character localized, and their binding influence destroyed.

In the case of the editors of *Acta Victoriana*, the Faculty seems to have acted in a peculiarly arbitrary and high-handed manner. At the instigation of one of its members—who took offence at an editorial paragraph criticizing his department and methods—that body took official cognizance of the article, and so far as reported, without enquiry into the question of its truth or justification, and without investigation or trial, demanded a retraction and apology. This being refused the editors were summarily suspended and will doubtless lose their year in consequence.

In refusing to comply with the demand of the Faculty, the editors of *Acta* adopted a course quite in accordance with ordinary journalistic practice, and the only one compatible with dignity and common sense.

By its action the Faculty has laid itself open to the charge of acting in a personal rather than a judicial capacity ; have exposed themselves to public censure, and have compromised the weight and dignity of their authority.

If college papers are to be the mere mouthpieces of authority, and college editors the obedient humble servants either of Senate or Faculty ; if the rights and privileges of free speech and outspoken criticism are to be denied or curtailed, then there is an end to independence and the liberty of the college press.

For any editorial indiscretions or violations of good taste the silent but potent force of university sentiment and opinion—not the violent action of the authorities—is the safest cure and the best corrective.

THE VARSITY tenders to the editors of *Acta Victoriana* its heartiest sympathy in the crisis through which they are now passing.

We endorse likewise the position taken in defence of the rights and privileges of college journalism, and earnestly hope that the Board of Regents of Victoria University will revoke the mandate of expulsion, and reinstate the editors of *Acta Victoriana* to a position which they have forfeited through the ill-considered and arbitrary action of the Faculty of that institution.

UNIVERSITY AND COLLEGE NEWS.

All reports from Societies must reach us by noon on Thursday to secure insertion.

TO SUBSCRIBERS.

Subscriptions to THE VARSITY for the current year are now due. The treasurer desires that all accounts should be paid immediately. Subscribers living at a distance will much oblige by remitting direct to Mr. J. S. Johnston by post-office order or otherwise.

THE COBourg LOOK-OUT.

Upon learning of the suspension of Messrs. McLaughlin and Langford, respectively, Editor-in-chief and Local Editor of *Acta Victoriana*, the Editors of THE VARSITY addressed the following message to them:—

"We heartily sympathize with the *Acta* Editors and endorse the stand taken.—EDITORS THE VARSITY."

The following response reached THE VARSITY soon after:—

"Thanks. Hope to vindicate the rights of college journalists yet.—MCLAUGHLIN AND LANGFORD."

ENGINEERING SOCIETY.

The Engineering Society held its annual meeting in the School of Science on Saturday evening, the 31st March. Reports of General Committee, of secretary-treasurer, of librarian and of the auditors were read. The election of officers resulted as follows:

President.....	H. E. T. Haultain
Vice-President.....	T. R. Roseburgh
Secretary-Treasurer.....	W. Eamen
Third-year Councillor.....	T. Wickett
Second-year Councillor.....	C. E. Peterson
Corresponding Secretary.....	F. X. Mill

Retiring president Prof. Galbraith and others addressed the meeting. A thousand copies of the society's annual pamphlet, containing the papers read before the Society during the year, have been published, and will be exchanged for the papers of other engineering societies throughout Canada and the United States.

MATHEMATICAL AND PHYSICAL SOCIETY.

The annual meeting of the Society was held on Tuesday afternoon, April 3rd., in the west end lecture room. The annual reports of the treasurer and of the general committee were read and approved. The elections for officers resulted as follows: President, A. C. McKay, B.A.; Vice-President, D. Hull; Sec'y-Treas., C. A. Chant; Corresponding-Sec'y, A. W. Campbell; 4th Year Councillor, J. McCallum; 3rd Year Councillor, T. H. Whitelaw; 2nd Year Councillor and Mr. Mulvey, the meeting adjourned. Mr. Mulvey has filled the president's chair for the last two years, ably and acceptably, and retires with the thanks and best wishes of the Society.

