

THE VARSITY

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TWO POETS.

A poet would be famous, so he caught
(In long, hot chase, as boys catch butterflies)
Fancies, light-winged, and marked with curious dyes ;
These into strange fantastic webs he wrought,
And with them snared the semblances of thought,
Echoes of feeling, simulated sighs,
Shadows of passion, and unfelt heart-cries ;
Then when the critics' final word he sought,—
"Exquisite art," they said ; "a wondrous rhythm."

Another poet bowed his head and prayed,—
A raptured agony whelmed him like a flood.

Now, when the first died all his verse died with him,
But of the second not a line shall fade,
For this man's verse was writ in his heart's blood.

A. ETHELWYN WETHERALD.

A PRINCETON CANE-SPREE.

It was the good fortune of the writer of this sketch to be a student of Princeton College during the session of '77-'78. No member of any of the four classes then at College will be likely to forget that memorable year—the year of the great hazing sensation, when Atterbury of '80 was shot and so many sophomores and freshmen were suspended ; the year when Princeton retained the football championship, beating Harvard and playing a draw with Yale ; the year when Earle Dodge was Captain of the football team, left-field on the baseball nine, and President of the Philadelphian Society ; the year of that celebrated chapel-stage, at which the oratory of "Sally" S convulsed the house, and won for the speaker the tribute of a bouquet, consisting of a cabbage head covered with rose buds. How the old scenes and faces rise as one looks back ! Never will the memory fade, of the marches round the "triangle," while we freshmen sang with might and main :

"Here's to eighty-one, drink her down ;
Here's to eighty-one, drink her down ;
Here's to eighty-one, for she'll always have her fun ;
Drink her down, drink her down, drink her
down, down, down."

And the rushes ! How we of '81 formed in solid phalanx and met with a shock the like array of '80 men, we smaller fellows at the back knowing little of what was going on in front, (where the men were piled in heaps, with occasionally a broken limb) only being well aware that we had to push with every ounce of force we possessed ! With what awful expectation we looked forward to our initiation into Hall ! With what humble deference we looked up to the grave and reverend seniors ;

and how far away seemed the day when we, too, should be seniors and wear plug hats ! How we laid our plans for class-day, and speculated as to who should have the various orations ! And now, that class-day has come and gone, very few of our prophecies were fulfilled. And they, who, in closest intimacy, talked over the things to come, have been scattered far and wide. Some are teachers, some preachers, some lawyers, some doctors, and some are dead.

Well, well ! I was to tell about the Cane-Spree of '77, and if I keep on sentimentalizing in this fashion, I shall have used up my space before I get fairly begun. So, to plunge into the midst. It has been an unwritten law from time immemorial in Princeton (and in other American colleges), that freshmen are not to carry canes. And it is a law that is well observed. A freshman who carries a cane is looked on with disfavor by the members of his own class. In fact, it is a fresh thing for him to do. At the same time, each freshman class feels bound to assert the rights of its members to carry canes if they choose. They refrain of their own free will (so they allege) and not because ordered or constrained by the senior years. Especially, does a Princeton freshman maintain that no sophomore has a right to forbid him to carry a cane. Hence, on a certain night chosen by mutual consent, the freshman class undertakes, yearly, to assert this right against the sophomores. And the manner in which the right is asserted is as follows :

A convenient night is agreed upon by the leading men of the two classes. (When I speak of leading men, of course, I mean the men who led in the really important interests of College life—athletics and sport of all kinds. In affairs of this sort no thought is given to a consideration of such secondary importance as position in the class-list). The night chosen is usually about three or four weeks after the beginning of the term. Then each freshman, who purposes entering the cane-spree, proceeds to secure for himself a second. A freshman's second is always chosen from the junior class, *i. e.*, the third year. Similarly, the sophomores choose their respective seconds from the senior year. The combatants are matched, man against man, and an effort is made by the seconds to have them as evenly matched as possible. A majority of the matches are thus made before the eventful night. Others are made on the ground.

Now let us mount the winged steed, imagination, and transport ourselves across the miles and the years that separate us from Princeton, N.J., on the night of the cane-spree of 1877. We alight here on the sidewalk of the main street—Nassau—in front of the University Hotel. We are in a town of 4,000 inhabitants, including five or six hundred negroes. This town evidently has grown and was not made. For its streets run in every direction, except at right angles to one another. A quiet, sleepy old place it is, with a quaint beauty of its own. The streets are wide and shaded with grand old trees, some of which, we would almost believe, must date, like a few of the buildings, back to revolutionary times. Princeton, we will not forget, was one of the scenes of action in those stirring days ; and old North College has gazed on sterner fights than the conflict on which its grey tower will look down to-night.

It is the first week in October—a perfect autumn night. The moon is shining clearly and the katy-dids are fiddling away on every side. We walk eastward a few steps and are at the gate of the College grounds. As we enter, a novel sound strikes our ears. Three hurrahs ! and a "tiger, 'sst, boom, ah !" That is Princeton's famous old cheer—the Nassau rocket. The fun has begun, then, and we must hurry. A couple of hundred yards from the gate and we are on the East

campus, a good-sized square, surrounded on three sides by trees, bounded on the remaining side partly by the stone wall of East College. Here are a number of groups of various sizes—college men, towns-people, and a few ladies in nearly every one. Each of these groups is a *ring*, and in the centre of each ring are two young men both clinging to a stick which they hold between them, and in most cases *mixed*, arms, legs, heads and bodies in apparently inextricable confusion. Between the groups are passing other *pairs* of men, one of each pair calling "Hello Smith," "Oh Brown," or "where is Jones?" These shouting men are seconds trying to find the parties with whom their principals have been matched.

We are acquainted with Brown, one of the freshmen, and we shall try and have a look at his fight. Oh! here he is, just going to begin. His opponent, Robinson, and he have just stripped and one can see at a glance that they are well matched. The sophomore has a slight advantage in weight, but his opponent is wirier. Young Brown's second, holds the cane, and, all being ready, he passes it to that hero. He grasps it so near each end, that his opponent will not be able to get an "outside hold." The seconds each keep a hand on the cane till Robinson has secured as good a hold as possible, then "all ready" is the word, and "go."

"Then hand and foot and eye opposed,
In dubious strife they darkly closed."

