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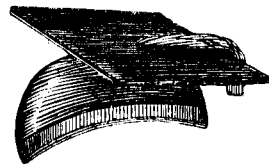
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THE 'VARSITY:

A WEEKLY REVIEW OF

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UNIVERSITY FREEDOM.

It is altogether improbable that men of culture will ever come to any definite agreement concerning the scope and methods of academic instruction. So long as a doubt remains about the true purpose of University training, an approach to unanimity, as to the fittest means, is obviously out of the question. Moreover there are natural obstacles in the way of a satisfactory conclusion, on either hand, not to be easily, perhaps not to be at all, surmounted. Historical antecedents, social peculiarities, governmental systems, natural temperament and bent of mind would of themselves baulk us of the desired ideal. Without being unduly optimistic, it may be broadly laid down that at all events in outline, the system in vogue in England, Germany, France or Canada is the best for that particular country, under existing circumstances. The attempt either to fasten upon one type as universally adaptable, or to eclecticize by means of an arbitrary selection of incongruous features borrowed here and there, will undoubtedly fail. Clearly there can be no fixed and uniform scheme upon the subject, and the sooner that fact is conceded the better. Human nature is, at bottom, the same everywhere in one sense no doubt; but the forces which have moulded sections of it though the centuries have differentiated them indefinitely, to such an extent that to each belongs a natural history, a political history, and a social science of its own. The palm and the pine are both trees, and, for aught we know, may be the descendants of some primordial form, but the attempt to turn the endogen into an exogen would not be more fatuous than the effort to ignore the lines of demarcation which the conditions of their environment have drawn between alien races and nations.

The question of University freedom is precisely one of those which must be decided for each community by itself and not for it. The phrase is borrowed from an address, published some months since, by Professor MAX MULLER, himself the most catholic, as he is one of the most eminent, of scholars and instructors. It may not be unprofitable to consider a few of the positions assumed by Herr MULLER, and endeavour to ascertain how far his views are adapted to Canadian needs. It may perhaps appear in the sequel that what is suitable at Jena, Heidelberg, Paris or Oxford, may not be so well fitted for us at Montreal or Toronto. No attempt, it need hardly be said, is made to have to give any comprehensive view of the whole address referred to, much less to afford the reader even a glimpse of the wealth of learned illustration employed by the accomplished professor of Comparative Philology. There are three stages of education, he notes: elementary, scholastic and academical; or "primary, secondary, and tertiary." In the first, the elements of education in a rigidly dogmatic form are, so to speak, pumped, or, perhaps we should say, hammered into the child. Scholastic education may be obtained either by means of Grammar-schools or private tuition. The pædagogic element is still predominant here; but, by a necessary concession to mental development, the dogmatic element falls more into the background. There are some valuable remarks under this head on prevailing methods of classical teaching upon which there is not room to dwell. The chief point with regard to the second stage is that, during it, all the drudgery of mere school training ought to be undergone, and done with, once for all. In the University there ought to be perfect freedom. In what then, it may be asked, does University freedom consist? The answer may be given in the Professor's own words: "Academic teaching ought to be not merely a continuation, but in one sense, a correction of scholastic teaching. While at school instruction must be dogmatic; at the University it is to be Socratic, for I find no better name for that method which is to set a man free from the burden of traditional knowledge." In brief, the scholar ought to be docile and receptive, the student inquisitive and skeptical. How, then, is this sudden and momentous change in mental life to be effected?

To most of us it seems extremely unlikely that the metamorphosis is so easily made as Professor MULLER appears to think. The substitution of a Professor for a schoolmaster usually exercises a depressing effect, rather than an exciting one. Instead of being aroused to doubt, the undergraduate, in a majority of cases, is lulled into acquiescence. And this is especially the case, where, as in most new countries, the dogmatic

