

VARSAITY

A WEEKLY JOURNAL OF

LITERATURE, UNIVERSITY THOUGHT AND EVENTS.

Vol. VI.

University of Toronto, Oct. 31, 1885.

No. 2.

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THE VARSITY.

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

The Annual Subscription, including postage, is \$2.00, payable before the end of January, and may be forwarded to THE TREASURER, J. EDMUND JONES, University College, to whom applications respecting advertisements should likewise be made.

Subscribers are requested to immediately notify the Treasurer, in writing, of any irregularity in delivery.

Copies of VARSITY may be obtained every Saturday at the Post Office Book Store, corner of Adelaide and Toronto Streets; and at J. P. McKenna's, 80 Yonge Street.

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

Contributions when not accepted will be returned if accompanied with a stamp for that purpose.

Topics of the Hour.

WE beg to call the attention of the proper authorities to the want of a sidewalk between the Gymnasium and the road leading to the University. This has been required for over a year, but so far nothing has been done. In wet weather this path is simply impassable, and makes a long detour necessary in order to get from the Gymnasium to the University. We hope the University authorities will have this matter attended to at once.

IN order that every Society be properly represented in THE VARSITY, and reports of all meetings regularly inserted, it is necessary that some one person should undertake this small duty.

Will each Society kindly appoint some one to do this, and will the individual appointed kindly send in his report by Wednesday afternoon at latest. This will ensure a fair amount of space in our columns to the various student organizations in connection with the College.

THE Business Manager and the Editors of THE VARSITY are gratified at the universal expression of approval of the appearance of the College paper. The general opinion seems to be that, in appearance, THE VARSITY is now unsurpassed among College journals. The Editors, however, would remind their friends that success depends very largely upon the subscription list, and they would urge upon every undergraduate the advisability, both for his own culture and the good of the paper, of subscribing at once.

THE Literary Society could undertake no better enterprise this winter than a series of high-class lectures and concerts in Convocation Hall. The experience of last year would suggest that these should be in reality managed by the students and not fictitiously so, through the management of an outsider. Social reformers, humorists, poets, eminent scientists, and divines all take the lecture platforms now-a-days and we should not be so slow as we have been in taking advantage of this proclivity. The society should authorize the committee to open correspondence at once with eminent American or Canadian lecturers, or Europeans who purpose visiting this continent shortly.

THERE is, we believe, a strong desire amongst the undergraduates of University College to have a dinner, which, while confined to and controlled by themselves, will not, therefore, exclude any graduate who may wish to take a seat at the festive board. Heretofore the undergraduates have been altogether overshadowed at the annual banquets. What the undergraduates wish is not so much a "banquet," as a "dinner," which, while as informal as possible, will be in keeping with the traditions of the past. We should be very glad to have an expression of opinion from the undergraduates upon this question, as we are sure that there is no element which needs more cultivation in and around our College than the spirit of sociability.

THE University College Glee Club has got under way again, and promises to be a most successful organization this year. The Club is to be congratulated upon its selection of a President. To no one, excepting perhaps last year's President, is the Club more indebted for the admirable position it has assumed as a musical society during the last few years than to Mr. A. G. Morphy. We understand that the Club does not at present contemplate the production of any work of as extensive a kind as was produced last year. They intend to confine their efforts to part singing, which, with the material in the Club, ought to be a most successful departure. We

understand that the Club is in great need of tenors, and as the membership is not limited, those undergraduates who are musically inclined are very strongly urged to identify themselves with our musical society at once. The Club has our best wishes for a most successful season.

It is within the power of the professors of University College to perform a gracious and beneficial service to the Province other than the duty which is discharged in their college lecture rooms. They might become the apostles and missionaries of culture and the higher intellectual life to the people. During the winter months they might occasionally visit the towns and larger villages of our province and deliver well-prepared addresses there on intellectual topics in the public halls. The benefits which might result from such a course are inestimable. The intellectual level of the whole body of their listeners would be elevated. Indirectly the strongest possible influence would be brought to bear in favor of university education, and the increased growth of such a sentiment means increased attendance and life and progress at our colleges. But the benign influences would not fall alone upon the people. A share would come to the professors. Their intellectual horizon would be widened and their sympathies deepened by such a course. In some cases race prejudices might be eliminated. Altogether then the outcome of such a movement could only be good and we should much like to see it in some measure adopted.

Leading Articles.

OUR INTELLECTUAL LIFE.

The *Educational Weekly*, one of our most valuable exchanges, had in a recent issue, a suggestive article on "University College—Its Intellectual Life." The writer shewed that the intellectual activity of University College was due entirely to the students themselves, who were not under any obligations to the Faculty, Council, or Senate for any real encouragement in their literary and scientific enterprises. That this is a just statement is only too evident. That the success which has attended the various independent undertakings of our undergraduates is due altogether to their own efforts is a source of pride and gratification to them. But this does not relieve the Council of the blame—to use no stronger word—which must attach to it in consequence of its inactivity and lack of practical interest in the highest welfare of the students. The general rule seems to be that no Professor thinks it worth while to do anything outside that special work for which he is engaged. True, there are one or two exceptions, but the spirit of enterprise and progress—at least so far as outward manifestation is concerned—does not pervade the Professorial staff of University College. What work is required of them is done, and done as well as at any other college, but beyond that—nothing, at least so far as helping to stimulate the progress of literary culture and scientific research amongst the students.

The Literary Society, in times past, made some efforts in the right direction, but with the graduation of those who were the promoters, the spirit of enterprise seems to have slumbered. The Society cannot be said to have been much profited by the experience of last year, which we hope will not be repeated.

What is wanted to quicken the intellectual life of our college is a course of vigorous lectures on social or literary topics—say one every month, or oftener, to be delivered by distinguished lecturers, resident or foreign, and by as many of our own Professors as are able and willing. Let the lectures be free to all, whether student or stranger, who may feel an interest in the subjects discussed.

As our contemporary pointed out, it is very strange that Professor Goldwin Smith, throughout the course of his long residence amongst us, has never been invited to deliver a series of lectures to our students upon those subjects of which he is the acknowledged master; while he has annually, without fee or reward, lectured to the students of Cornell University. Surely it is time that this reproach were done away.

It is humiliating to be compelled to acknowledge that the students of University College are indebted to the enterprise of various church organizations for the means of acquiring whatever literary culture they may possess. To what more natural source should they come than to their *Alma Mater*! Alas, to what more unresponsive guardian can they turn!

We trust that this state of things will not continue, but that in certain quarters there may be an awakening from the lethargy that

at present seems to hang over those in authority, and that the reproach to which we have briefly referred, will be speedily and forever removed.

THE SCHOLARSHIP QUESTION ONCE MORE.

WE had thought that Toronto university had outgrown its long clothes and that the academical nursery methods which had been so long in vogue in that institution were rapidly falling into disuse and oblivion. But the proposition of the vice-chancellor, now before the Senate, to increase largely the scholarship fund for matriculation rather breaks the illusion.

The principle of all such measures is undoubtedly wrong and it is to be hoped that the senate will not endorse it.

