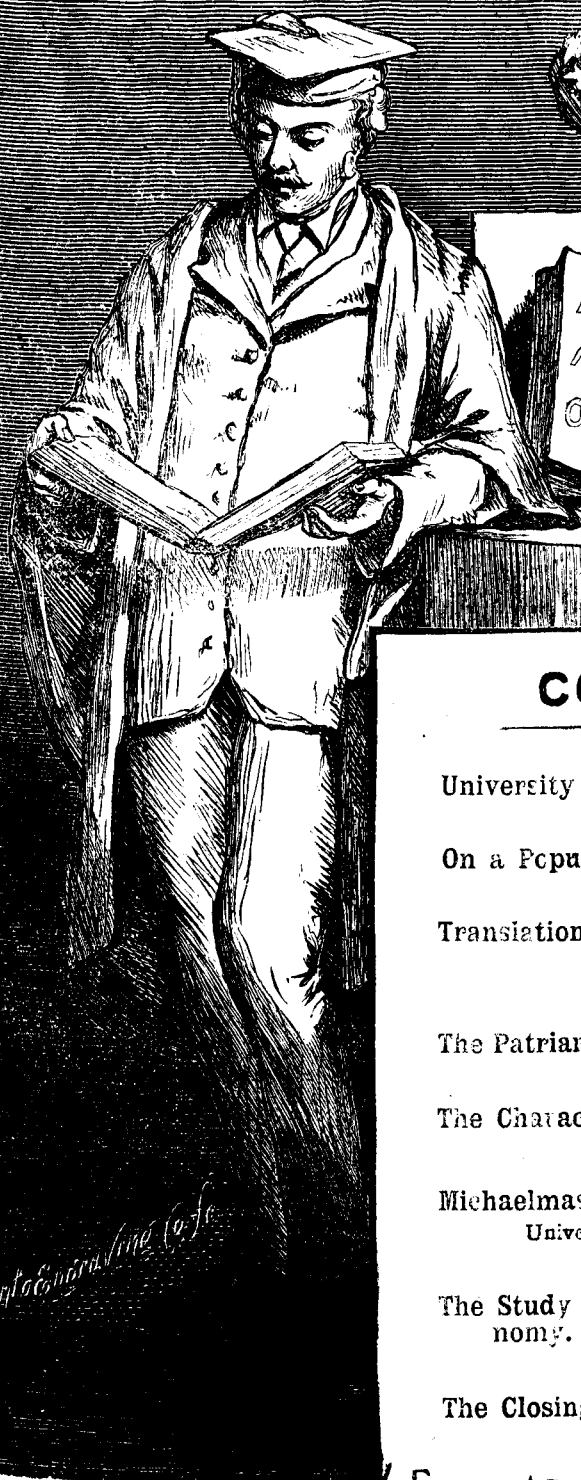
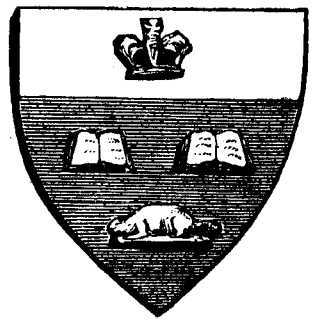


# THE UNIVERSITY



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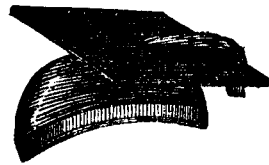
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# THE ' VARSITY:

A WEEKLY REVIEW OF

EDUCATION, UNIVERSITY POLITICS AND EVENTS.

Vol. I. No. II.

December 25, 1880.

Price 5 cts.

## UNIVERSITY REPRESENTATION.

Dr. Hodgins, in a recent issue of the 'Varsity, quoted historical precedents in favor of the representation of the University of Toronto in the Legislature. He pointed out an old Statute of Upper Canada which authorized any University which might afterwards be created to send, with the sanction of the Governor-in-Council, a representative to the Legislative Assembly. The University of King's College afterwards came into existence; the University of Toronto followed, but the provision of the law looking forward to University representation was never acted upon. The necessary Order-in-Council was never passed. Why, we are not informed; but it may safely be assumed that the inaction, in this particular, was the result of prudential motives. Dr. Strachan, to whom the University of King's College owed its existence, held an influential position and could probably have secured the representation which the Legislature had thought desirable if he had felt it prudent to exert his influence to bring about that result. The executive Government was, till 1840, in the hands of men favorably disposed towards the University of King's College, and any representative which the University would then have selected would have been favorable to the governing party. Anxious as all political parties are to strengthen themselves, in the Legislature, the party which held the reins of power, subject to a check being placed on the reins when Imperial interests came into play, neglected to vitalize the Act providing for University representation by issuing the necessary Order-in-Council. There can be no doubt that the inaction was based on prudential motives.