school *regime* must overlap the University method after Socrates. To proceed, however. The Professor has some weighty remarks on the inefficiency of mere lecturing. "Lectures are useful, if they teach us how to teach ourselves; if they stimulate; if they excite sympathy, and curiosity," &c. And this leads on to a very important matter for consideration. In England, according to Dr. MULLER, there is a lack of academic freedom, because there is too much of constant control. The English student is a suspected individual, constantly to be kept under professorial surveillance, lest he may scamp his work. To quote once more, it is often thought "that most of them, if left to choose their own work, their own time, their own books, and their own teachers, would simply do nothing." The imputation is, doubtless, a hard one, but not altogether without a basis of truth. There is too much of the perfunctory, and too little of the zealous and enthusiastic, pursuit of learning in England, no doubt; that, however, is not the teacher's fault. It is the inevitable consequence of that social prejudice which requires a degree to be got by hook or by crook, as one of the qualifications of a gentleman. In Canada, most young men who enter the Universities may be trusted up to a certain point, many of them *ad libitum*; but, inasmuch as the resources of our academic institutions are not unlimited, it is a matter of the highest importance that nothing shall be thrown away. What we need is, not so much freedom as well-directed control—by which is meant, not so much the harrowing of discipline as the fostering and stimulating breath of personal influence. Lecturing, doubtless, has its weak side; yet, unless entirely dissociated from its necessary adjuncts, it is far from being so ineffective an agency as some suppose.

There is only room, on this occasion, to notice, in brief, Professor MAX MULLER's objections to that most powerful engine for intellectual levelling—*Examination*. From his point of view periodical examinations are a mischief from top to bottom, or rather, except at the top and bottom. He would consent to only two University examinations—one for matriculation, the other for a degree. His reasons are these: Examinations are the cause of "cramming," ill-digested, and from an educational point of view, absolutely useless. Prof. FAWCETT, a few weeks ago, spoke with equal authority, as a teacher and examiner at Salisbury, to the same effect. "There was too much reading," said the Postmaster GENERAL, "but too little thought." "Examinations," says Dr. MULLER, "are a tyranny, against which there is a strong feeling existing everywhere." This "cramping and withering" influence is slowly being understood, and the resulting mischief will before long be done away. There can be no doubt that there is much truth in these objections; but, in a practical country like ours, people desire to know how they may be deprived of their force. The Law Society, in establishing intermediate examinations, acted upon the imperious necessities of the case. To do away with examinations would not prevent cramming, here at all events; it would only increase the necessity for a more hurried and concentrated form of it. It is bad enough to cram for one year; but to make the process quadrennial, instead of annual, would only intensify the evil. In the matter of scholarships again, so far as Canada is concerned, we believe Dr. MULLER's position to be untenable. We have no caste system here, and if higher education is to be nurtured among us, the Province must be prepared to pay for its dissemination in the shape of rewards to the deserving who are not wealthy.

WILLIAM J. RATTRAV.

So far as the perusal of some stray copies of the *Chronicle* and the *University* may support the surmise, there is an uncompromising spirit of fearlessness in the Michigan University press that goes far to atone for literary immaturity. The description of an incident, which occurred last April, may be adduced as an example in more than one sense of the term. "Last Friday evening the ladies of the medical class were informed that they could hear Professor PALMER's lecture in the upper lecture room together with the gentlemen. While they were leaving the amphitheatre in that quiet, lady-like manner which the *lady* medics of Michigan University at all times and upon all occasions preserve, the gentlemen (?) of the class showed their good breeding, and their intellectual culture by clapping, stamping and hissing. We do not propose

to comment on this conduct; but wish to say a few words concerning the creatures who so far forgot their manhood as to be guilty of such a demonstration. In the first place, they ought not to be in the medical department of Michigan University, and would not be there if a proper examination were required of all applicants for admission. They are men and boys who learned to read out of GRAY'S Anatomy, who have never known woman except as a milker of cows, and churner of butter, and a tender of babies, and who come here with the hay seed yet in their hair and the dirt on their hands to study medicine, because they are too lazy to farm, and, whether sprawling at full length on the benches of the lecture room, hissing professors and fellow-students, or whittling seats in the clinical amphitheatre, and laughing at the groans of an unfortunate patient, they are ever marked by an exhibition of intense selfishness, a complete disregard for the feelings of others, and an entire lack of all sympathy and finer sensibilities which a true physician should, above all other men, possess. . . . In the present undeveloped state of University journalism, a decision as to the exact demarcation of its province cannot be fairly arrived at. We nevertheless hold it fully established, that fulfilment of censorian duties is as extensively involved in the proper management of a university paper as of the public prints.

UNIVERSITY MEN YOU KNOW.