The motive of this particular proposition is obvious enough. The increase of scholarships is designed simply to lure high school students into the university. If there are no higher motives sufficient to cause candidates for matriculation to present themselves in larger numbers, then they are to be hired to come, out of a scholarship fund. This appears to be the simple truth of the matter.

Such a proceeding is entirely beneath the dignity of Toronto university. Minerva bribing the multitude with money is a spectacle for gods and men to weep over.

There is a better way. Let the university course in itself be made more interesting and intellectually profitable and many more students will crowd into it without the vicious inducement of scholarships.

Scholarships are vicious in their influence because they set up unworthy ideals before students, because they place a premium on dishonest study and because they discourage originality and independence of mental effort.

Let the notion miserably perish that the object of higher education is to make money or to acquire scholarly or professional distinction. There are those who have these things and yet are failures in the world. In all the essentials of the higher life of character, taste, and feeling, they are woefully lacking.

If any student who is naturally low-minded, finds that in Toronto university fame and money are to be his reward there is little likelihood that he will ever reach a higher ideal afterwards.

Even upon students of the higher minds the scholarship system has a pernicious influence. Their education becomes a matter of mere memory cultivation. They neglect weightier topics for the trifling multitudinous minutiae which count so well on the papers of incompetent examiners.

If a university has one function more than another it is certainly to encourage original research and individual and intellectual development. But to acquire scholarships students must usually sink individuality. Attainment of a scholarship may mean simply a judicious self-adaptation by the student to the individuality of the examiner.

In a worse way even than this the scholarship system tends to intellectual immorality. It may award the premium to words rather than to ideas, to the pretension of knowledge rather than the reality. A scholarship student need not care whether he understand the subject or not, so long as to the examiner he may seem to understand it. So that if he merely commit to memory a large and judiciously selected portion of his texts he cannot fail of the coveted prize.

The principle of scholarships was condemned a short time ago by a large majority of the vote of the graduates and undergraduates. Why does the vice-chancellor seek to perpetuate the system, especially when the funds can be applied to more legitimate purposes elsewhere and are urgently needed there?

HOW POLITICAL SCIENCE SHOULD BE TAUGHT.

In a valuable article contributed to a recent number of the *Varsity*, on "University Education in Germany," reference was made to the success of Dr. J. W. Bell, a Toronto graduate, at Leipsic, and to his subsequent appointment as Professor of History and Political Economy in the State University of Colorado. This institution is a new one, but it is influenced by the progressive spirit of the far west, and is already doing good work in the cause of higher education. Through the kindness of a friend we are permitted to produce part of a private letter in which Dr. Bell recently outlined the method of instruction which he pursues. It throws some additional light not merely on "the historical or comparative method" referred to in the article above mentioned, but also on the mode of teaching adopted by that greatest of living political economists, Roscher of Leipsic. Dr. Bell says:

"The study of Political Economy brings one into relation with all science, but especially with those sciences that treat of man. It is

impossible to study it alone; yet my work was chiefly on Political Economy, its growth in history, and its relation to the wider social science of which it forms a part, and less on its legal and legislative aspect. The 'plan' I follow here is to take a text-book (the worse the better in many respects), and spend six months at four hours a week going over it, questioning, discussing, arguing, in half-recitation, half-lecture fashion. The students have now grasped the general principles and learned to apply them, and this they do in original essays that are criticised by the class and summed up by myself. Next year they can profitably take up Mill's 'Principles' and Cairne's 'Leading Principles,' with reference to other works on certain topics. The third semester, and the last provided for in my plan so far, I intend reading with the class such works as George's 'Progress and Poverty,' Spencer's 'Sociology,' anything indeed to test previous training and compel independent thought. Original essays are read from time to time all the way through, and in informal lectures, whatever the text, I add a great deal of historical matter, *a la* Roscher, showing the growth and transformation of theory and practice. History and Political Economy go hand in hand here, for, before entering a class in Political Economy, pupils must have taken History at least two and a half hours a week for four years in the preparatory school, and will probably have done advanced work in the College. Other features are still wanting to make this a complete course in Social Science, but I think it fair for its age, and it seems popular even among the gentler sex."

There is a striking contrast between this feature of the young University of Colorado and the treatment which Political Science receives in our comparatively venerable institution. Nothing like an adequate curriculum has ever been prescribed by the Senate, and when the latter recommended the creation of a lectureship in Political Economy the College Council objected because the teaching of that science might be the means of introducing party politics into the institution.

Literature.

NOVEMBER.

SUMMER is fled, its fervid joys are over,
The winter days draw on;
No more we hear the bees among the clover,
The birds are gone.
The blue and golden autumn flowers are dying,
Dead leaves are falling fast;
Through the bare limbs the dreary winds are sighing
A requiem for the past.
Oh, gladsome past, thy joys we all remember,
Thy smiles and happy fears;
But now, alas, has come life's sad November,
A time for tears.
For spring shall soon restore the birds and flowers,
Green fields and sunny streams.
What power can bring again those vanished hours,
And youth's fond dreams!

A. STEVENSON.

A CHILD'S WORDS.

I remember once walking in the afternoon of a hot dusty day along one of the streets of a large city. It was a poor quarter; the street was narrow, and the reflected heat of its high bare walls came down without obstruction. As I passed a shabby house, I heard words and saw a sight I shall never forget. A ragged little girl of eight or more was sitting on the door step; and near her was playing a little boy of about the same age. The little girl as I passed, was sitting with her hands folded in her lap, her head thrown dreamily back, and her eyes looking up with childlike longing into the sky above, while over all her face shone the light of a vague hope. Half conscious of the boy at her side she breathed out the longing within her in words, simple baby words, which have branded themselves on my soul. "What if you was as high as the sky — and all of us!" The little face still looked upward, the boy romped on, and a stranger passed, soul-saddened for ever by these simple words. God bless thee, child. Unawares thou'st

done a man good to his very soul, cleansing him of much petty meanness, and kindling in his heart the fire of thine own holy ambition. Thou'st made a better man of him. Oh, may thine own lot be a fairer one than I foresee; may thy pure upward longing ne'er be beaten down, rudely trampled in the mire; may it survive fair and pure that foul atmosphere in the midst of which thou livest—fair and pure as lilies of heaven. I thought it would be an awful thing if that flash of dear illusion were thine all, and advantaged only me. That thought, and the memory of those pure uplifted child-eyes, makes the brain almost tremble in madness.

We cannot fill those simple words fuller with meaning than the child did. To her they were the spontaneous expression of her longing after the high, the pure, the perfectly noble—that same blind longing that stretches out arms to heaven the world over—simple, undeniable fact that gives the lie to all systems of cold, selfish calculation—and yet, after all, inscrutable, thought-paralyzing mystery. Do we not all feel at times this longing after some absolutely pure and beautiful? Oh, "what if you was as high as the sky — and all of us!"

But the blasting misery of it is its hopeless futility to so many. The small compass of this world is full, heaped with ruined ideals, eyes that no longer see, hearts that no longer feel, lives whose ruin was extinguished before the dawn. What can it all mean?—or is it meaningless?—and the night of blackest despair closes in about the soul—until once more shines out like a star this inborn longing, and I hear as the watchword of highest duty that child's simple words: "What if you was as high as the sky — and all of us!"