During the last week or two Young has been initiating Brown into the mysteries of "hip-throws," "twists," and "jerks." So our freshman is not unprepared for the wiles of his antagonist. There are no rules in this sport, except that blows and kicks are tabooed; yet there is abundant opportunity for the display of skill. Tripping is perfectly fair; and it is not long before the sophomore, watching his opportunity, in this way takes Brown's feet from under him. He does not get his shoulders down however, for the freshman clings to the cane and struggles to his feet again. Now Brown tries the hip-throw and lifting his opponent from the ground actually wrenches the cane from one of his hands. But before he can follow up his advantage, Robinson snatches at it again, and, Brown's hand having slipped somewhat towards the middle, secures an outside hold. "Now then, Robinson," cries Van Dyke, his second, "you have him." "Hang on, Brown," says Young, "he is getting winded." And truth to tell our freshman does seem to be in better training. Upon this, Brown begins to force the fighting, twisting, pulling, leading a merry dance over a wide circle. The sophomore feels that he cannot stand it long at this pace, and making a mighty effort, brings the freshman fairly to the ground. Falling on his back, Brown wriggles over and gets the cane beneath his chest. Robinson, thinking to shake him up, kneels upon his enemy, but Brown gathers himself together and drawing up his knees, fairly sends his antagonist over his head. But he is not yet shaken off. The positions are reversed. Robinson gets the cane beneath his chest and lies thus while Brown reposes on his opponents back. The sophomore is really exhausted. He makes a feeble effort or two to rise, but is crushed remorselessly to the ground. His face is pressed into the trampled sward and his arms are cramped. "Van," he calls. The second stoops down. "I think I'll have to let her go." "All right, old man, if you must. Young, Robinson gives up." The gladiators rise. Brown waves his cane about his head, yells "eighty-one"; and is borne off on the shoulders of some class-mates. That fight is over.

We have watched a fair sample of the encounters that go to make up a cane spree. The result, of course, varies in different cases. Sometimes, as we have seen, the freshman keeps his cane. Sometimes the sophomore captures it. Sometimes, after a very protracted struggle, the affair is declared a draw and the cane is divided. On the night of this particular contest, the freshmen claim to have beaten their opponents by about a dozen canes.

As to our acquaintances, Brown and Robinson, they have met for the first time to-night; but they are to meet again. Looking into the future, we see them boarding at the same club, members of the same society, intimate and congenial friends. Nor does the sight of the cane, which hangs on the wall of Brown's room, tied with the college colours (orange and black) at one end, and the class colours (cardinal and navy) at the other, ever throw a shadow across their friendship.

Would that the conflicts of later years (sometimes well-nigh as purposeless,) might be waged in as generous a spirit, and leave as little heart-burning.

Riverside, N. B.

ROBERT HADDOW.

TO MY VALENTINE.

O'er the wood's untrammelled ways,
In the dawn's dim, golden glow,
Comes a sunbeam, flits and strays,
In the stream, whose ripples show,
By their little upward heaves
Noisy joy at this surprise;
Then the sunbeam, laughing, leaves,
And with artful, smiling guise,
Gazes in the flamer's eyes.

Piercing life's dull, even days,
Comes a sunbeam, flashed from eyes
Whose gaze, ling'ring, steady, stays
While they laughingly surmise,
All our wilful hearts would keep,
'Neath the shadows of the night;
Still we stubbornly will sleep,
Till the eyes, love-lit and bright
Wake us, in love's land of light.

E. A. D.

RECENT EDUCATIONAL REPORTS.

I. REPORT OF THE MINISTER OF EDUCATION.

We have received from the Minister of Education for Ontario a copy of his report for 1886, containing the school statistics of the Province for the year 1885. The Report is very complete, and we doubt not accurate, but it is not systematically arranged. The enquirer after knowledge has to wade through pages of statistics with very meagre explanations thereon, and the work of discovering information of interest and encouragement is tiresome in the extreme. Still, we have endeavoured to find some valuable information, which, though largely statistical, will not be found unprofitable reading. The part of the report which especially interests us refers to the condition of the High Schools and Collegiate Institutes. Let us, however, take a glance at the Public Schools first. We find that the school population, with a small majority of boys, is 583,137. Of these, only 48 per cent. represented the average attendance—a state of things which causes the Minister very justly to say: "Under our free school system the taxpayer who is rated without his consent for school purposes for the public good, has a right to expect that those for whose education he is compelled to provide should be obliged to attend school, at least during the time required by the School Act."

In other words: That if the compulsory clauses of the School Act are not enforced, A may very reasonably object to being compelled to pay for the education of B's children. To this Mr. Herbert Spencer would say, "Hear, hear;" and would go even a step further—in objecting to the principle of State control of education at all.* But seeing that our school system is supported by the State, and indirectly by the people, the Min-

*Vide: "The Coming Slavery," by Herbert Spencer.

ister of Education is quite right in insisting upon the compulsory clauses being faithfully carried out. The number of public school teachers is 7,218, of which the great majority are women. About a third of the teachers have been trained at the Normal Schools. With regard to the question of salaries, we find that the highest salary paid is \$1,200. The average salary for males throughout the Province is \$427 per annum; and for females, \$281! There is surely good ground for complaint here. It is simply preposterous that the School Boards of this Province have the effrontery to offer any man or woman a salary, inferior by a long way, to the wages which any able-bodied day-labourer could earn with ease! And, moreover, no discrimination should be made on account of sex. If a teacher does good work, he or she should be paid a fair price for it. By this unfair discrimination against female teachers, the whole average of salaries is kept at a miserably low figure. We are sorry the Report does not record any improvement in respect of salaries. The total amount of money expended on the Public Schools in 1885 was \$3,312,700, by far the largest amount of which came from the receipts of the old Clergy Reserve's Fund. The receipts show a balance of about half-a-million over expenditures.

So much for the Public Schools. Now let us examine the records for High Schools and Collegiate Institutes. And here we find about the same proportion between the school population and the average attendance which we noticed in the case of the Public Schools. The total High School population is 14,250; the average attendance is 8,207, or just 58 per cent. If we keep on at this rate we shall certainly furnish Mr. Herbert Spencer with very strong arguments in favor of the conclusions which he draws in his "Coming Slavery." There are 107 secondary schools, of which 18 are Collegiate Institutes. Of these 107 institutions 64 give free tuition, and 43 charge fees. The average number of teachers in Collegiate Institutes is 7; Toronto and Hamilton employing the largest staffs—of 12 and 15 respectively. The average salary paid to Head Masters is \$1,200; the highest, at Toronto, being \$2,350; the lowest, at Beamsville and Strathroy, being \$750. Of the 107 Head Masters, 105 have had a University training: 61 are from Toronto University, 20 from Victoria, 11 from Queen's, 7 from Trinity, 2 from Albert, 2 from Aberdeen, and 1 each from Dublin and Queen's (Ireland); 2 hold certificates from the Department. The destination, or occupation chosen by the pupils on completing their High School course, is shown by the following table:

Matriculated,	290
Mercantile,	856
Agriculture,	636
Professional,	639
Miscellaneous,	1,481