I.—THE EX PRESIDENT OF UNIVERSITY COLLEGE.

Farewell! a word that must be and hath been—
A sound which makes us linger;—yet— Farewell!

The opening of the present academic year will be remarkable, if only because it marks a conspicuous blank in the roll-call of the College professoriate. One of "the old familiar faces" will be seen less often now, and there will be missed in the cloistered halls, through which well nigh half a century of University history has streamed, the venerable form of one who will long be kindly remembered by many generations of gownsmen. The Revd. Dr. McCAUL has been so long identified with the College and the University, that it is almost impossible to realize that his active connection with both has ceased. But age with its growing infirmities must tell on men of the best physique, and these come all the sooner when more than an ordinary lifetime has been spent in arduous and faithful devotion to the public service. It is "the inevitable" which all must anticipate, and to which all must submit. Our late Professor of classical literature has vacated permanently the Chair which he adorned with his learning, and dignified with his many public and private virtues. To the youngest and the most vigorous professor on the staff there will come a day when he, too, must lay down the wand of office, however wisely swayed, and retire from his place in the lecture room, however honourably filled, to a well earned repose.

The severance of the tie which bound Dr. McCAUL to the College could scarce have been made, on his part, without a pang of genuine regret. To not a few men who passed under his hand in this course of nearly forty years of collegiate work, and who are now scattered far and wide in the world, the announcement of his permanent retirement will be felt even more keenly. It will seem like the reluctant, tender closing up of more than one chapter in this record of old college days, and will suggest many a bright thought and pleasant memory of his genial, manly influence and ready mother-wit, of acts of friendship done when most needed, and courteous and thoughtful consideration for the hard-wrought struggling student. To graduates and undergraduates everywhere it marks the close in College history of a long and eventful epoch. The history of education in older countries has repeated itself here. There have been stirring incidents, and many vicissitudes of fortune, in those by-gone years; there have been denominational snarls to perplex and worry, perils to meet and multiform obstacles to encounter, and there have, too, been chivalrous champions to stand in the breach; but those years have seen solid progress, much real promise, and many cheering encouragements. Above all, the King's College of the past, when our Ex-President was in his prime, with the educational ostracism of which it was the standing monument, is fast becoming a tradition. Trammelled by the fetters of creed and sectary, in a young and free country, where no favored church should bar the entrance to any liberal school of learning, it has burst those unseemly bonds, thrown wide open its doors to all sects and denominations, and become, in the largest sense, the People's College and a National University.

In all those varied changes which have helped to make our educational history, Dr. McCAUL was a prominent figure, and bore a decided part. Several years have elapsed since the main facts of his career have appeared in the public press. A complete summary, we believe has never appeared. The present seems a fitting time to recall them. He was born March 7th, 1807, in Dublin, the intellectual centre and literary metropolis of Ireland, and a famous University city. In his early boyhood he was a pupil, first at "White's School," a well-known private school there, and afterwards at the "Maravian School" in Antrim. He returned to WHITE'S for a twelvemonth before entering the University of Trinity College, which he did in 1820 while he was yet in his fourteenth