UNIVERSITY LIBRARY MANAGEMENT.

In the reply which the Librarian of Cornell University sent to THE VARSITY'S circular (see No. 10), reference is made to the regulations which govern the Library of that institution. Mr. Harris was good enough to send a copy of the printed regulations, part of which are here re-produced:—

"For students of the University and others the Library is strictly a reference library. Graduate students are admitted to the alcoves, and, upon the recommendation of the professor in any department, members of the Senior and Junior classes engaged in work requiring special research, are granted admission, for limited periods, to the alcoves, for purposes of consultation and investigation.

"All Graduates and Seniors have free access during Library hours to the collections in the Seminary Room (adjoining the main Library), containing the current numbers of one hundred and fifty of the principal historical, literary, and philological periodicals, and some two thousand volumes of works relating to American History, English History, and Political Science, selected with special reference to the needs of students engaged in advanced work.

"All Undergraduates have unrestricted access to the collection of encyclopedias, dictionaries, and general works of reference in the reading-room, and also to the cases containing the works re-

served from time to time by professors for the use of classes. Other books desired by students are supplied by the attendants, who are instructed to give every assistance in their power to those who use the Library."

The Card "of Admission" also referred to by Mr. Harris, contains on one side instructions to the holder as to the shelves and the press marks on the books. On the other side, in addition to library a blank for the holder's name, the dates and the special department of the library he wishes to consult, the following notice is printed:

"This permission, good only for its date, entitles the bearer to consult the shelves in the department specified, and such shelves only; the general freedom of the library being expressly reserved. This ticket must be shown on the demand of any officer, and must be surrendered on passing out. It is absolutely required that books must be returned to their proper places according to shelf marks."

"Mr. Wm. W. Spangler, of Indiana State University, in his reply (see No. 5) refers THE VARSITY, for further information in answer to query No. 3, to a pamphlet on "College Libraries as Aids to instruction," by Justin Winsor and Otis H. Robinson, (*Circular of Instruction, No. 1, 1880*, issued by the U. S. Bureau of Education. The following extracts are taken from this circular. Justin Winsor says: "To fulfil its rightful destiny, the library should become the central agency of our college methods, and not remain a subordinate one, which it too often is. It is too often thought of last in developing efficiency and awarding appropriations; committed very largely to the charge of an over-worked professor, who values it as a help to his income rather than an instrumentality for genuine college work; equipped with few, or even without any, proper appliances for bibliographical scrutiny; and wanting in all those administrative provisions that make it serviceable to-day and keep it so to-morrow.

"The proposition, then, is to make the library the grand rendezvous of the College for teacher and pupil alike, and to do in it as much of the teaching as is convenient and practicable. This cannot be done with a meagre collection of books indiscriminately selected, with an untidy, ill-lighted, uncomfortable apartment. The library should be to the College much what the dining-room is to the house—the place to invigorate the system under cheerful conditions with a generous fare and a good digestion. It may require some sacrifices in other directions to secure this, but even under unfavourable conditions the librarian can do much to make his domain attractive."

"If the librarian and his co-adjutors, the instructors of the College, are to work for a common end effectually, the collection gathered about them must be catalogued. This means no rough work of the auctioneer's kind, but scholarly and faithful inquiry embodied in a fixed and comprehensive method. Every book must be questioned persistently as to its author, its kind, its scope, its relations to all knowledge. Answers to all these questions must be made record of, once for all. Let not the cost frighten; a library without such an index is no library, but a mob of books."

Otis H. Robinson, of Rochester University, writes:—"The idea that a college librarian may serve the classes as an instructor quite as successfully as the professor of Latin or of Mathematics, is beginning to take root. It is beginning to be understood also that teachers can make an important use of the library in giving their regular instruction. In many places the libraries are becoming so large that careful attention must be given by readers to selection. The time has passed when a smart reader could exhaust the resources of a library on a given subject in a few weeks. Time is lacking now, not books."