R. BALMER.

IN AUGUST.

Wearied with chasing the butterflies,
And gathering wild flowers in her play,
The tired child rests by the lily pond;
Breathless, her hair tossed over her eyes,
She hears them with a pleased surprise—
Her playmates in the woods to-day,
Calling to her from far beyond
The brook, that murmurs its dreamy rune
Through the drowsy afternoon.
And resting on the grassy marge,
She views with well-pleased eye,
In a small harbor, anchored nigh,
The water-fairies' lily barge,
Which the little helmsman dragon-fly,
Perched on the stern, hath in charge;
And holding by the tufted grass,
And by the wild vine's trailing strand,
She stretches out her eager hand,
Wishing to take the shining bowl
On which the longing of her soul
Hath settled like the dragon fly,
Whose slender, azure body's rest
Shows, against the lilywhite,
As might a blue vein wandering by,
Upon the child's own soft white breast.
She woos it nearer still to glide,
And just her finger-tips
Can touch its silvery side,
But on the touch adown it dips,
And over the little waves doth slide,
As riding at their anchors ships,
Upon the drifting of the tide,
Swing slowly 'round in circlings wide...
With smiling lips she looks and sighs,
The light of longing in her eyes,
And reaching forth again she tries.
It circles out, the fairy boat,
'Mid the large leaves that round it float,—
Just sailing on so lazily,
That not the drowsy dragon-fly
Moves at his perch, nor stirs a wing
Into a moment's quivering.

W. J. HEALY.

PROGRESS OF MATHEMATICAL SCIENCE.

Inaugural Address delivered before the University College Mathematical and Physical Society, by President I. M. CLARK, M.A., October 13th, 1885.

Our Constitution says that the objects of the Society shall be the encouragement of original research in Mathematics and Physics, and the preservation of the results of such research. Many commence the study of the Higher Mathematics with the very mistaken idea that it is a perfectly developed and rigid science, and that the whole field of enquiry has been thoroughly explored. Of course no one who has studied with any degree of attention any one branch of Mathematics, would be guilty of such a gross misconception. Those of you who were privileged to hear the remarkably able paper read by Prof. Young, before this Society, last year, will entertain no doubts about the applicability to the present state of Mathematical science of Newton's statement, that we are merely gathering pebbles on the shores of the vast ocean of truth. Though the solution of equations has occupied the attention of men like Newton, Descartes, Fourier, Sturm, Lagrange, and Sir W. R. Hamilton, Prof. Young has succeeded in making a very distinct and valuable addition to our knowledge of the subject. As the result of patient investigation and study he has succeeded in discovering and proving a remarkable law of great simplicity governing the relations between the roots of rational irreducible equations of the higher degrees. Equally brilliant have been the discoveries of Prof. Young in regard to the solution of quintic equations. He has ended the debate as to the possibility of the algebraical solution of equations of the fifth degree, by determining a criterion of their solvability, and by effecting the general solution of all quintic equations which satisfy the criterion. In this connection I may also refer to the valuable work of Prof. Loudon, in applying geometrical methods to the discussion of the theory of thick lenses. Those of you who have mastered, or attempted to master the intricate algebraical investigations of the subject as given for instance by Parkinson, will appreciate what Prof. Loudon has done. His ingenious discovery is likely to effect a revolution in the teaching of the subject. These instances indicate the wide tracks of undiscovered territory yet to be explored by the mathematician and the physicist, and the rich treasures which reward patient investigation and research. Many of the departments of even pure mathematics are yet in their infancy. The physicist who has the most profound insight into the mysteries of nature, must still acknowledge in the language of Tennyson, that he is but—

"An infant crying in the night,
An infant crying for the light,
And with no language but a cry."

Even Geometry, one of the oldest of the sciences, and one of the "richest with the spoils of time," is yet capable of almost indefinite development. Notwithstanding the immense advances of recent years, one of the most pressing necessities of Mathematics is a more powerful calculus. Many of the processes of nature are so subtle and complicated that the resources of our present calculus are utterly incompetent to grapple with them. Here there is great need for the work of another Leibnitz, another Euler, another Bernoulli, another Wallis, or another Boole. And why, gentlemen, should not he be produced by University College? Astronomy, perhaps the grandest and most fascinating of the sciences, a science which has occupied the attention of many of the noblest minds of the past and is occupying the attention of many of the keenest intellects of the present, still offers scope for the untiring labours of future generations. The constitution of the sun is yet, to a large extent, a profound mystery. The unflagging industry of Kepler and the genius of Newton have made known to us many of the laws governing the solar system, and the history of the discovery of a new planet by Dr. Adams shows the advanced stage reached by Astronomical Science, yet treasures as rich as any yet found are waiting to reward the patient and bold explorer. What I have said of Pure Mathematics applies with equal force to the department of Physics. Marvellous as have been the advances made during the past hundred years, there is every reason to expect much greater advances during the coming century. Many problems in Acoustics remain unsolved, and many of its most interesting phenomena remain unexplained. For instance, no complete explanation of the action of the telephone, an instrument of great scientific as well as practical importance, has yet been given.

Notwithstanding the work of Rumford, Joule, Clausius and Maxwell, the Theory of Heat is yet incomplete. Above all does the intensely interesting subject of electricity offer magnificent opportunities for discovery. Not only is the successful study of this sub-

ject of immense importance from a purely scientific point of view, but it is in this direction that we may reasonably look for the most useful inventions of the future. In this connection Bacon's maxim that knowledge is power, is emphatically true.

I have said sufficient to impress on you some idea of the wide scope for original research offered by Mathematics and Physics. Allow me to add a few words as to the motives which should actuate us to engage in such research and investigation. First of all let me mention the love of truth for its own sake.

Every discovery in Physics tends to give us greater control over the forces of nature, and thus enable us to utilize the vast and apparently unlimited stores of energy laid up in Nature in ministering to the wants of mankind, and consequently in ameliorating their condition. The history of invention shows that the popular idea of the conflict between the theoretical and the practical is an illusion. In almost every instance an advance in theoretical knowledge has preceded and in fact rendered possible, the great useful inventions. As Lord Rayleigh said in his address to the British association in Montreal, last year: "Increasing knowledge brings with it increasing power, and great as are the triumphs of the present century we may well believe that they are but a foretaste of what discovery and invention have yet in store for mankind."

Work such as I have been referring to affords the most valuable mental discipline. The student who thoroughly masters some one point, who arrives at definite conclusions on any subject by the independent exercise of his own reason, does much to develop those qualities of mind, and I may add of heart, which are most necessary not only to the successful student, but also to the truly successful actor in the drama of life, Madame de Staël, to the contrary notwithstanding. Gentlemen, the problems of Mathematics are very like the problems of life. The patience, the perseverance, the quick perception of logical sequence, the distinctness of conception, and the habitual concentration of all the powers of the mind which are required and developed in the solution of Mathematical problems place their privileged possessor on high vantage ground in the battle of life.

Having said so much about the objects of the Society, let us discuss shortly the means by which those objects may be attained. The most important part of our proceedings should ever be the reading and discussion of papers written by members of the Society.