year. During the first three years of his course he devoted himself specially to Mathematics, in which, as we have heard himself say, in Convocation Hall, he gained his first College prize. Dr. SANDES, afterwards Bishop of Cashel, was his mathematical tutor. In his fourth academic year he gave especial attention to classics, and obtained, besides several valuable prizes, a scholarship of £20, tenable for five years, and which entitled him, in addition, to free rooms and furnished meals in Residence. His College career, up to this point, had been a series of brilliant successes, and he graduated with the highest distinctions which the University could bestow, viz: the gold medal for Classics, and the BERKLEY Greek medal. Two of his competitors for these well-won honours were the late Dr. GREIG, Bishop of Cork, and the late Dr. HAMILTON VERSCHOZLES, Bishop of Killaloe, both of whom were, and continued to be, as long as they lived, his warm personal friends. Upon obtaining his degree, he gave much of his time to "coaching" pupils for the University, and achieved so many signal successes in this capacity that, upon receiving his degree of M.A. in 1828, he was appointed University examiner in Classics. Continuing to live in Residence, and devoting his whole time to the study of Classics and Classical literature, Dr. McCAUL supplied a long-felt want by writing and publishing a series of works on the metres of HORACE, TERENCE, and the Greek Tragedians. These were, for many years, the only text-books on their respective subjects used at Trinity College, Dublin, and are still acknowledged as valuable authorities amongst classical scholars. He subsequently published his editions of LONGINUS, THUCYDIDES, and the Satires and Epistles of HORACE, the edition last named being at once adopted as the standard text-book by the Grammar Schools of Ireland. In 1835 the degrees of LL.B. and LL.D. were conferred upon him by the University, upon his undergoing the prescribed tests, which were, as they should be everywhere, real tests of merit, while the special and very rare compliment was paid him of remitting the fees exacted for those degrees. He had previously been admitted to holy orders—to the Diaconate in 1831 and the Priesthood in 1833, and was frequently called upon to officiate in chapel and elsewhere. It was at this time he reached an important turning point in his career. From far across the Atlantic a request came for the appointment of a Principal for the only College that could then find a seat in the chief city of the Upper Province of old Canada. The post was offered him, and accepted, and in 1838 he was appointed by the Archbishop of Canterbury—with whom the appointment rested, by order of Sir GEORGE ARTHUR, Lieutenant-Governor of Upper Canada—Principal of Upper Canada College. In November, 1838, he sailed for Canada, arriving in Toronto while the lurid fires of civil commotion were yet smouldering, and after the battle for responsible government had been fought and practically won. The recommendations which Dr. McCAUL brought with him for his new post of duty were of the highest character, and it is no flattery to say, that probably no scholar of the mother country ever landed on our shores, for such a purpose, with more enviable testimonials of eminent ability, scholarly accomplishments, and private worth. But the College to which he was appointed was then little more than a public school. The young Irish scholar's ambitious dreams all but vanished; he was, as any one in his position might well be, not a little disappointed and discouraged. Canada is indebted to one of her own daughters for reconciling the waverer to his new home, and the enlarged sphere of usefulness which lay before him. In October, 1839, he was united in marriage with a daughter of the late Judge JONES, of Brockville, and thus, in the haven matrimonial, found an anchorage here, at once happy and secure. In Upper Canada College Dr. McCAUL found many things to try his mettle, and prove the stuff he was made of. But he was in every way equal to the task. He found the College an unfallowed field, but the earth was kindly, the chief husbandman was skilled, and he left it a comely vineyard, strong, vigorous and abounding. For his record there we must go to the "old boys."

J. KING.

GERMAN SCIENCE.

It is only with a certain sense of shame that an Englishman is brought to confess that any other nation is superior in anything which Englishmen undertake. Every one, however, studying the physical sciences must acknowledge that, both in the quality and quantity of her original scientific work, Germany has far outstripped any other nation; and not only in original work is this the case; German scientific text books are, in nine cases out of ten, the best existing. Whether German superiority is confined to the physical sciences I leave to others more qualified to judge than myself.

By far the greater part of the scientific work of Germany emanates from the Universities, and we must, therefore, seek the source of German pre-eminence in science in the German system of University education.

At the outset we find great and striking differences from our own. A German student before he matriculates must pass an examination,

the "abiturienten Examen," which secures that he possesses a thorough general education. The "abiturienten Examen," which is usually passed before leaving school, consists of a written examination in the following subjects:

Religion.—History and Dogma.

Mathematics.—Including Trigonometry.

Natural Sciences.—Including Chemistry, Physics and Botany.

Latin.—Unseen Translations and also a Theme to be written in Latin on some Philosophical subject.

Greek.—Translations.

French.—Language, German Essay.

The candidate is required to produce certificates of having satisfactorily passed examinations in History, Geography, and some other subjects. As soon as the candidate has passed the above he is required to pass another examination, *viva voce*, in Latin literature, in which he is obliged to speak Latin literature, and also in the literature of France and Germany. He may also offer other subjects than the above—such as the English language and literature—and a very considerable proportion of the candidates do so.

The standard required at this examination is a very high one, a proof of which consists in the fact that a successful candidate is at once qualified for some of the most important branches of the Civil Service. So high, indeed, is the standard required that no boy can pass with less than nine years' study devoted to this purpose after leaving the primary schools, and by far the majority require ten.