"When all these means have been provided—cyclopedias and dictionaries in abundance, catalogues and indexes in the most perfect order, and all the appointments of the Library convenient and attractive—we have but opened the door and made the access easy. It remains to awaken and direct an interest in the books, for very few students will become regular and systematic readers merely from a sense of duty, whatever may be their facilities for finding the best reading when they want it. The trouble is, in many cases, that they do not want it. The want must first be created and then supplied. How is this to be done? We believe that it cannot be done well by shutting up the cases and requiring the student to stop with the cyclopedia, catalogue, and index, and depend on an assistant librarian for the rest. This would be paving the road to the library and forbidding anyone to travel it. Education is best when it stimulates inquiry, gives it in the right direction, and answers it. It is not idle curiosity which prompts a young man to take down books and turn them over. If he is a student it is the curiosity which he ought to have and to indulge. There is danger in it. This no one will deny. We have often seen books worth \$50 to \$100 taken down from the shelves, turned over for half an hour, and put up again, with no more care than would be given to those which could be replaced for 50 cents. It has cost us a shudder. But then we have remembered that those costly books were here to be used, and that the student was here to use them, and if it were not for his curiosity and his freedom to gratify it, both these ends would very likely be defeated. And we have remembered also that the student may be one of the scholars of the next generation, and that he may be beginning here a life work among books, and that the whole course

of a distinguished life may be determined by the opportunity given in these alcoves. If he fails to appreciate the rare old volumes, to understand their place in the history of science or literature, it is likely to be the fault of his teachers and his opportunities quite as much as his own."

Y. M. C. A. NOTES.

ONE THOUSAND STUDENTS AT NORTHFIELD!

Why not? Mr. Moody strikes the key-note by expressing the wish; can we not respond by furnishing the men? How the object lesson of one thousand college men, gathered for two weeks of Bible study, under some of the grandest leaders in the Lord's hosts, would inspire the Christian world and quicken us to attempt greater things for the Kingdom of Christ! Those who have attended either of the two meetings already held, need no special urging to come to Northfield again this year. With very many the item of expense is quite an important consideration. One dollar per day will be charged for room and board; sixty cents per day for table board. Thus, the entire expense for the thirteen days at Northfield need not exceed fifteen dollars, including an allowance for incidentals. This can be reduced one-half by tenting, and providing your own meals; or quite an item can be saved by tenting and taking your meals at the dining-halls. Add to the expense at Northfield your car fare and travelling expenses, and you have the whole amount. Why not start out with the idea of camping? One hundred or more tents on the Seminary grounds, representing so many colleges, would be an interesting sight. If one thousand students are in attendance, certainly two-thirds of them will be obliged to camp. Make it a popular thing at the outset, and incidentally lessen the expense.

A FOREIGN DELEGATION.

Students from the English and Scotch Universities have been cordially welcomed at the Summer School in previous years, but there is promise of a much larger delegation this season, for Mr. Wishard will spend April and May in Great Britain, and will have opportunity, we hope, to extend such a personal invitation to the students of the Universities of the United Kingdom, as will ensure the larger delegation so much to be desired. The Seminary grounds, of about three hundred acres, and the Seminary buildings, all new and nicely furnished, and provided with all modern conveniences, are placed by Mr. Moody entirely at our disposal. Not only that, but elaborate changes and improvements will be made in both buildings and grounds, to adapt them more completely to the purposes of the student guests. Athletic grounds will be laid out, and, as last year, the afternoons will be entirely given up to recreation.

ATHLETICS AT NORTHFIELD.

A. A. Stagg, of Yale University Association, the pitcher on the University Nine, having taken the chairmanship on the Athletic Committee, we may expect a lively time in that department of the Northfield meeting. Tennis, base-ball, foot-ball, swimming, and all the popular outdoor athletic sports, will be fully provided for. It should be remembered in this connection, that the afternoons are left entirely open in the Northfield programme for recreation. Mr. Stagg will associate with himself on this committee other prominent college athletes, and they will have charge of all athletic arrangements for the thirteen days' meeting. The grounds will be carefully studied and laid out beforehand, and suggestions and plans will doubtless be sent to the different College Associations in season.