From the above it would appear that the number who entered the learned professions, and those who chose agriculture, was the same last year; a slightly increased number chose a mercantile life, while but 290 matriculated in the different Universities of the Province. We confess that this last fact surprises us. The number of matriculants at University College last year was 128 (*vide* President's Report). Thus it appears that University College does about 50 per cent. of the College work of the Province. The average cost per pupil at High Schools is \$28; at Collegiate Institutes, \$33. Some interesting figures are those which represent the numbers of pupils taking the different subjects set down in the school curriculum. English Grammar, Composition, Reading, History, Geography, Mathematics, and Drawing, are studied by about 90 per cent. of all the pupils; Latin by 35 per cent.; Greek by 6 per cent.; French by 39 per cent.; German by 8 per cent.; Music by 25 per cent.; Chemistry, Botany, and Physics by about 50 per cent., on the average. Only 5 per cent. are preparing for junior matriculation, and but $\frac{41}{100}$ per cent. for senior matriculation. This last figure would seem effectually to stand in the way of raising the standard of the first year, or of relieving the Universities of preparatory work. The statistics are discouraging so far as the evidences of increased popularity of higher education are concerned. After looking over the statistics we are quite willing to admit—though with sadness—that the first year work is not "popular with school Boards"! The Department urges, with propriety the claims of Music and Art to a place in every school curriculum. We

have thus devoted, we hope without being tedious, a good deal of space to the Report of the Minister of Education. It is an interesting document, containing a vast deal of information of an exceedingly valuable nature. The present outlook is good, though there are disappointing records to be found. The present state of educational affairs in Ontario will have a material influence, we hope for good, on the next Annual Report.

II. MISCELLANEOUS REPORTS.

We have received from the Deputy Minister of Education for this Province a copy of Parts II. and III. of the Special Report of the Bureau of Education, Washington, on the Educational Exhibits and Conventions at the World's Industrial Exposition, at New Orleans, 1884-5. Dr. Hodgins, it will be remembered, was the Honorary Secretary of the Educational Congress held at New Orleans during the Exposition, and in his capacity as an International Juror, also represented Canada at New Orleans. The Report before us contains a full and most interesting account of the proceedings of the Congress, and includes all the papers read there, or furnished by prominent educationists in Europe, America and Japan. The Congress was divided into sections, which comprised the following sub-divisions: (a) Elementary Instruction; (b) Secondary Instruction; (c) Superior Instruction; (d) Instruction of the Defective, Dependent, and Delinquent classes; (e) Architecture and Hygiene of buildings for instruction, Libraries, and Museums; (f) Miscellaneous. The volume before us is a remarkable one in many respects, containing as it does papers and reports upon every conceivable aspect of educational work by specialists in each department. The chief feature of the work, as regards Canada, is the number of papers contributed by educationists in Ontario. There are no less than nineteen papers contributed from this Province, representing every feature of our educational work. They are to be found in the several sections, and contain admirable presentations of our work properly viewed in the light of the past and of the present. The result is most creditable to Canada and to Ontario especially. It is impossible to overestimate the value of the Report, which is a lasting memorial of the educational history and work of the country represented.

The Dominion Department of Agriculture is doing good work in publishing circulars of information regarding agriculture. We have received from the Department a copy of their Bulletin No. 1, containing a report by Wm. Saunders, the Director of the Central Experimental Farm, which includes an account of the Director's visits to Manitoba, the North-West, British Columbia, and the Maritime Provinces; with a view of locating Experimental Farms, and of collecting information relating to the condition of agriculture as well as its special needs in these Provinces. Those desirous of obtaining copies of the report may do so by sending their names and addresses to the Experimental Farm, Ottawa.

The Education Department has furnished us with a copy of the Report of the Commissioner specially appointed to try the now somewhat noted case of John Idington, Q.C., *versus* Wm. McBride, M.A., of Stratford. The report is a voluminous one, giving a very full *resumé* of the evidence submitted, with the Commissioner's rulings thereon. The complainant brought 29 specific charges against Mr. McBride, and the Commissioner's report is that none have been substantiated. The suit was the result of a personal feud of long standing, and now that it has been settled the town of Stratford will, no doubt, resume its wonted quiet—so far as its educational interests are concerned. Educationally speaking, the chief point of value brought out was that touching a Head Master's right to reduce pupils from one form to another, "those who showed no signs of improvement, and whose conduct was not satisfactory." The complainant, as a member of the local School Board, refused to recognize this undoubted principle, and practically laid down the rule, which, as the Commissioner says, "would be to tie the hands of a Master, and to make the pupils the judges of their own attainments, and the tribunal by which their status in a school should be determined." From an educational point of view we believe this decision to be a sound one, as it underlies the whole question of discipline in schools.

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All communications should be addressed to THE EDITORS, 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.

REPORT OF UNIVERSITY COLLEGE.

We have received from the President a copy of his last annual report of University College. While it is largely statistical, much interesting matter is contained in the report. It is highly gratifying to note the increased number of students in attendance at College. The returns, which have been most carefully compiled, show a still larger attendance, with a greater number of new entrants, than has been admitted to the College in any previous year. The number of matriculants last year was 128, and the total number in attendance on College lectures during the academic year was 462; of these 321 were undergraduates pursuing the full courses prescribed by the University for proceeding to a degree in Arts. Last June, eighty-two students, who had pursued their undergraduate studies in University College, were admitted to degrees as follows: M.B., 6; LL.B., 1; M.A., 7; and B.A., 68. The figures are exclusive of those admitted to degrees, but who came from other Colleges, or were exempted from attendance on lectures.

The College has received several gifts during the past year, which have been appropriated to the foundation of scholarships, to the purchasing of apparatus, and for the encouragement of various branches of study. The sum of \$7,000 has been received, of which \$5,000 goes to found scholarships, endowed by private benefaction, and the remaining \$2,000 for the better equipment of the department of Physics. Several individuals have established medals for competition in different courses, and Mr. Frederick Wyld has endowed a prize of the value of \$25 in books for the encouragement of English composition. These gifts are most gratifying, and seem to indicate that the friends of University College are becoming more interested in her welfare, and more jealous of her prosperity. We believe that in future years the stream of private liberality will be more largely directed towards the Provincial College than hitherto. In the meantime we are pleased to record such practical evidences of the confidence and regard with which her own friends and the public generally have rewarded her faithful labours in the past. Some other statistics are given which it may not be out of place to mention here. Since the reorganization of the University and College on the basis of 1853, a total of 1,401 degrees have been conferred upon those who pursued their undergraduate studies in University College, and who proceeded to their respective degrees in the various faculties of the University. These are distributed as follows: L.L.D., 10; L.L.B., 53; M.D., 19; M.B., 71; M.A., 251; B.A., 997. In this enumeration, the report says that no graduates are included in the numbers here reported who, after completing their course in Arts, have proceeded to a degree in another faculty of the University; and that the results are based on the University Examiners' reports as confirmed by the Senate. So that the number 1,401, represents the actual number of separate degrees conferred by the University since 1853.