Once matriculated, the student in a German University has no further examination to pass until he goes up for his degree. There is no fixed time within which he must take his degree, and no fixed course of lectures for that purpose. As long as he attends one single course of lectures a term for three years he is satisfying the only requirement of the University.

For his degree he is required to produce (in Natural Science) an original research with evidence that it is his own, and to pass an oral examination in the science to which his research belongs, and in some cognate science. Thus, for instance, if his research be Chemistry, he would be examined in Chemistry and Physics, or in Chemistry and Mineralogy.

The research must be printed and the University requires him to produce two hundred copies which it distributes to all the principal libraries of Germany. Some of the Universities insist, moreover, that the research shall have been published in one of the scientific periodicals or in the journal of some scientific society.

Of course the difficulty of obtaining a degree diminishes the number of graduating students far below the proportion who obtain degrees in an English University. But there are, in spite of this, enough to produce a very respectable amount of scientific research.

This system, accounts, to a large extent, for the number of researches published annually in Germany. The very fact of publication constitutes a very important inducement to continued efforts. The facts contained in the research are disputed, or the inferences are held by them to be based on insufficient evidence. At once, further investigation is necessary: the research must be cleared from suspicion in the eyes of his fellow worker in the subject; and, moreover, there is a peculiar and special feeling of proud proprietorship in the subject of a scientific man's first research which leads him to further effort. An additional charm in publication is the knowledge that the important German periodicals, and journals are read by scientific men over the whole world.

Another very important cause of German excellence lies in the very high social position which is secured by successful research. So strong an inducement does this constitute, that men of world-wide reputation were formerly content to work for their whole lives at a remuneration which an English bank clerk would scorn, though this is, fortunately, no longer necessary.

A successful series of researches constitute by far the best testimonials in seeking any University appointment in Germany.

The causes of the superiority of Germany in science are, in brief:—

1. The better primary education in the schools, and the elimination of such primary education from the University Curriculum.
2. The fact that an original research is a *sine qua non* for the attainment of a degree, and, in addition, the great inducement to continued effort which the publication of such a research creates.
3. The high social position secured by successful research.

W. H. P.

OBSERVATIONS BY THE PATRIARCH STUDENT.

PROFESSOR Ramsay Wright has resigned the Secretaryship of the School of Science and Mr. Baker has been chosen in his stead. Dr. Wilson, who has been appointed a Professor in this institution, will deliver a course of lectures on Ethnology during the present year, in his new room which has been aptly christened Golgotha. He presided at a meeting of the Board on Tuesday.

The accusation of childishness levelled at American Undergraduates by the *Saturday Review* is admirably lodged in the case of Yale. Men of the Fourth Year at that University deem it beneath their dignity to associate with members of the Third; and similar relations of harmony exist between the Third and Second, and between the Second and the Freshman Year. A tone of exclusiveness is a commendable preservative against vulgarity, but, when carried beyond ordinary limits, simply serves to remind people "of men whose chill icing is only to conceal dirty water, and they freeze to hide what lies below."

THE Library of the School of Science is to be turned into a lecture room for Professor Galbraith. In consequence, the magazines and historical collections of the Science Association will have to be moved to Utopia. For the Third Year men there are one hundred and eighty frogs in the basement awaiting dissection, and a huge turtle has been purchased to illustrate the anatomy of the Chelonia. The white mice, recently brought from Germany, have proved that the propagation of this species in Canada is not an impossibility. The incubator now stands ready to be lighted, so the Fourth Year can begin their study of the embryology of the chick at once.

By a mistake in our last number the three interesting specimens of the preserved human brain in the ethnological collection of the University museum were stated to be the work of Mr. Pride, the assistant curator. Though Mr. Pride has prepared some similar specimens, those I alluded to are a gift to the President from Professor Osler, of the University of McGill. He exhibited similarly prepared specimens, executed by himself, at the meeting of the American Scientific Association, at Saratoga, N. Y., in 1879; and subsequently prepared and presented to the Toronto collection, those now referred to. By an ingenious process of hardening, and preserving, with sulphate of zinc and glycerine, the brain is permanently preserved for study and dissection, and for the exhibition of all the convolutions and minutest internal structure.