I have no hesitation in saying that the careful preparation of a paper discussing exhaustively some one point, and following out boldly to its legitimate conclusion one line of thought, is greater training, will do more to give one a liberal education, than the studying of half-a-dozen text-books with a view merely to examinations.

To those of you who excuse yourselves by saying that the present curriculum is so extensive, that the pressure of work is so great that no time is left for matters of this kind, I would simply say that where there's a will there's a way. In reference to the objection that it is difficult to select a subject for a paper which is not hackneyed, permit me to make a few suggestions. Members who have a taste for such work might with great benefit to themselves and to the Society write succinct accounts of the lives and work of some of the great mathematicians whose names mark epochs in the History of Science, such, for example, as Newton, Kepler, Galileo, Laplace, Descartes, Joule, Maxwell, etc., etc.

Then some of our papers might take the form of reviews or criticisms of new books on Mathematical subjects, such, for instance, as Stallo's work on the Concepts and Theories of Modern Physics, Tait on the Properties of Matter, or the Theories of Heat, or Young on the Sun. Any one of the great theories or laws of Mathematics or Physics, such as the Conservation of Energy, the Dissipation of Energy, the Mechanical Theory of Heat, the Dynamical Theory of Gases, the Kinetic Theory of Matter, or the Nebulous Theory of the Universe, offers abundant material for several interesting and profitable papers. Then such subjects as Fluid Motion, the Laws of Viscosity, the Constitution of Matter, the Theories of Gravitation, the Mechanism of the Sun, Reciprocal Polars, Has Space Four Dimensions? the Principle of Symmetry, the Methods of Reasoning employed in Mathematics, or the Relations between Mathematical Science and Invention and Industrial Progress, might be discussed.

While dealing with the subject of papers read before the Society I may point out the importance and desirability of establishing, in connection with our Society or with the University, a Journal corresponding to the American Journal of Mathematics. We have now an excellent general paper in the VARSITY, but from its very

nature purely Mathematical subjects cannot be discussed in its columns. It would be difficult to estimate the loss of prestige suffered by the University and by Canada on account of Professor Young and Professor Loudon being compelled to give the results of their investigations to the world through the columns of the American Journal of Mathematics.

The remaining feature of our meetings, namely, Physical Experiments, is deserving of greater attention than it has yet received.

It may not be out of place to remark here on the defects of our Laboratory and to point out that for the equipment and maintenance of a Laboratory worthy of the University and worthy of Ontario, the resources of the Province should be combined. The close proximity of the great American Universities with their magnificent endowments will ensure sufficient competition. One first-class Laboratory adequately equipped will tax to the utmost the resources of the Province. What a scandal that a great University should be without a telescope! At present there is scarcely any provision for teaching and investigating the great subject of Electricity. It is true indeed that through the efforts of Professor Loudon something has been done to remedy this glaring defect. In discussing this subject it must be insisted on that the function of a University is not simply to teach the body of truth already known and to train the students for the duties of life, but also to advance the cause of Science, to widen the horizon of our mental vision, and to extend the limits of human knowledge.

While however, regretting that our collection of instruments is not large, let our students see that the present valuable collection is utilized to the greatest possible extent. In conclusion, let me express the wish that the session of the Society now begun may be in every sense a successful one, that all our meetings may be interesting and instructive, that as the result of our work and of our discussions our love of the noble Science of Mathematics may be increased; in short, that we play well our part in the life of our College and University. That this may be accomplished, that the high aim of the Society may be in some measure attained, I ask with all confidence the hearty co-operation and energetic assistance of every member of the Society.

A VAGRANT JOKE.

He was a tramp, and seedy,
Who had been gathered in,
To keep his erring footsteps
From the paths of vice and sin.
To keep his nimb'e fingers
From freezing on to swag
The right to which was vested in
Some other party's bag.
And when the judge who tried him
Read out the law's purport,
Said he: 'You tramp, you've got no visible
Means of support.'
The vagrant pointed to those limbs
Where trousers ought to be;
The parts there were would eke require
A microscope, to see.
He pointed to the rents through which
The zephyrs gently blew,
And then unto the Court said he:
'Your worship, I have two.'
The judge, who dearly loved a joke,
He laughed right heartily,
And said: 'You dog, I'll let you off.'
And the tramp again was free.

F. B. HODGINS.

To exclude Chinese from coming to America is a species of native Americanism which we could understand, though we do not approve of it; but to demand the discharge of peaceable labourers already here, to expel them from employment, to make no provision even for their return home, to turn them over to beggary and starvation, and to do this in the interest of labour, simply defies all attempt at explanation, except that a multitude in a panic is never restrained by either judgment or conscience.—*The Christian Union.*

University and College News.

PROPOSED ENGLISH CURRICULUM.

BY WILLIAM HOUSTON, M.A.

(Continued from THE VARSITY of Oct. 24.)

JUNIOR MATRICULATION. HONOR COURSE.

1887. SHAKESPEARE, *Timon of Athens.*
1888. " *Julius Cæsar.*
1889. " *As You Like It.*
1890. " *Coriolanus.*
1891. " *Hamlet.*

FIRST YEAR.

1887. WORDSWORTH, *Excursion (Book I.); Lines Composed Above Tintern Abbey; Stanzas Suggested by a Picture of Peele Castle; Laodamia; To Duty; Intimations of Immortality; Sonnets (the selection in Main's "Treasury of English Sonnets").*
ROSSETTI, *Dante at Verona; Burden of Nineveh; Soothsay; Sonnets (A Sonnet is a Moment's Monument; Broken Music; Transfigured Life; The Song-throe; Beauty's Pageant; Genius in Beauty; The Moonstar; Heart of the Night; The Landmark; The Choice; Lost Days; On Refusal of Aid between Nations).*
1888. BYRON, *Childe Harold's Pilgrimage; Prisoner of Chillon; The Dream; Epistle to Augusta.*
MRS. BROWNING, *Cry of the Children; Cowper's Grave; A Musical Instrument: The Forced Recruit; A Court Lady; Parting Lovers; Mother and Poet; Sonnets (the selection in Main's "Treasury of English Sonnets").*
1889. SHELLEY, *Alastor; Adonais; Hymn to Intellectual Beauty; Ode to Liberty; The Sensitive Plant; To a Sky-lark; The Cloud; Sonnets (the selection in Main's "Treasury of English Sonnets").*
CLOUGH, *The Questioning Spirit; Bethesda; Songs in Absence; The Music of the World and of the Soul; Qua Cursum Ventus; Qui Laborat, Orat; Hope Evermore and Believe; Say not, the Struggle Nought Availeth.*
1890. KEATS, *Eve of St. Agnes; To a Nightingale; Ode to Psyche; Fancy; To Autumn; Sonnets (the selection in Main's "Treasury of English Sonnets").*
TENNYSON, *Idylls of the King (Elaine and Guinevere); Passing of Arthur; Lancelot and Guinevere; Sir Galahad; St. Agnes; Rizpah; Ulysses; Locksley Hall; The Lotos-Eaters; Sonnet to Montenegro,*
1891. COLERIDGE, *Rime of the Ancient Mariner; Christabel; Æolian Harp; To the Departing Year; France; Dejection; Kubla Khan; Pains of Sleep; To William Wordsworth.*
BROWNING, *Pippa Passes; Clive; Saul; Herve Riel; Master Hugues of Saxe-Gotha; The Last Ride Together; Any Wife to Any Husband.*

SECOND YEAR.