The number of teachers actively employed in University College at present is 23, distributed as follows: 7 Professors, 7 Lecturers, 1 Demonstrator of Physics, and 8 Fellows. Another classification may be made thus: There are three gentlemen engaged in instruction in Classical Literature; 5 in Mathematics and

Physics; 2 in Oriental Literature; 4 in Modern and Romance Languages; 1 in History and Ethnology; 2 each in Mental and Moral Philosophy, Mineralogy and Geology, Chemistry and Biology. The whole instruction in English Literature and Language is left to one Lecturer, who is burdened in addition with Italian. This is certainly worthy of amendment, and shows the scant esteem in which this department is held. The report contains other interesting information with regard to additions that have been made to the different laboratories and museums, and recommendations are made for further equipment in much needed departments of work. The report is most gratifying on the whole, and we only regret that it is so condensed and brief in character. The subject and the College are worthy of a more extensive review year by year, and a large and comprehensive report, widely circulated, could not but be of immense service to University College. Perhaps this may be done in future years.

REPORT OF THE SCHOOL OF SCIENCE.

The Report of the School of Practical Science also accompanies the preceding Report. It includes part of the current academic year, viz.:—the Michaelmas Term of 1886-7. No better plea in behalf of the School of Science has been presented than that which the Chairman of the Board makes to the Minister of Education. For this reason, and because the report comes directly from those who know its requirements and present limitations best, we shall avail ourselves of the large amount of information of interest which it contains. And first of all, let us get rid of statistics. I. *Department of Engineering*.—The total number of graduates of the School since 1881 is 22, the majority of whom are now engaged in the active practice of their profession. The number of regular students who presented themselves for examination in the Easter Term of 1886 was 41, of whom 31 passed. The number of students in engineering now in attendance is 45, of whom 8 expect to graduate this year. The number of special students is 9; total number of students in the Engineering Department, 54. II. *Mathematics and Physics*.—The number of students in Engineering taking these courses is 48. III. *Chemistry*.—The numbers taking this course are as follows: University students, 79; Engineering students, 45; Medical students, 90. IV. *Biology*.—University students, 29. V. *Mineralogy and Geology*.—University students, 117; Engineering students, 25. The amount in fees paid to the Provincial Treasurer was \$1,490, being an increase of \$525, as compared with last year.

The above are all the statistics of interest in connection with the School of Science. Now let us turn to the present state of the work. We are told that among the special facilities provided since last year, is a workshop, attached to the Department of Physics in University College, and furnished with lathes and other useful appliances for practical instruction. It seems rather strange that a workshop of this description should have to be erected in a cellar in the University buildings, at such a distance from the School, but the overcrowded state of the present School building probably accounts for such a state of things. The report goes on to enumerate the additions which have been made to the staff and to the various laboratories in connection with the School. As regards the staff, but one addition has been made. A Fellow in Engineering was appointed to assist the Professor—and the duties assigned to him are concerned with giving practical instruction in the drafting-room, and in the field. We quote the words of the report here, including a recommendation from the Professor of Engineering:—

"The assistance provided to the Professor of Engineering by the appointment of a Fellow, while adding greatly to the general efficiency of the department, has in no degree diminished the amount of work devolving on the Professor, as will be seen from the following list of the subjects on which he is required to lecture:—

- I. *Mechanical*.
 - Applied Statics and Dynamics.
 - Strength of Materials and Theory of Construction,
 - Hydraulics.

Thermodynamics and Theory of the Steam Engine.
Principles of Mechanism and Machine Design.

II. Geometrical.

Geodesy and Practical Astronomy.
Surveying.

Descriptive Geometry (including the principles of mechanical drawing, map projections, topography, stone cutting, lineal perspective, shades and shadows, etc).
Special Trigonometry.

"In addition to the amount of lecturing here specified, and the practical work which together occupy both Professor and Fellow for seven hours each day, a large amount of correspondence and routine business has to be attended to. In view of the disproportionate amount of work thus thrown upon a single instructor, the Board beg leave to invite the special notice of the Minister of Education to the requirements of this important department, as, with the annual increase of the number of students entering the School of Science, it must be obvious that the above requirements are more than can be undertaken by any single professor, either in justice to himself or to his students. They submit herewith, for the consideration of the Minister, the following recommendation of Professor Galbraith, with a view to providing adequate teaching in the several branches of this Department :—

"The Professor of Engineering would strongly urge the appointment of an Assistant Professor to take the subjects under head II. (Geometrical). The requirements are that the person appointed shall be a good mathematician and draftsman, and also a practical surveyor. His mathematics must include a thorough knowledge of the Differential and Integral Calculus. There is no other Engineering School in the world where such a variety of work is thrown on one professor as in the School of Science."

Such a recommendation shows the necessity of immediate action on the part of the Government, and the absurdity of considering claims of other cities until the obvious and crying needs of the present School are satisfied in a generous manner. So much for the state of the work. The reports as to equipment are of a somewhat more encouraging nature. The additions to the different departments have chiefly been made in consequence of the liberality of the Board of Trustees of the University. Still, much remains unsupplied.

Now let us turn to accommodation. On every hand the same complaint reaches us. We will quote various portions of the report showing the urgent need for increased lecture and laboratory room. The chairman says: "The attention of the Minister of Education is earnestly requested to the necessity for greatly increased accommodation, if the School of Science is to be maintained in efficiency, and to prove adequate for the increasing number of students." In the Department of Applied Chemistry, Dr. Ellis reports that

"The accommodation in his laboratory is quite inadequate for the number of students now working there."

Professor Chapman also says:

"The small lecture room that I had at one time exclusively for my own classes, is now shared by nearly all the professors and teachers in the school, so that it is not possible to make preparations for lectures . . . as the room is constantly occupied. . . . The room will not hold conveniently more than forty-five students. If more than that number are crowded in, the students cannot take notes, or sit with any comfort. My students of the second year now amount to at least seventy. It is not possible to get this crowd into the room . . . and if you will visit the school any afternoon from three to four o'clock, you will find many students sitting or standing in the hall around the open door."

Professor Chapman's laboratory is so small, that the students in his department have to be divided into three or more sets, and the same work has to be repeated several times in the day. "The Professor of Engineering is no less urgent in his complaints of impediment to instruction in all branches of his work, owing to the want of adequate accommodation. During the past year, the only room available for meetings of the Board has been given up as an additional room for engineering drawing. But this is a mere temporary makeshift." Owing to the urgent need of a new drafting-room and a new lecture-room,

"Lectures have to be daily given in the crowded drafting-rooms to one class of students at the same time when another class are engaged there in drawing, to the inevitable annoyance and distraction of the latter."

Now if we turn to the needs of the school, irrespective of increased accommodation, we find the heating apparatus and the sanitary arrangements of the present building are very defective.