LORD LORNE, in his speech at St. Thomas, has implicitly given an inkling of his opinion concerning the comparative worth of the study of Classics:—"Keep up a knowledge of your ancient language; for the exercise given to a man's mind in the power given by the ability to express his thoughts in two languages is no mean advantage. I would gladly have given much of the time devoted in boyhood to acquiring Greek to the acquisition of Gaelic." Some recent arrivals there are in the University environs who would probably join issue with this particular expression of His Excellency's views. A declaration of attachment to the Celtic language and customs will always ensure the good will of Scotch settlements, though, in Scotland itself, the preference of a comparatively-meagre vocabulary to the richness and musical power of Greek would be deemed more eccentric than patriotic.

I HAVE asked cousins, aunts, &c., as well as friends and acquaintances, where a satisfactorily-cooked dinner may be had in this overgrown town. A look of despair unmixed with any indication of hope, is invariably the mute answer. No more repulsive record of tasteless kickshaws can be imagined than the hotel bill of fare long as a giraffe's neck, whilst the menus at the restaurants are no less pretentious as to quantity, and equally disappointing as to quality. The advent of a skilful *restaurateur* would be welcome, if only from the moral consideration that, incidentally, he would contribute to sobriety far more effectually than the denunciatory language of temperance orators. The ostentatious contempt displayed by ethereal mortals towards the gastronome need not obscure the fact that, the yearning for a well-served table, when unsatisfied, often seeks compensation in stimulative beverages. For the frequenter of bar-rooms and grog-shops the Queen City is a paradise; higher up in the list of more civilized tastes, life is somewhat dreary, by reason of having little else than the expectation of better things.

I HAVE long ceased to be a University student, and my dignity was considerably ruffled this week by a message, from the 'Varsity headquarters, which a perky freshman brought to my office. It was no less than a request to skim the town and country papers for creamy notices of this newly-born sheet. To be saddled at my advanced age with so mechanical a task appeared to me to show want of consideration, to say the least of it. However, the sentiment of *esprit de corps* and the intellectual treat of poring over the columns of the *Kingston Whig* and the *Alaska Times* helped me to smother injured feelings:—

"The 'Varsity is the title of a neat little publication issued by the students of Toronto University. It is not the equal of *Queen's College Journal*."—*Kingston Whig*.

Pray, not so fast! The *Journal* in question is as many years old as we are days, in fact a limestone fossil.

"Toronto University also issues a neat little sheet named *The 'Varsity*."—*Kingston News*.

In this instance there is apparently a disposition to give us 'breathing time.'

"The Varsity is the name of a neatly-printed, eight-paged journal. . . . The initial number makes a favorable impression, and doubtless the new paper will succeed."—*Belleville Ontario*.

"We commend *The Varsity*, a new journal connected with Toronto University, to the attention of all who are interested in that institution and the cause of education generally."—*Grip*.

"The Varsity is the name of the new paper issued by the students of University College and the other Colleges affiliated with the University of Toronto. . . . The first number of *The Varsity* is a really creditable sheet, and promises well for the future."—*Toronto World*.

"There is a fine field for *The Varsity* to occupy, as the graduates of the University now run up into the thousands, while there are hundreds of occasional students who never graduate at all, all of whom will no doubt be glad to have a paper giving them chit-chat about their *Alma Mater*."—*The Globe*.

From motives of self-abasement I give the last place to the subjoined excerpt:—

"It was surely time that the graduates and undergraduates of the Provincial University had a journalistic mouthpiece of their own. Attempts have been made already to establish such an organ, but for some reason or other have never succeeded. The Varsity makes its appearance at a time when the tide of University success is at the flood, and may reasonably claim the support of all friends of the institution.

The first number is, of course, no fair criterion of what this journal is to prove in future; still there is sufficient *verve* and ability manifested in it to satisfy all who take an interest in higher education.

The paragraphs in the Varsity are well, not to say smartly, written, especially 'Observations by the Patriarch Student.'

We trust that this promising venture will be sustained cordially and in a substantial way, not merely by those who are immediately connected with the University, but by all who have at heart the interests of superior culture.

—*The Mail*.

VARSITY SPORT.