POETS OF THE NINETEENTH CENTURY, LIVES AND WORKS.

Candidates are required to have a general knowledge of the lives and times of the authors, of their relations to preceding writers, and of their influence on subsequent English literature.

1887. WORDSWORTH, *Prelude (Books I. and II.); Excursion (Books III. and IV.); Lines Composed above Tintern Abbey; On the Power of Sound; Stanzas suggested by a Picture of Peele Castle; Laodamia; To Duty; Intimations of Immortality; Sonnets (the selection in Main's "Treasury of English Sonnets.")*
ROSSETTI, *A Last Confession; Dante at Verona; The Blessed Damozel; Burden of Nineveh; Soothsay; Sonnets (A Sonnet is a Moment's Monument; Broken Music; Transfigured Life; The Song-Throe; Beauty's Pageant; Genius in Beauty; The Moonstar; Heart of the Night; The Landmark; The Choice; Lost Days; The Vase of Life; For the Holy Family; Five English Poets; On Refusal of Aid between Nations.)*
1888. BYRON, *Childe Harold's Pilgrimage; Manfred; Ode on Venice; Ode on Waterloo; Monody on the Death of Sheridan; Poems on Napoleon; The Dream; Epistle to Augusta.*

- MRS. BROWNING, *De Profundis*; *Isobel's Child*; *Bertha in the Lane*; *Cry of the Children*; *Cowper's Grave*; *A Musical Instrument*; *The Forced Recruit*; *A Court Lady*; *Parting Lovers*; *Mother and Poet*; *Sonnets from the Portuguese*; *Miscellaneous Sonnets* (the selection in Main's "Treasury of English Sonnets.")
1889. SHELLY, *The Cenci*; *Alastor*; *Julian and Maddalo*; *Adonais*; *Hymn to Intellectual Beauty*; *Ode to Liberty*; *The Sensitive Plant*; *To a Skylark*; *Sonnets* (the selection in Main's "Treasury of English Sonnets.")
- CLOUGH, *The Bothie of Tober-na-vuolich*; *Songs in Absence*; *The Questioning Spirit*; *Bethesda*; *The Higher Courage*; *The Music of the World and of the Soul*; *Qua Cursum Ventus*; *Qui Laborat, Orat*; *Hope Evermore and Believe*; *Easter Day*; *Come, Poet come*; *Peschiera*; *Alteram Partem*; *Say not, the Struggle Nought Availleth*.
1890. KEATS, *Eve of St. Agnes*; *Epistle to George Keats*; *Sleep and Poetry*; *To a Nightingale*; *Ode to Psyche*; *Fancy*; *To Autumn*; *Sonnets* (the selection in Main's "Treasury of English Sonnets.")
- TENNYSON, *Idylls of the King* (*Elaine and Guinevere*); *In Memoriam*; *The Princess*; *Passing of Arthur*; *Sir Galahad*; *Lancelot and Guinevere*; *St. Agnes*; *Rizpah*; *Ulysses*; *Locksley Hall*; *The Lotos-Eaters*; *Dream of Fair Women*; *The Two Voices*; *The Vision of Sin*; *Sonnet to Montenegro*.
1891. COLERIDGE, *Rime of the Ancient Mariner*; *Christabel*; *Monody on the Death of Chatterton*; *Religious Musing*; *Æolian Harp*; *To the Departed Year*; *France*; *Dejection*; *Fears in Solitude*; *Kubla Kahn*; *Pains of Sleep*; *To William Wordsworth*.
- BROWNING, *Pippa Passes*; *Clive*; *Saul*; *Herve Riel*; *Master Hugues of Saxe-Gotha*; *Cristina*; *Evelyn Hope*; *The Last Ride Together*; *Any Wife to Any Husband*; *By the Fireside*.

THIRD YEAR.

MILTON, LIFE AND WORKS.

Candidates are required to have a general knowledge of Milton's personal history, of his relation to the social and political life of his own time, of his literary work, and of his influence on subsequent English literature. They are required to read each year the following poems: *Hymn on the Nativity*, *Lycidas*, *Il Penseroso*, *L'Allegro*, *Sonnets*, *Arcades*, *Comus*, *Samson Agonistes*; and to read in

1887. *Paradise Lost*, Books I.-III.
 1888. *Paradise Lost*, Books IV.-VI.
 1889. *Paradise Lost*, Books VII.-IX.
 1890. *Paradise Lost*, Books X.-XII.
 1891. *Paradise Regained*.

OLD ENGLISH TEXTS.

Sweet's Anglo-Saxon Reader, Grammatical Introduction, and the following Texts:

- Extracts from the Gospels.
 Alfred's Wars with the Danes.
 The Battle of Maldon.
 Judith.

For Reference :—The following works are not intended to be used as text-books :—

- MARCH, Anglo-Saxon Grammar.
 SKEAT, Etymological English Dictionary.
 WEDGWOOD, Dictionary of English Etymology, and Contested Etymologies.
 BOSWORTH, Anglo-Saxon and English Dictionary.

FOURTH YEAR.

SHAKESPEARE, LIFE AND WORKS.

Candidates are required to have a general knowledge of Shakespeare's personal history, of his relation to the social life of his own time, of his literary work, of his place in the development of the English drama, and of his influence on subsequent English literature. They are required also to read in,

1887. *King John*, *Richard II.*, *Othello*, *The Tempest*, *Cymbeline*.
 1888. *Henry IV.* (Parts I. and II.), *Hamlet*, *Midsummer Night's Dream*, *Julius Cæsar*.
 1889. *Henry V.*, *Henry VI.* (Part I.), *King Lear*, *Anthony and Cleopatra*, *As You Like It*.
 1890. *Henry VI.* (Parts II. and III.), *Romeo and Juliet*, *Coriolanus*, *Twelfth Night*.
 1891. *Richard III.*, *Henry VIII.*, *Macbeth*, *Much Ado about Nothing*.

OLD ENGLISH AND DIALECTAL TEXTS.

Sweet's Anglo-Saxon Reader, Grammatical Introduction and the following Texts :—

- Beowulf and Grendel's Mother*.
The Fall of the Angels.
The Happy Land.
The Dream of the Rood.
The Wanderer.
The Riddles of Cynewulf.
Gnomic Verses.

MORRIS AND SKEAT'S Specimens of Early English, Grammatical Introductions and the following texts :

- The Ormulum*.
Layamon's Brut.
The Owl and the Nightingale.
Story of Havelok the Dane.
Piers the Plowman.
Manning, The Handling Synne.
Barbour, The Bruce.
Wyclif, The Gospel of Mark.