"The annual breakage in the laboratories and the bursting of pipes, on a sudden fall of the temperature, is, in itself, an urgent reason for the remedy of this defect as speedily as possible," and again, "Special attention is invited to the extremely defective sanitary arrangements of the School, which are such as to endanger health."

These, and other facts which the report before us discloses, make a most formidable bill of indictment against the present building.

The report urges upon the Government that "they should give instructions for the preparation of plans on a scale adequate to the prospective growth of the school, so that anything now done may form part of a scheme to which further additions may be made from time to time, with a view to the ultimate establishment of a School of Practical Science in all respects worthy of the Province of Ontario." The report also makes mention of a desire on the part of the Board to provide for instruction in a new department, to wit, Architecture, and says:

"Nearly all the important branches required for a well-trained architect, in construction, strength of materials, acoustics, sanitary engineering, etc., are already taught in the school. It only requires the addition of instruction in the branch of architectural drawing, with this addition, if proper accommodation for classes is secured, the additional fees would probably cover the charges involved."

This is an exceedingly valuable suggestion, and one which it is to be hoped the Government will not overlook in their consideration of the present needs and future possibilities of the school of Science. Enough has been said, and sufficient proof has been given of the pressing necessities of the School of Practical Science to make it apparent that its claims for re-organization and increased support is well founded. The Government is now well aware of the actual state of the case, and we are sure they intend to act generously and fairly in the matter; but we have deemed it but just and proper to go so much into detail, in order that the general public, and especially those who are clamouring for schools of Science all over Ontario, may know of the absolute requirements and just claims which the present school has upon the Government; which claims should, in all fairness, be met before those of outsiders are considered.

COMMUNICATIONS.

The Editors are not responsible for the opinions of correspondents.
No notice will be taken of unsigned contributions.

THE JUBILEE ADDRESS TO THE QUEEN.

To the Editors of THE VARSITY.

SIRS,—Since the Jubilee rage has become so widespread it is not to be wondered at that it should have reached the University.

We ought, perhaps, to be thankful that it did not exhibit itself in a worse form than that of sending an address to that noble Lady who has, for so many years, worn the British crown.

But is it not a little absurd to send her an address which she will never see, and very likely never hear of?

It will be opened by some lackey in Her Majesty's service who will toss it into a pigeon-hole and return it to us with Her Majesty's thanks.

I do not think we should sign this address, and for this reason. The address says that we wish to show our gratitude to her for the progress education has made "under her fostering care."

If these words mean anything at all, they mean that credit is due to her personally for that progress.

Surely no one one will suppose for one moment that the Queen, herself, has ever assisted in any way in furthering the cause of education in Canada.

In signing the address, we are saying what we know is not true. If the promoters of this scheme would only prevail upon our worthy Senate to celebrate the Jubilee by declaring all examinations off this year, they would be accomplishing something far more satisfactory to the undergraduates; to this one at least.

UNDERGRAD.

ROUND THE TABLE.

Mr. Houston, the indefatigable librarian of the Legislature, is once more stirring up our University Fathers to re-model the Civil Polity course. He points out that of one text nothing but the title has ever been heard. The TABLE formed itself into a deputation to examine the curriculum with a view to ascertain the conditions for examination. The deputation found "Bayne's New Analytic Method" on, and fearing a mountainous work, rushed over to the library to be relieved by the much-abused assistants saying that a most rigid search had not even obtained a clue to the existence of our fear.

* * *

In art circles, the dispersion of the Stewart Gallery has excited much interest. The total amount realized was \$513,750, which was more than the Seney collection brought, but less than that obtained at the Morgan sale. The chief attractions were Meissonier's "1807," and Rosa Bonheur's "The Horse Fair," which were sold for \$66,000 and \$53,000 respectively. It was reported that the purchaser of the great Meissonier, a son of Judge Hilton, intended to present it to the Metropolitan Museum of Art, which is very rich in art treasures. Cesnola's Collection of Cyprian Antiquities have rendered this Museum world-famous. "The Horse Fair," through the generosity of Mr. Cornelius Vanderbilt, has passed into the possession of New York City. It is a graceful act on the part of Mr. Vanderbilt to so recognize the city in which his fortune was acquired.

* * *

It is not often that the realm of science becomes the arena for party conflicts. But one singular instance is on record. Benjamin Franklin, best known in the United States as the author of "Poor Richard's Almanack," was the inventor of conductors to defend buildings from lightning. The weight of his authority was on the side of points. It happened that Kew Palace was to be ornamented in this way. George III., from his animosity to Franklin, directed that his conductors should be blunt at the ends. Sir John Pringle, the President of the Royal Society, was invited to support the Court in the dispute. On remarking that the laws of nature were not changeable at Royal pleasure, he was informed that as he entertained such opinions he ought not to hold his position as President of a Royal Society. The hint was taken, and Sir John Pringle ceased to fill the chair of President of a Society of which he was the chiefest ornament.

* * *

A Dakota minister writes to *The Independent*: "The Severity Bill, which is now law, is hailed by those of us who are on the border-line of observation, being near neighbours of these wards of the nation, as a step in the right direction. I find the general frontier opinion has been that 'a good Indian is a dead Indian'; but the success with the living which Alfred Riggs and Thomas Riggs (supported by the American Missionary Association) have had at Santee and Oahe, shows what can be done by religious industrial training; and we hail the school at White River Camp as another link in the chain of good influences which will help to bind these dusky brethren in the restraint and freedom of Christian civilization and citizenship. The school is an elevated object lesson, not only for the pupils but also for the 'children of a larger growth,' who watch at its portals, not only at the beautiful lives, words, and influence of the teachers, but in the whole outflow from that school building. It is evidently the influencing centre of the whole camp for old and young, bringing not only new words into their vocabulary, but new thoughts, new aspirations, and a new life."

* * *

Some of the curiosities of newspaper statistics are worth a paragraph. There were, according to the *Printing Press*, 700 religious

and denominational newspapers published in the United States last year, and nearly one-third of them are printed in New York, Philadelphia, Boston, and Chicago. New York is far ahead in this respect, but Chicago leads Boston. Three newspapers are devoted to the silk-worm, six to the honey-bee, and not less than thirty-two to poultry. The dentists have eighteen journals, the photographers nine, and the deaf and dumb and blind nineteen. There are three publications exclusively devoted to philately, and one to the terpsichorean art. The prohibitionists have 129 organs to the liquor-dealers' eight. The woman suffragists have seven, the candy makers three. Gastronomy is represented by three newspapers, gas by two. There are about 600 newspapers printed in German, and forty-two in French. The towns which have most French periodicals are New York, New Orleans, and Worcester, Mass.—four apiece. There are more Swedish prints than French. Two daily newspapers are printed in the Bohemian tongue. Strange names are found among the Polish, Finnish, and Welch press; for instance, the *Dzienswiety* and the *Przajciel Ludi* of Chicago, the *Yhdyswalta in Sanomat* of Ohio, and the *Y Waur* of Utica, New York. There is one Gaelic publication, one Hebrew, one Chinese, and one in the Cherokee language.