WHO ARE ELIGIBLE AS DELEGATES TO NORTHFIELD?

This question has been asked by a number who had the idea that only *active members* of College Associations could attend the Northfield Students' Meeting in July. While the majority of the delegates will doubtless be of that class, owing to their greater interest in Bible study, yet the invitation is heartily extended to all students who have an honest desire to avail themselves of the real benefits of this meeting.

Some members of our College Associations may be planning a trip to Europe for the summer vacation. If so, and your programme is sufficiently flexible, why not join the American party of the World's Conference of Young Men's Christian Associations, to be held at Stockholm, Sweden, August 15-19? The date of departure is July 21st, a special rate having been secured for delegates and their friends by the "City of Berlin," which sails from New York

for Liverpool on that day. For full particulars concerning rates, conveniences, proposed excursions and programme of the World's Conference, apply to George A. Hall, 52 East 23rd Street, New York City.

EXCHANGE NOTE.

The Adolphian, from Brooklyn, has apparently given up its custom of presenting a frontispiece every month to its readers. These pictures used to be quite a feature of *The Adolphian*. In the January number of this paper there is an excellent article on "The Much advised Girl," written by Miss Lily P. Barstow, one of the editorial staff. Miss Barstow pitches into the "crusty old bachelors, the young theologians, the sarcastic journalists who constitutes themselves Advisers of Girls," and asks What do they know about them? But while crusty old bachelors, callow curates and sarcastic journalists may be too much given to advising girls, yet, if our memory serves us aright, Marion Harland, Ella Wheeler Wilcox, and Harriet Beecher Stowe usually fill a dozen columns or so each week in giving "pointers" to girls on behaviour and dress. But the article is good and perhaps not unnecessary at the present time. Miss Barstow is to be commended for her courage.

ANNOUNCEMENT.

THE VARSITY is conducted by undergraduates of the University of Toronto, and will appear every Saturday of the academic year. It aims at being the exponent of the views of the University public and will always seek the highest interests of our University. The Literary Department will, as heretofore, be a main feature. The news columns are full and accurate, containing reports of all meetings of interest to its readers.

The next issue of THE VARSITY will be the last regular number for the current academic year. A special number will be issued, as usual, on Commencement Day, June 12th. The present issue contains Professor Galbraith's article on Engineering, being No. 8 of our Professional Series. Next week will appear Nos. 9 and 10 of the series, being respectively, the paper on "Mercantile Life," by B. E. Walker, Esq., and that on "Agriculture," by Professor William Brown, of Guelph.

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DI-VARSITIES.

A village preacher, rebuking his hearers for their readiness to speak evil of their neighbours, told them they had something to say against every letter of the alphabet but one. He remarked, "You say A. lies; B. steals; C. swears; D. drinks; E. quarrels; F. brags; G. goes into a passion; H. gets into debt. The letter I is the only one against which you have nothing to say."

THE CONCISE IMPERIAL DICTIONARY.

"Although the etymological part is not the most important thing in a dictionary for popular use, it is naturally the first point which attracts the critic's attention, because it is in this department that the ordinary English dictionaries are most conspicuously wanting. A very hasty examination of THE CONCISE IMPERIAL is sufficient to show that it is at any rate far superior in this respect to all its rivals. Of course the book must be judged by the standard of the present state of philological knowledge, and the author's etymological remarks for the most part give evidence of sound scientific judgment and careful study of the most trustworthy authorities. Nearly all those of his derivations, which we should ourselves dispute, have been sanctioned by scholars of deserved repute, such as Professor Skeat, Eduard Muller, and Littré, in whose company it is pardonable to err. The "Hints on English Etymology," prefixed to the work, deserve very high praise. In the compass of only three pages the author manages to give a lucid and accurate summary of the mutual relationship of the Aryan tongues, and of the leading phonetic laws affecting the etymology of English words. Not only is Grimm's law described in some detail, with well-chosen examples, but wonderful to say, even Verner's law receives a passing mention, and in terms which are quite correct as far as they go."—Extract from a review in the *London Academy*, by Henry Bradley, the eminent philologist.