CHAUCER AND BURNS, Selected Poems :—

1887. CHAUCER, *Canterbury Tales* (Prologue, and the Clerke's Tale).
 BURNS, *Hallowe'en*; *To a Mouse*; *Epistles to Mrs. Scott and a Young Friend*
 1888. CHAUCER, *Canterbury Tales* (Prologue, and the Chanounes Yemannes Tale).
 BURNS, *The Cotter's Saturday Night*; *Address to the Deil*; *Epistles to John Lapraik*.
 1889. CHAUCER, *Canterbury Tales* (Prologue, and the Man of Lawes Tale).
 BURNS, *The Vision*; *A Winter Night*; *Epistles to James Smith and Dr. Blacklock*.
 1890. CHAUCER, *Canterbury Tales* (Prologue, the Nonne Prestes Tale, and the Prioresses Tale).
 BURNS, *The Twa Dogs*; *The Auld Farmer's New year Salutation*; *Epistle to William Simson*.
 1891. CHAUCER, *Canterbury Tales* (Prologue, the Squieres Tale, and the Pardoner's Tale).
 BURNS, *The Brigs of Ayr*; *To a Mountain Daisy*; *Epistles to Davie*.

For Reference :—The following works are not intended to be used as text-books.

- GUEST, *History of English Rhythms*.
 MARCH, *Anglo-Saxon Grammar*.
 SCHMIDT, *Shakesperian Lexicon*.
 SKEAT, *Etymological English Dictionary*.
 WEDGWOOD, *Dictionary of English Etymology, and Contested Etymologies*.
 PALMER, *Folk-Etymology*.
 JAMIESON, *Scottish Dictionary*.
 BOSWORTH, *Anglo-Saxon and English Dictionary*.

MODERN LANGUAGE CLUB.

This Club has now become one of the largest and most efficient of the several societies formed by the undergraduates of the College.

The success which promises to attend the meetings during the present year is largely due to the systematic manner in which the proceedings are conducted, as well as to the energetic efforts of the present President, Mr. T. A. Rowan.

At the German meeting held on Monday afternoon last Mr. W. H. Vandersmissen, M.A., occupied the chair. An essay was read by Mr. Rowan on Gæthe's "Hermann and Dorothea," in which he gave an analysis of the plot and made critical notes on the characters and poem.

Readings were given by Miss Withrow, from Gæthe's "Erl-könig"; by Mr. Logie, from "Werther's Leiden"; and by Mr. Gibbard, from one of Heine's poems.

The Glee Club sang "Die Wacht am Rhein" and "Österreiches Nationalied," under the leadership of Mr. J. E. Jones. We were pleased to note the presence of Dr. Wm. Oldright, M.A., of the University Senate, at the meeting.

At the meeting on Monday evening next the works of Shelley will be considered.

MATHEMATICAL AND PHYSICAL SOCIETY.

The regular meeting of the above-mentioned Society was held in Lecture Room No. 8, on Tuesday evening, the 27th, the President, Mr. J. M. Clark, B.A., in the chair. After the usual routine business, W. J. Loudon, B.A., read a very interesting paper on

telephones, illustrating by showing many of the earlier forms. T. J. Mulvey, B.A., performed a number of instructive physical experiments on the transmission of the rays of light. He will read a paper at the next meeting on the different theories of light. The President solved some of the problems set by him at the May examination. H. S. Robertson was elected to represent the First Year on the Committee.

The interest manifested in these meetings is very greatly on the increase. When the Society was inaugurated, five years ago, the meetings were held monthly, with a fair attendance. On entering its third year they were changed to every three weeks, and this last year to every two weeks, with most satisfactory results. Arrangements have been made for papers to be read by graduates and undergraduates for each meeting of this term. Arrangements will be made for experiments of interest to every undergraduate in the Mathematical Department.

NATURAL SCIENCE ASSOCIATION.

On Tuesday evening last the Natural Science Association met as usual in their room in the School of Practical Science. The programme was opened by Mr. Wood, who brought before the notice of the Society a plan for determining the commoner minerals wholly by their physical properties and without the aid of anything but a knife and porcelain tablet. The method is largely used in the mining schools of Germany, where Mr. Wood has been lately studying, and seems to possess much to recommend it to the attention of students of mineralogy. Mr. MacCallum, B.A., then gave a short account of the investigations of the English scientist, Bateson, on the development and embryology of *Balanoglossus* showing that many points have been elucidated which seem to point to the likelihood of this animal being an ancestral form of the higher vertebrata. After some discussion of the above paper Mr. Shutt read an excellent essay on the Chemistry of Photography, giving an account of the various chemical reactions which take place in the process. There was a very fair attendance, and the prospects for the year are promising.

LITERARY AND SCIENTIFIC SOCIETY.

The first public meeting of the Literary Society for this term was held last night. Dr. Wilson presided. Mr. William Houston, M. A., the newly-elected President of the Society, delivered his inaugural, in which he enlarged on the advantages to be derived by the students from such organizations, but admonished them not to sacrifice their work in college to their work in the society. He quoted from Sir Lyon Playfair and Professor Chrystal to show that competitive examinations, as they were until recently conducted at Toronto University, were detrimental to the interests of true education. He was glad to say that the Senate had lately legislated to have the evil remedied. He considered this, together with the abolition of scholarships and medals, a move in the right direction, and trusted that the Senate would never see fit to retrace its steps. He alluded to the remarks lately made by Principal Grant of Queen's College, to the effect that Toronto University and similar institutions were "paper universities." Mr. Houston trusted that a more liberal system of examinations even than that whose good effects the undergraduates of Toronto University are now beginning to enjoy, would soon put an end forever to the possibility of such remarks being made and would establish in the public mind a higher ideal of education.

The quintette Gibbe's "Soldier chorus," sung by Messrs. C. W. Gordon, Tibb, Haddow, McLeod, and G. Gordon, was rendered so acceptably as to elicit a hearty encore, in response to which "Eulalie," was given. Will Carleton's "Jenny McNeil" was recited in good style by T. A. Rowan. Messrs. McLean, White, Kent, and Morphy received a well merited encore for their fine rendition of Pinsuti's "Good night."

A. F. Chamberlain opened the debate on the subject, Resolved: "That the present union among the Provinces of Canada is not likely to be permanent." He was supported by Mr. W. H. Hodges. The negative was represented by Messrs. James, Ross, and J. G. Hume. The arguments of the affirmative were chiefly confined to those issues with which the public have become so familiar since the late rebellion, viz.—French domination and differences in religion, nationality, and sentiment.

The arguments of the negative were based upon the success of the United States Confederacy, a like happy result being predicted for the Dominion also, that the preponderance of the Anglo-Saxon and Celtic elements of the population of Canada was a sufficient guarantee that French domination would not prevail.

Dr. Wilson briefly summed up and gave his decision in favour of the negative.

KNOX COLLEGE.

Public meeting of Literary and Metaphysical Society, November 6th.

Prof. Neff resumed lecturing on Elocution Oct. 27th.

Football is being entered into with enthusiasm. Fraser and Malcolm are welcomed from the Galt F. B. C.

T. M. Hardie, B.A. '84, has left Knox to study medicine at Trinity.

D. McKenzie, B.A., captured the scholarship in *Oriental* for Entrance on Divinity.

D. McGillivray, M.A., has commenced his Divinity studies after some years' teaching in Brantford.

University students in Knox this year are largely outnumbered by "theologs."