* * *

In a leading German review, the *Unsere Zeit*—if we are to esteem and value at all the body of knowledge got together by the aid of shears and mucilage, from the accumulation of esteemed and valued exchanges—occurs the following remark from a competent observer:

"A large head and a small head indicate differences in temperament. The former usually possesses a cold, the latter a fiery temperament. . . . If we could imagine two persons whose bodies were exactly alike, but one with a larger, the other with a smaller skull, the pressure of the blood would be very unequal in the two—moderate in the larger, stronger in the smaller head. It is self-evident that the greater pressure of the blood would have an exciting influence on brain and soul."

Once more Germany, "learned, indefatigable, deep-thinking Germany," comes to our aid. A large head, writes our learned German, "usually possesses a cold." The present writer can bear witness to the truth which pervades these words. As for the rest, one could wish for the deeper insight, the wider view, of the German sage; to those whose standing-place is on a lower level than his, he cannot hope to make himself wholly intelligible.

* * *

It may be that the German is merely a variety of the class Phrenologist—of which I may not speak my mind freely, out of deference to a correspondent to the columns of this paper. I cannot refrain from saying, however, that in Aristotle, where he speaks of ends, and in Cicero's tractate *De Finibus*, I have found nothing to convict either of these two illustrious ancients of a leaning towards the doctrines held by the correspondent hereinbefore mentioned. They say you can find everything in Shakespeare; there is certainly one side reference to the *cultus* of phrenologists—for the "divinity that shapes our ends" is, or surely ought to be, the divinity to whom their devotions are due.

* * *

This application of a line from Shakespeare reminds me of a saying of the ingenious man's. We were on King street, coming west towards Yonge, between midnight and dawn—at the hour when the *Globe* special is making itself ready for its utter annihilation of the time and space relations. The night was clear and bright; and as we came in full sight of the Dominion Bank, the ingenious man said in a voice trembling with emotion:

"How sweet the moonlight sleeps upon this bank!"

HH.

UNIVERSITY AND COLLEGE NEWS.

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

THE CURRICULUM IN "CIVIL POLITY."

To the Editors of THE VARSITY.

SIRS,—As I have been frequently asked by students what changes I am proposing to the Senate to make in the work prescribed under the head of "Civil Polity," in the Arts curriculum, I take the liberty of requesting you to insert, for the information of all concerned, the following brief statement of the suggested alterations, and of the reasons for making them.

I need not dwell on the extremely unsatisfactory character of the present arrangement of work in "Civil Polity," the special work for the Blake Scholarship included. It is so defective as to suggest the question, whether those who, years ago, selected the text books and fixed the order of their sequence, had ever read either those or any other books on the subjects dealt with. To make the curriculum anything like what it should be, it is necessary to add greatly to the amount of work prescribed, as well as to substitute more useful treatises for some whose usefulness is now gone, and for others that never had any. But this remedy cannot be applied without creating a new graduating department of Historical and Political Science, and though the Senate, at my instance four years ago, affirmed the desirability of such a department, I have never been able to secure its consent to the change in the curriculum which the creation of such a department implies. Last year I proposed a less effective, but, as I thought, more feasible remedy for the evils complained of. This was to draw the Special Blake work within the regular curriculum of the third year, make a corresponding increase of work in the "Civil Polity" of the fourth year, improve the course by re-arrangements and substitutions, and then make it optional by allowing honour students in Mental and Moral Science to take in lieu of it English or some other one language in the third and fourth years. I am still of the opinion that this would be the best solution of the difficulty, short of creating a new department; but my proposal was side-tracked by a reference to a special committee, which never met and which has become defunct through efflux of time.

What I now propose is to make certain changes in the "civil polity" course, including the special Blake work, and as this involves a diminution rather than an increase, I cannot see why it should not be granted by the Senate. It may be said that the curriculum will soon be dealt with by a new Senate under the federation scheme, but apart from the pertinent fact that this scheme is not yet accomplished, it is quite certain that no curriculum framed by a new Senate can possibly come into force inside of two years, and it is asking too much of students to require them to spend their valuable time for even two years on such books as they have now to read. Moreover, quite a number of minor changes have been made this year in the Arts curriculum, rendering necessary the issue of a supplement, and this makes the time opportune for asking the Senate to grant other desirable concessions. The following table will give a clear idea of the changes proposed in the resolution of which I have given notice, and which will come up for discussion at the next meeting of Senate in the second week of April.

PRESENT CURRICULUM.

PROPOSED CURRICULUM.

Third Year.

PASS—Rogers, Manual of Political Economy.
HONOUR—Creasy, Rise and Progress of the English Constitution.
" Lorimer, Institutes of Law.
" Fawcett, Manual of Political Economy.

PASS—Walker, Political Economy.
HONOUR—Creasy, Rise and Progress of the English Constitution.
" Holland, Elements of Jurisprudence.
" Fawcett, Manual of Political Economy.

Fourth Year.

PASS—Smith, Wealth of Nations
" Cox, British Commonwealth.
HONOUR—Cairnes, Character and Method of Political Economy.
" Maine, Ancient Law.
" Bayne, New Analytic of Political Economy.

PASS—Jevons, Money and the Mechanism of Exchange.
" Bagehot, The English Constitution.
HONOUR—Mill, Principles of Political Economy (Laughlin's Edition).
" Maine, Ancient Law.
" Bourinot, Parliamentary Procedure and Practice in Canada (Chapters I. and XXII.)

Blake Work.

Rogers' Manual of Political Economy.
Fawcett, Manual of Political Economy.
Lorimer, Institutes of Law.
Taswell-Langmead, Eng. Constitutional History.
Broom, Constitutional Law.
Maine, Early History of Institutions.

Walker, Political Economy.
Fawcett, Manual of Political Economy.
Holland, Elements of Jurisprudence.
Taswell-Langmead, Eng. Const. History.
Dicey, Law of the Constitution.
Cooley, Constitutional Law in the United States.