—A meeting of the University College Foot-ball Association was held on Thursday, Mr. T. C. Milligan, the vice-President in the chair, for the purpose of electing three committeemen, one from the third year—*vice* Mr. Haig resigned—and two from the Freshman year. The Committee is at present constituted as follows:—President, Mr. A. Carruthers, B. A., etc.; Vice-President, T. C. Milligan; Corresponding Secretary, Mr. W. Laidlaw; Recording Secretary, J. C. McAndrew; Treasurer, Mr. A. R. McDougall; Committeemen, Fourth Year, Messrs. McCallum and Nelson; Third Year, Messrs. Creelman and Miles; Second Year, Messrs. Mackay and Broadfoot; Freshman Year, Messrs. Wigle and Aikenhead,

* * *

The minor sports, though always less enjoyable than the major events, proved, this year, to be of unusual interest. Every number of the programme was well contested; and, in the walking race, the time was especially good. Mr. Blake, had he been more generally pressed, could, I think, have brought his pace of 37 down to the half minute; in the servants' race Walker was not six inches behind the first man. The following is a list of the events, with the names of the various prize donors and winners:

1. Throwing Cricket Ball. (Distance.) Prize presented by the Dean. E. Wigle (1st Year), 95 yards.
2. Running High Jump. Prize presented by the University Registrar. (1.) D. C. Little (2nd Year), 5 ft. 1 in.; (2.) R. A. Little (1st Year), 4 ft. 3 in.
3. Running Long Jump. Prize presented by Professor Wright. (1.) D. C. Little (2nd Year), 17 ft. 3 in.; (2.) T. A. McAndrew (4th Year), 16 ft. 9 in.; Residence prize, D. Armour (4th Year), 15 ft.
4. Putting the Stone. Prize presented by Mons. E. Perriat. (1.) T. Brown (1st Year), 26 ft. 6 in.
5. Running Hop Step and Jump. Prize presented by Mr. Hirschfelder. (1.) R. A. Little (1st Year), 38 ft. 6 in.
6. Walking Race.—(3 Miles.) Prize presented by Professor Young. (1.) E. W. H. Blake (4th Year), 28 min. 37 sec.; (2.) I. Anderson (2nd Year), 29 min. 47 sec.
7. Steeple Chase.—(7-8 Mile.) Prize presented by Professor Chapman. (1.) G. G. S. Lindsey (4th Year), 4 min. 30 sec.; (2.) G. Gordon (1st Year), 5 min.
8. Tug of War.—(First Ties.) Between teams of four fours each year. Winners, 4th Year and 2nd Year.
9. Race, in Heavy Marching Order.—(220 Yards.) First prize presented by Capt. Baker; second prize presented by Capt. Vandersmissen. (1.) J. A. McAndrew (4th Year), 32 sec.; (2.) W. Laidlaw (4th Year), 33 sec.
10. Servants' Race.—(100 Yards.) (1.) R. Bullen, 11 sec.; (2.) D. Walker, 11 1-8 sec.

Besides the Tug-of-War team, the University sent only one representative to contest the Lacrosse games last Saturday. This was Mr. Nelson of the Fourth Year. In the 220 Yards Race he was leading well at the first corner, when Mr. Garry, in attempting to pass by, spiked him in the heel, inflicting an awkward wound. Afterward, however, he came in a good third in the hurdle, and so close to the second

man that, I may safely say, he would have had that place but for his accident. Mr. Skynner broke one of the blood vessels of his leg, just when the Varsity men were pulling their opponents over the winning line in the first heat. Here again, I dare assert, that only for this misfortune, the Toronto Lacrosse Club would have had a hard tussle for the prize.

CONVOCAATION.

REPORT OF THE COMMITTEE ON LEGISLATION APPOINTED BY CONVOCAATION OF THE UNIVERSITY OF TORONTO.

By resolution, dated the seventh day of June, A.D. 1880, the Chancellor, the Vice-Chancellor, Mr. J. M. Gibson, M.A., LL.B., M.P.P., Mr. H. M. Deroche, M. A., M.P.P., Mr. R. Harcourt, M.P.P., Hon. R. M. Wells, M.P.P., Mr. J. M. Buchan, Dr. Richardson, Mr. J. C. Hamilton, LL.B., Mr. J. H. Hunter, M.A., Mr. J. Patterson, M.A., and Mr. Nicol Kingsmill, M.A., were appointed a Committee to "Consider the expediency of procuring Amendments to the Acts relating to the University," and amongst others, the amendments indicated in the schedule to the resolution.