Y. M. C. A.

The weekly prayer meeting was held in Moss Hall on Thursday at 5 p.m. Mr. T. H. Rogers was the leader. Subject: 1 John 1:7: "If we walk in the light as he is in the light, we have fellowship one with another."

Fellowship means community of interests. If we would have fellowship with Christ and Christians, then we must come out of the darkness of sin into the light of purity and holiness. Union with Christ is essential in order to usefulness in His service. It is quite possible for us to be so far from Christ as to be incapacitated for service even while our personal salvation is not endangered. Christians have fellowship in that they have a common life, a common goal of all striving, and a common inheritance. These form a bond of union among them all. One speaker referred to the advantages derived from conversation on religious subjects. This may easily degenerate into cant, but there is no reason why Christ and His religion should be tabooed in ordinary conversation.

A business meeting of the Association was held on the same day at 4 p.m.

The report of the Building Committee was read. The report was received and the committee discharged. A new committee was appointed with Mr. A. J. McLeod, B.A. as convener.

The arrangements for the week of prayer were referred to the executive committee.

Action was taken regarding the association work at the News Boy's Home and hospital.

The subscription list for the building amounts now to \$5,903. The contract price is about \$5,850. It is necessary that the subscriptions be increased to \$6,500 at least in order to allow for extras. Besides this the furnishing will cost \$1,000. Subscriptions from any who have not subscribed will be gladly received by any members of the association.

TORONTO SCHOOL OF MEDICINE.

The first meeting of the term of the Literary Society in connection with the school, took place on the evening of Friday last. One of the most interesting parts of the proceedings was the reading of a paper on the "Therapeutics of Mercury," by Mr. J. W. Mustard. Mr. J. M. McCallum, B.A., was elected Recording Secretary for the coming year.

Amongst those entering medicine at the Toronto School this year are the following gentlemen who are either graduates or undergraduates of Toronto University:—W. H. Smith, B.A.; W. A. Smith, B.A.; E. Sicily, B.A.; J. McBride, M.A.; W. C. Barber; I. H. Collins; M. V. Mulcahy. E. C. Esshelby, (Ann Arbor) and D. Sinclair (McGill) are with us also.

Dr. G. A. Peters, House Surgeon, T.G.H., has returned from his holiday trip, and resumed his duties at the Hospital.

FOOTBALL.

'VARSITY VS. VICTORIA.—ASSOCIATION.

On Saturday last the 'Varsity Association team played its first important match of the season. The game was the first tie in the Toronto group of the Central Association. The match was played on the Jarvis street grounds, the 'Varsity being represented by the following:—

Goal—J. N. McKendrick.
 Backs—Charles Wright and J. S. Jackson.
 H. Backs—E. Sliter, Hugh Fraser, and W. Malcolm.
 Forwards—J. M. Palmer (Capt.), J. Elliott, R. Chrystal, W. Lamport, and W. P. Mustard.

All through the 'Varsity had decidedly the best of the game, although at the end of the first half the score stood one to *nil*

against them. This state of things was altered in the second half. The forwards, from a state of dreaminess, awakened to the idea that they were on the field for a purpose, and in a short time had placed two goals to their credit. Palmer, Elliott, and Lampert played a fairly good game, though neither of the former played in their old style. The play of the defence was A1. Hugh Fraser and Malcolm were a host in themselves. With a little strengthening in the forward line, Senkler on the left, and a second centre forward, and this year's team will have nothing to fear.

On Thanksgiving Day the team goes to Berlin.

RUGBY.

The following are the names of the players who left for Ottawa last night—W. P. Mustard, C. Marani, H. J. Senkler, G. C. Senkler, D. Ferguson, A. Elliott, W. B. Nesbitt, H. Maclaren, H. B. Bruce, G. Richardson, E. Bayly, F. M. Robertson, H. B. Cronyn, A. G. Smith, J. H. Moss and J. S. Maclean (Capt).

The annual match with McGill will in all probability be played off the 7th of Nov.

PERSONALS.

Miss N. Spence, '87, is teaching in Goderich H. S.

Miss J. G. Eastwood, '88, comes from the Whitby C. I., and will take Mental Science and Modern Languages.

Miss H. Charles, of St. Catharines, who took a double scholarship at matriculation in 1880, and who has been teaching since then, has resumed her University course, intending to devote herself to Mental Science and Modern Languages.

Miss E. M. Curzon, '89, a resident of Toronto and matriculant from Weston H. S., will take a course in Natural Sciences preparatory to a course in Medicine.

Miss J. T. Scott, '89, the first lady student to enter University College from the Toronto C. I., will take a course in Moderns.

Miss N. Mott, of Brantford, and Miss M. J. Robertson, of Collingwood, are both taking Modern Languages in the class of '89.

Miss E. Withrow, of Toronto, is attending lectures in Modern Languages.

M. S. Mercer, B.A. '85, is in town, and purposes entering law. "E. P. Davis, barrister, solicitor, etc.," appears on a shingle on one of the streets of Calgary, Alberta.

H. L. Dunn, J. H. Bowes and Frank McLean were lately elected members of the committee of the Osgoode Literary and Legal Society.

Among the Q.C.'s lately created were several Toronto University men, prominent among whom were W. G. Falconbridge and W. A. Foster.

C. C. McCaul, B.A., is making quite a name for himself as a lawyer in Fort Macleod, Alta., in connection with an important ranche land suit.

W. H. Huston and E. J. McIntyre, late of Pickering, have both taken up their residence in Toronto. The former is English master in the Collegiate Institute; the latter is in the office of McMichael, Hoskin & Ogden.

C. L. Crassweller, B.A. '83, is mathematical master at Oshawa High School.

LIST OF BOOKS ADDED TO THE LIBRARY.

(Continued from last issue.)

The Shadow of Dante, by M. F. Rossetti.
Invasion of the Crimea, by A. W. Kinglake.
Manual of French Prosody, by A. Gossett.
La Rochefoucauld, Oeuvres, Tome III., 1 and 2.
Vico, by R. Flint.
Philosophy of Theism, by W. G. Ward.
Fallacies, by A. Sedgwick.
Outlines of Psychology, by Jas. Sully.
System of Psychology, by D. G. Thompson.
Origin of Ideas, by A. Rosmini, vols. 2 and 3.
Psychology, by do., vol. 1.
Primer of the English Constitution, by Sheldon Amos.
Parliamentary Reform, by Walter Bagehot.
Theory of Morals, by P. Janet.
Metaphysics of the School, by Thos. Harper; Vol. III., pt. 1.
Institutes of Law of Nations, by Jas. Lorimer. Vol. II.
Modern Languages of Africa, by R. N. Cust.
Dictionary of the English Language, by Jas. Stormonth.
First Middle English Primer, by H. Sweet.
Ferishtah's Fancies, by Robert Browning.
Coventry Patmore's Poetical Works: 3 vols.
Notes and Essays on Shakespeare, by J. W. Hales.