The reasons for the particular changes proposed may be very briefly stated. Rogers' Manual never was a good text-book, and it is now completely out of date. Many of the statements made in it have become quite incorrect and misleading, and they are not even corrected in later editions. Walker is, by common consent, the foremost living writer on Economical questions in the English language. His book is the best Elementary text-book on the subject I know of in any language, especially for Canadian Colleges. It is the work of an American of the school of John Stuart Mill, whose special treatise on parts of the subject have won for him a high place in the esteem of English teachers. Creasy's and Fawcett's works are good and useful, but Lorimer's should never have been prescribed as part of so limited a course. It is, even from the point of view of those who believe in a "Law of Nature," a bad text-book, but the chief objection to it is that it gives no idea whatever of the nature of jurisprudence as that term is understood in all English-speaking communities. We have in Canada two systems of law—the Roman Civil Law in Quebec, and the English Common Law in the other Provinces. For students of either of these great systems, Holland's "Elements" would be very useful; Lorimer's serves no useful purpose whatever in relation to the legal system of this or of any other country.

Adam Smith's work can never be ignored by any student of Political Economy, but it is entirely unsuited for becoming part of a limited course, especially for pass. It began a revolution in the Science, but the revolution did not end with it, and it is absurd to use as a text book in one of the most progressive of the sciences a work more than a century old. For one who has gone over the whole ground of Political Economy in such a manual as Walker's, the currency question is, for many reasons, the most interesting and important, and Jevons' book—one of the International Scientific Series—is, on the whole, the best for our purposes that has yet appeared. Cox's "British Commonwealth" is a curious mixture of a discussion of political principles with a description of political institutions, but both are alike antiquated, and, moreover, the book is, and has long been, out of print. Cox himself produced a more elaborate one to supersede it nearly twenty-five years ago, and anyone who takes his idea of British institutions from our text-book will be as effectually misled as if he were to depend on the Union Act of 1840 for a knowledge of the political institutions of the Dominion of Canada. Bagehot's work is just what is needed for the place. It gives a correct view of the principles underlying the constitutional machinery—principles which remain comparatively unchanged amidst all the changes of the machinery itself. Cairne's treatise on method is still a most valuable work, and if it is to be kept on the course I would suggest that it be substituted for Fawcett's Manual. Mills' great work—the greatest that has appeared in England since Smith's time—ought to be on the course, and Professor Laughlin, of Harvard, has made it much more useful than it formerly was for the Canadian student, by doing even more for it than McCullough and Rogers have done for Smith's "Wealth of Nations." He has modernized it and supplied many useful illustrations of Mills' positions from the economic conditions of this continent. Maine's great work is the best book on the historical treatment of jurisprudence, and it should remain where it is. Strange to say, there is no such book as Bayne's "New Analytic," so far as I can find out. It would be interesting to know who originally proposed it, and still more interesting to know on what grounds its presence on the curriculum for ten years or more can be defended. Such treatment of a great subject by the Senate seems to me little sort of scandalous. My proposal is to put in the vacant place a short treatise on the history and law of the Canadian Constitution, prepared by Mr. Bourinot, clerk of the Canadian House of Commons, as an introduction to his valuable work on Parliamentary Procedure. Both Mr. Bourinot and his publishers intimated to me some time ago their willingness to have this introduction republished in separate form if there should appear to be a reasonable prospect of a remunerative circulation for the book, and such a prospect would be opened up by its adoption as a text-book in Canadian Universities. I may add, that years ago, the late Chief-Justice Moss, then Vice-Chancellor of the University, gave me as his reason for the non-introduction of this subject into the curriculum the fact that there was not then in existence a good text-book; any one who takes the trouble to read Mr. Bourinot's work will see that this objection is no longer valid.

For the special Blake work, I suggest only two changes—the substitution of Dicey's "Introduction to the Law of the Constitution" for Brown's "Constitutional Law," and of Cooley's "Constitutional

Law" for Maine's "Early History of Institutions." I have no desire to depreciate Brown's work, but it is not at all suited for students of an Arts course, and it is not sufficiently modern. An intelligent view of the English constitution is possible only to him who can compare it with other constitutions, and especially with our own. Prof. Dicey's work is precisely what we want in this respect. It furnishes comparisons with France, Switzerland, Canada and the United States, and as the last three countries have federal constitutions it is easy to understand how valuable such comparisons may become. In fact, Dicey's "Introduction," in spite of its small compass and modest title, runs to the dignity of a treatise on comparative constitutional law, and it is the only book I know of that does so. Maine's valuable work should be dropped because it is entirely out of place at this stage of a student's course. It is a sequel, not merely to his "Ancient Law," but also to his "Village Communities," and is almost unintelligible to one who has not read these works. The absurdity of putting it on in the third year while the "Ancient Law" comes in the fourth must be apparent to all, and any one who tries to read it will be convinced that a torso of this kind, however valuable in itself, is not a good text-book. The work I propose to substitute for it is a model text-book on the subject, and no one can deny the importance to Canadians of a knowledge of the United States Constitution. Upon it our own was, to some extent, fashioned in 1866; and it is impossible to comprehend the more recent federation without giving some attention to the old one. Mr. Cooley is one of the most eminent jurists in the United States, and his work is the text-book in almost all the colleges on the subject of which it treats. Permit me to add that I see no good reason for omitting Creasy from the work for the Blake Scholarship. His book is a good one, and it forms an excellent companion volume to that of Taswell Langmead.

WM. HOUSTON.

LITERARY SOCIETY ELECTIONS.—The election contest this year was fought out between two recently formed coalitions, calling themselves the "Affirmative" and "Opposition" parties, respectively. The result shows a decided majority on the Committee for the "Affirmative" ticket. Over 300 votes were cast. The officers for the coming year are as follows:—

President—W. F. W. Creelman, B.A., LL.B. (acc.)
 First Vice-President—W. H. Hodges (Opp.), maj. 3.
 Second Vice-President—T. C. DesBarres (Aff.), maj. 2.
 Third Vice-President—G. B. McClean (Aff.), maj. 16.
 Recording Secretary—J. W. McMillan (Opp.), maj. 2.
 Corresponding Secretary—E. Lyon (Aff.), maj. 7.
 Treasurer—J. W. Henderson (Aff.), maj. 29.
 Curator—S. J. Radcliffe (Aff.), maj. 8.
 Sec. of Committees—L. Boyd (Opp.), maj. 1.
 Fourth Year Councillor—J. G. Witton (Aff.), maj. 22.
 Third Year Councillors—W. N. Allan (Aff.), maj. 6; F. Messmore (Aff.), maj. 3.
 Second Year Councillors—J. P. Kennedy (Aff.), maj. 11; E. A. Sullivan (Aff.), maj. 10.

The following University College-men are to read papers at the Canadian Institute during April:—

4th.—H. R. Wood, B.A., "Study of Rocks."
 9th.—D. J. Loudon, B.A., "Left-handedness."
 "—A. B. Macallum, B.A., "Origin of Hæmoglobin."
 11th.—Dr. McCurdy, "The Place of Philology in Education."
 16th.—W. B. Nesbitt, "The Volumetric System."
 "—A. C. Lawson, B.A., "Diabase Dykes at Rainy Lake"; in *Materia Medica*.
 23rd.—D. C. Sullivan, LL.B., "Fortuitous Events."
 25th.—Rev. Dr. MacNish, "Umbrian Inscriptions."
 May 7th is the annual meeting of the Institute, at which A. McGill, B.A., will read a paper on "Tartaric Acid in Admixtures."