The Committee first met on the 2nd July, 1880, at the office of the Chancellor, when Mr. Kingsmill was appointed Chairman of the Committee, and afterwards at the office of the Chairman on the 24th September, 1880.

The Committee beg to report that they have considered the Act respecting the University of Toronto, chap. 210, Revised Statutes of Ontario, and the amendments proposed by the resolution in Convocation, and suggest that the Legislature of the Province of Ontario be asked to amend the University Act in the following particulars:

I.—AS TO CONVOCAATION.

That there should be no discrimination against any of the graduates of the University as regards their qualification for membership of Convocation; that all graduates of the University be members of Convocation, and that Section 12 of the Act respecting the University of Toronto be amended accordingly.

That the Register of the Graduates constituting the Convocation of the University be kept in an office of the University building, open during business hours, and that the Registrar, or some one appointed by him, should be in regular attendance at such office, and that Section 13 of the University Act be amended accordingly.

That it is not desirable to diminish the number necessary to form a quorum of Convocation.

That the term of office of the Chairman of Convocation remain unchanged, but that the Chairman be elected by ballot, at the same time and in the same manner as is provided for the election of the Chancellor.

That the Clerk of Convocation be elected for the term of two years, and be eligible for re-election. The present Clerk to hold office until the Convocation be held in June, 1881.

That the Clerk of Convocation also act as Treasurer.

Then it shall be the duty of the Senate to give notice of the meeting of Convocation by advertisement, and that the expenses thereof be paid out of the Income Appropriation Fund.

II.—AS REGARDS THE SENATE.

Your Committee report, that, in their opinion, the present mode of election of Senators is unsatisfactory, and that it would be to the interest of the University if means were taken to bring the candidates for the office of Senator before their constituents by nomination, and recommend that the University Act be amended to provide:

That the election of Senators take place on the second Thursday in May, triennially, and be preceded by a nomination.

That at least ten nominators should be necessary for each candidate.

That nomination papers may contain the names of one or more candidates.

That the nomination papers be sent to the Registrar of the University at least six weeks before the election, and that the Registrar send out the voting papers at least four weeks before the election.

That no other voting papers than those sent out by the Registrar be used at the election.

That the voting papers may be returnable by the voters forthwith after they have received them.

That the names of all nominated candidates be sent by the Registrar to the members of Convocation with the voting papers.

That the whole elective portion of the Senate be elected for three years, and that present elective members of the Senate go out of office on the second Thursday in May, 1881, and that the first election under the new provision take place on that day.

That all retiring members of the Senate be eligible for re-election.

That every candidate shall be entitled to be present, in person or by his agent, at the opening of the voting papers.

The Committee discussed the suggestions of the resolutions as to Senators who had not attended meetings of the Senate being ineligible for re-election, and decided that it was needless to make any provision as to this, as the Committee learn that steps are being taken to inform the members of Convocation from time to time of the Senator's proceedings, and it would be for the members of Convocation to decide as to the propriety of re-electing Senators who had neglected to attend the Senate meetings.

The Committee also suggest, that the Legislature of Ontario be asked to confer upon the Minister of Education power to declare such of the University examinations as the Lieutenant-Governor in Council shall by proclamation indicate to be sufficient qualification for Teachers in the Public Schools of the Province, and for positions in the Civil Service of Ontario, under the Act relating to the Civil Service.

The Committee beg also to report, that as the University of Toronto is in fact the Provincial University, and is usually so designated, that it would be proper for its name to be changed to that of "The University of Ontario."

The Committee would further suggest, that it would be desirable to appoint a committee to confer with the Minister of Education in reference to the proposed amendments, and to take proper steps to obtain the legislation suggested.

All of which is respectfully submitted.

NICOL KINGSMILL.

Chairman.

Mr. Houston at last meeting gave notice that he would at this meeting "move for a committee to consider the question whether the request of the late Richard Noble Starr, M. D., for the encouragement of the study of the subjects of Anatomy, Physiology, and Pathology has heretofore been applied by the Senate in the manner best calculated to give effect to the Devisor's intention."

NOTICE.

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ALEX. MARLING, Secretary.

Education Department, (Ontario).
Toronto, 5th October, 1880.

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