Chapters in History of English Literature, by Ellen Crofts.
Early English Literature, by B. Ten Brink.
Etymological English Dictionary, Supplement, by W. W. Skeat.
Charles Lamb's Poems, etc., ed. Ainger.
Dryden's Select Poems, ed. Christie.
Thos. Gray's Poetical Works, ed. Gosse, 4 vols.
William Morris' Poetical Works, 12 vols.
History of English Dramatic Literature, by A. W. Ward.
Goblin Market, etc., by Christina G. Rossetti.
Midsummer Holiday, etc., by A. C. Swinburne.
Becket, by Alfred Tennyson.
A French Eton, by Matthew Arnold.
History of Educational Theories, by O. Browning.
Theory of Equations, by G. W. S. Burnside and A. W. Panton.
Training of Teachers, by S. S. Lawrie.
The Empire of the Hittites, by Wm. Wright.
Runic Monuments, by Geo. Stephens. Pt. IV.
Adam and the Adamite, by D. M'Cauley.
History of the Jews, by H. H. Milman.
History of Christianity, by H. H. Milman.

(To be Continued.)

THE HIGH SCHOOLS AT MATRICULATION.

The following list shows the stand taken by the various Institutes and High Schools at the last matriculation examination:—

	CLASS I.	CLASS II.
Toronto Collegiate Institute.....	20	18
Upper Canada College.....	20	15
Perth.....	10	4
Barrie.....	7	10
Galt.....	6	0
St. Catharines.....	4	5
Bowmanville.....	4	4
St. Thomas.....	4	4
Brantford.....	3	6
London.....	3	6
Strathroy.....	3	6
St. Mary's.....	2	12
Stratford.....	2	4
Woodstock.....	2	4
Collingwood.....	2	3
Uxbridge.....	2	2
Pickering.....	1	4
Newmarket.....	1	3
Clinton.....	1	2
Newmarket.....	1	1
Peterborough.....	1	0
Pictou.....	1	0

Whitby obtained 5 second-class honours; Berlin, Orangeville, and Port Hope 3 each; Bishop Strachan School, Brampton, Guelph, Oshawa, Ottawa, Richmond Hill, Weston, and Welland 2 each; Aylmer, Brighton, Harriston, Hamilton, Orillia, Port Rowan, Ridgetown, and Simcoe 1 each.

Editor's Table.

One of the editors of VARSITY—with a turn of mind for economy and the classics—discovered lately at Sutherland's in this city a second-hand Sophocles, which he found inscribed "E. Arnold, University College, Oxford, May 20, 1848;" all the tragedies are annotated by the same hand, which is undoubtedly Edwin Arnold's. He took his degree and the Newdigate prize for English verse in 1852.

The passage here given is the shortest of several pieces of Latin verse and prose found in the volume, written on loose sheets of paper in what Dr. Goldwin Smith at once recognized as Professor Conington's hand-writing. In the original, which is somewhat difficult in places to decipher, the verses have no heading. They seem to be the translation of a passage in the seventh book of "Paradise Lost," beginning:—

"Meanwhile the tepid caves, and fens, and shores
Their brood as numerous hatch," etc.

Interea loca p'ena vadis tepidaeque paludes
Litoraque evolvunt foetus in luminis oras:

Ovaeque matura tandem cedentia rima
 Discludunt prolem, quae mox nascentibus alis
 Pubescens numerat pennas, strepituque per auras
 Vecta, nigra despectat humum sub nube supinam,
 Hic aquila, hic tutum fugitiva ciconia nidum
 In scopulis ponit celsaeque cacumine cedri ;
 Pars peragrat sine lege locum : pars agmine faeto
 Compositum glomerat cuneum sapientior, anni
 Servans rite vices : pompaeque initata volando
 Aeriae simulacra ciet sup' r' aequora ponti
 Subjectosque super campos, alasque vieissim
 In numerum exercet ; sic grus praesaga futuri
 Annua remigibus delapsat flamina pennis,
 Pluma reluctantes dum plurima ventilat auras.

Current Thought.

THE true test of the worth of a university or college, as of a school, is, not the number of distinguished graduates it can count (although this may always be a matter of innocent pride) but the quality and kind of influence it is exerting upon the rank and file of its students, especially upon the great body of them who are not endowed with superior natural gifts. It is the constant daily work of the laboratory and class-room that gives value to a student's college life, not the forty-five or fifty hours which he spends at terminal examinations. The University of Toronto and University College have always maintained an excellent place in respect of the rigor and scholarliness of their examinations. But examinations are fast losing their importance as factors in university work ;

we doubt, indeed, if their days be not already numbered ! Our provincial institutions must look to it, therefore, if they wish their pre-eminence to remain unchallenged, that their teaching and educating functions be, henceforth, vigorously performed.—*Educational Weekly.*

WHAT shall be said of the "education" of the men of wealth and leisure, who find their highest pleasure in the most criminal and ruthless forms of vice ? These men have passed through the public schools, perchance through universities ; some are said to be doctors of medicine ; others to be eminent at the bar or on the bench ; and some even to wear the livery of the Church. In what shape can life have been presented to such men ? What sense can they ever have gained of the organic unity of society ? What respect can they ever have been taught for the temple of their bodies, or for the cardinal institutes of nature and of society ? What regard for others can ever have been inculcated upon them when they think that money can atone for the utter degradation of a fellow-creature ? Surely it is time to cry aloud and spare not, when men can pass for "educated" to whom the very elements of a true science of life are unknown, and who, with all their literary, professional, and social acquirements, are willing to descend in their daily practice to the lowest depths of infamy. Think of the two things—"education" and brutal, merciless vice—going hand in hand ! Alas ! it is not education ; it is that wretched, sophistical veneering of accomplishments which usurps the name of education. It may embrace—in the case of medical men must embrace—a certain amount of scientific instruction ; but what it lacks is the true scientific grasp of life as a whole. We are no fanatical believers in the saving efficacy of a little smattering, or even of much special knowledge, of physics and chemistry ; but we are firm believers in the moralizing effects of a true philosophy of life, supported and illustrated by constant reference to verifiable facts. All sciences are but parts of one great science, and the highest function of universal science is to teach us how to live.—*Popular Science Monthly.*

Professional Cards.

BLAKE, LASH, CASSELS & HOLMAN, Barristers, &c., Dominion Chambers, over Dominion Bank, cor. King and Yonge Streets, Toronto.

Edward Blake, Q.C., S. H. Blake, Q.C.
 Z. A. Lash, Q.C., Walter Cassels, Q.C.,
 C. J. Holman, H. Cassels,
 R. S. Cassels, Alex. Mackenzie,
 H. W. Mickle.

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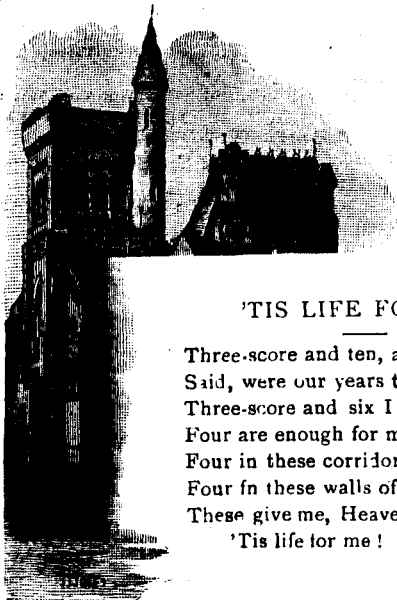
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