UNIVERSITY CRICKET CLUB.—At the annual meeting of the Toronto University Cricket Club, held on Wednesday afternoon, in Moss Hall, these officers were elected for the ensuing year:—President, Dr. Daniel Wilson; First Vice-President, Prof. Pike; Second Vice-President, W. P. Mustard; Secretary-Treasurer, J. F. Snetsinger; Curator, H. Senkler; Field Captain, A. G. Smith; Committee, J. J. Hughes, E. C. Senkler, W. P. Thompson, J. D. Maclean and E. A. Sullivan. A resolution was passed, approving of the proposed tour of the Canadian cricket team through Great Britain and Ireland.

To Mr. George Lindsey, B.A., 1882, is due the credit of originating the idea of taking a team of Canadian cricketers on a tour through Great Britain. The arrangements for the trip have all been satisfactorily completed, and the team will sail from New York on the 1st of July. The following gentlemen will represent Canada: G. W. Jones, St. John, N.B.; W. Henry, jr., Halifax, N.S.; W. C. Little, Ottawa; A. C. Allan, W. W. Jones, D. W. Saunders, W. W. Vickers, Toronto; R. B. Ferrie, A. Gillespie, Hamilton; F. Harley, Guelph; Dr. E. R. Ogden, U. C. College, Toronto. Mr. H. P.

Ferry, of Trinity College, Port Hope, accompanies the team as umpire, and Mr. R. C. Dickson goes as scorer. Of the above Messrs. Vickers and Lindsey were formerly members of the Toronto University Cricket Club; A. C. Allan, W. W. Jones, and D. W. Saunders, are Trinity College men; and E. R. Ogden and A. Gillespie, are old Upper Canada College boys. A series of 15 two-day matches has been arranged with the best clubs in the British Isles, including matches at Lord's and the Oval, against the Marylebone Club, and the Gentlemen of Surrey, respectively. The Canadian team has received assurances of a cordial reception from cricketers in the old land, and the prospects for the tour promise that it will be a most pleasant and successful one. The best wishes of all lovers of true sport in Canada will accompany the team, whose pluck and enterprise are deserving of the highest praise. Mr. Lindsey is to be congratulated upon getting together such a strong and representative team of Canadian cricketers, and his indefatigable labours in their behalf will, it is hoped, receive a substantial reward in the successes of the team against their English opponents.

Y. M. C.A.—Mr. W. P. McKenzie, B.A., an old President of the Society, gave a very interesting talk to the students at the usual Thursday meeting this week. The subject was the simile of the relation existing between the Vine and the Branch, as portrayed in John xv. The relation is a vital one, the result of which should be fruit. A mistake is sometimes made as to the nature of the fruit of the Spirit. It may not consist of religious bluster. During the open part of the meeting, appropriate remarks were made by General Secy Mr. A. T. McLeod, B.A., who presided at the meeting.

In the current *Old Testament Student* the leading article is by Lecturer J. F. McCurdy, of University College, Toronto, on "Popular Uses of the Margin in the Old Testament Revision." The author points out the value of the marginal readings, claiming that, in many cases, they are much preferable to those found in the text itself. He also pleads for a more extended use of the Septuagint in determining the meaning of Old Testament texts.

A perfect recitation is called a "tear" at Princeton, "squirt" at Harvard, "sail" at Bowdoin, "rake" at Williams and "cold rush" at Amherst. A failure in recitation receives the title of "slump" at Harvard, a "stump," at Princeton, a "smash" at Wesleyan and a "flunk" at Amherst.—*Amherst Student*.

It is said on good authority that Spies, the condemned Chicago anarchist who is engaged to Miss Van Zandt, of Chicago, is a graduate of Yale.—*Crimson*.

Hereafter *The Northwestern* will be issued by a stock company composed of students, owning the entire outfit of presses, type, etc. The compositors are also students.

ANNOUNCEMENT.

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

CONTENTS OF THE PRESENT NUMBER.

Two Poets. A. ETHELWYN WETHERALD.
 A Princeton Cane-Spree. ROBERT HADDOW.

To My Valentine. E. A. D.
 Recent Educational Reports.

Topics of the Hour.

Report of University College.
 Report of the School of Science.

Communications.

The Jubilee Address to the Queen.

Round the Table.

University and College News.

Di-Varsities, &c., &c.



Owing to the persistent attempt of numerous cigarette manufacturers to cope in part the Brand Name of the "Richmond Straight Cut." Now in the eleventh year of their popularity, we think it alike due to the protection of the consumer and ourselves, to warn the public against base imitations and call their attention to the fact that the original Straight Cut Brand is the Richmond Straight Cut No. 1, introduced by us in 1875, and to caution the students to observe that our signature appears on every package of the Genuine Straight Cut Cigarettes.

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DI-VARSITIES.

An English journal says no poet has yet worn the garter. The Sweet Singer of Michigan demolishes this assertion by declaring that she wears two.

A man is very like a gun,
That fact please try to fix,
For if he finds he's charged too much,
Why that's the time he kicks.

Lady Visitor—"Oh, that's your doctor, is it? What sort of a doctor is he?"
Lady Resident—"Oh, well, I don't know much about his ability; but he's got a very good bedside manner."

She was young and had a pretty face and a Gainsborough hat, but when she asked if an aviary was not a place where they kept monkeys, the spell was broken and the charm vanished.

ENGLISH AS SHE IS TAUGHT.

Mark Twain contributes to the April Century under the above title, some examples of the curious answers made by pupils in our public schools. We quote a few as follows:

- "Aborigines, a system of mountains.
- Alias, a good man in the Bible.
- Amenable, anything that is mean.
- Assiduity, state of being an acid.
- Auriferous, pertaining to an orifice.
- Ammonia, the food of the gods.
- Capillary, a little caterpillar.
- Corniferous, rocks in which fossil corn is found.
- Emolument, a headstone to a grave.
- Equestrian, one who asks questions.
- Eucharist, one who plays euchre.
- Franchise, anything belonging to the French.
- Isolater, a very idle person.
- Ipecac, a man who likes a good dinner.
- Irrigate, to make fun of.
- Mendacious, what can be mended.
- Mercenary, one who feels for another.
- Parasite, a kind of umbrella.
- Parasite, the murder of an infant.

- Now Ready -

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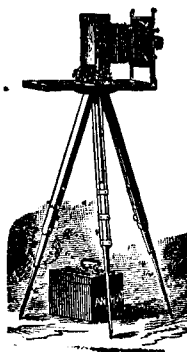
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