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Hearty Host (to Delicate Guest). Let
me give you a piece of this suet pudding,
my boy. It will do you good. The proof
of a pudding is in the eating, you know.
Delicate Guest (eyeing the pudding sus-
piciously). No, sir, pardon me. The
proof of a pudding is in the way in which
it digests afterwards, and—and I think I'd
rather not, thank you.

Mrs. Stingiman.—As you are going
to have the house done up at last,
Stingiman, this will be a capital oppor-
tunity, and I am determined to have a
greenhouse.

Stingiman (edging towards the door).
—Certainly, my dear; certainly! I
have no objection whatever! It will
look rather funny; but as far as I am
concerned, you can have the house
painted yellow or blue if you like.

Who wrote Shakespeare:—Hamlet
overheard Julius Caesar tell King Lear on
the Twelfth night after the Tempest that
Antony and Cleopatra had told Coriolanus
that Two Gentlemen of Verona were the
authors of Shakespeare's plays. Lear said:
You may take it As You Like It, but I
don't believe it, for I heard Romeo and
Juliet say Love's Labour was Lost when
Trolius and Cressida stole the Comedy of
Errors, and sold it to the Merchant of Ven-
ice for a cup of sack and a dish of cara-
ways. Timon of Athens and Cymbeline
were parties to the theft, and after drinking
Measure for Measure with the Merry
Wives of Windsor, told King James all
about it. Richard III., a competent critic,
said Bacon could not write even A Win-
ter's Tale, and Henry VIII. said that settles
it. So why make so Much Ado About
Nothing. Othello was busy discussing a
point of honour with Henrys IV., V. and
VI., and as Richard II. was absent Tam-
ing the Shrew, I could get no further evi-
dence as to who wrote Shakespeare, but
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"What you have said no doubt is true,
But small wives ain't all custard;
You'll always in small parcels find
Hot pepper, spice, and mustard."

Boarder. This milk seems awfully bad,
Mrs. Tabby; I never see a drop of cream
on it.

Mrs. Tabby. Well, I never! Why, that's
just the sign of good milk! The cream's
so rich and heavy that it sinks to the bot-
tom, and that's why you don't see it.

MUSIC.

There may be sweeter music than a
mother singing to her child, but it is never
heard on earth:

"Go to shla, me babby,
Shet yer eyes at wanst;
Yer the image of yer dadcy,
Go to shla—

Arrah, ef yer don't shet yer two eyes an'
shtop her howlin' thish blessed minnit, I'll
wring the neck o' ye—ye cross little patch!"
Yes, it is very sweet.

THE THREE DEGREES.

When a man takes a loaf of bread,
There's no appealing
Can make it anything
But simply stealing.

When some fat bank becomes the aim
Of thieves assaulting,
And loaded down the cashier skips,
Then it's defaulting;

But when a higher genius comes
To do the shearing,
And yanks a railroad or a mine,
It's financiering.

—*Boston Budget.*

THE WAY OF THE WORLD.

I had a pair of whiskers,
I shaved them off, and then
My friends, who'd thought them scraggy,
Straight wished them on again.
—*Whiskers.*

A WISE MAN.—Whoever, through
moderation and constancy, is at rest in his
mind, and in calm possession of himself,
so as to neither pine with care, nor to be
inflamed with desire, not coveting some-
thing greedily, nor relaxed with extrava-
gant mirth—such a man as that identical
wise man whom we are inquiring for; he
is the happy man to whom nothing in this
life seems intolerable enough to transport
him unduly.—*Cicero.*

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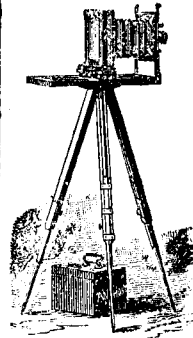
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