In 1849 the University of King's College gave place to the University of Toronto. Far from being a mere change of name, the whole character of the institution was changed. The Government which made this change was opposite in principle to that under which King's College had remained without Legislative representation; and yet, instead of treating the omission to issue the proclamation that would have erected a new constituency as an error, on the part of its predecessors, it followed in their footsteps. This law, Dr. Hodgins observes, retained its place on the Statute book till 1858; but it was suffered to remain a dead letter, for a period of thirty-nine years. All the Governments which existed, during that time, may be supposed to have acted in the interests of the University, as they understood them. And there is little reason to believe that they could have been mistaken. For myself, I am entirely without doubt on the subject.

That cannot be regarded as a precedent which never had any actuality; a form without vitality; a law which wanted the breath of the executive to vitalize it, and which was never inspired with life. This imperfect Act was a mere fancy, based on what had no existence at the time it was passed, and when the thing it was framed to anticipate was created, the Act was suffered to remain mere waste paper.

The English, Scotch and Irish precedents are real; but they are of no value unless it can be shown that they apply here. This has not been shown. The mere quotation of the fact proves nothing, one way or the other. It is quite possible that University representation may be a desirable thing in those countries and not here. This is, indeed, more than likely. The presumption is against the applicability of the English plan in Canada.

The University of Toronto has nothing to gain and possibly much to lose by a closer connection with politics. To give the University a representation in the Legislature would be to in-

volve it in political wrangles, and it might come, in some degree, to share the fate of the party which, for the time being, it espoused. From any closer connection with politics it would be sure to suffer. At present the appointment of a professor is almost certain to be discussed from a party point of view, merely because the appointment is in the Government. The result is that one of the two political parties becomes more or less hostile to the University. If it be alleged that the University needs, or may need, a special advocate in the Legislature, the answer is that, in case of real danger, such an advocate would be powerless for good, while his mere presence might inflame prejudice instead of allaying it. The University must rest its cause on the generous sentiment of the public, and the spontaneous efforts of its own sons.

P. V.

## ON A POPULAR FALLACY.

THAT MEN SHOULD LIVE ONLY FOR THE FUTURE.

To us who live there should be no future. One only thing we have handfast and determined,—it is the present. One only thing Jove himself cannot make void, neither empty of scorn or delight, as it is of either,—one only thing—give it to men as a motto and grave it on their walls—*Quod fugiens hora semel vescit*,—that alone.

I do not say that a future is denied us. That would be ignorant and heretical. Eternity is always with us and shall be. Beyond life we live.

But how grasp this future? By ignoring it. Just as a man saves his life by losing it. This is not enigmatical. It is not even a paradox. We gain the future by laying all the grasp of the hand on the present. Therefore to us who live, life must be as there were no future.

Men have talked that one should live only for the future. They have deluded a world into their belief, which is also the most enervating of beliefs. They do not see with their eyes and hear with their ears the sight and the song of Homer and the tragedists. They know and know not that Shakespeare lived. For the greatest knew no future. That is why Homer has grasped all future time forevermore. If he had written for us he had lost us. But he sang only to the men of his present, therefore he has sung for us. And Aeschylus and Sophocles tried very hard to win their present palpable crown,—put on the breathing leaves. And therefore they have won a crown forever more, and put on leaves that shall not die again. Have ye not heard, has it not been told you, of the splendid waste and the seeming carelessness which the Englishman had of his wonderful plays? not because Shakespeare had no hope of future harvest,—but because he ignored it. Therefore Rosetti maligns his wisdom in calling it patience, and Swinburne puts immortality on unjust words. For Shakespeare had lived for the present. Therefore he lives.

For the gods hate him who grasps at the future. Proudly that man lifts his head, scorning delights and asking only for laborious days. Therefore the gods give him his desire. The curse is on his greed and he shall live laborious days forever. For the present is the wane of the past. Driven by the tide and the wind of a past this wave has an inevitable road. But the past is a bygone present which has given this present. Then why care for the morrow? Care not but regard the day, for to-day holds to-morrow in its womb. This is the sum, the present contains the future.

Mankind lives not for the future. They pretend to, ignorant that their future is a potential present. Only a few live for an actual future. And these are not the greatest of men, but only the most ambitious; also the most selfish. But mankind still does not gain the future, because they do not live for the best present. Debauchery is a bad present even if there were no future. And when the present springs out of the womb of the past, debauchery is a terrible present. If one possesses to-day he has also possessed yesterday. Let to-morrow take care of

itself for it is possessed already. Our days are as it were a tale that is told; yea, our days without respect or division of time. To-morrow's whip is already swung and the sword of Damocles is hanging now. For the future is an heritage, and that which is to be inherited to-morrow is in possession to-day.

The kingdom of Nature is thus. I never see—though I have often been told—that the wise of animals lay up for the future. But I do see that they take all the present can give them, and therefore the future is already secured. The laden hour has placed its richness in their grasp, and they grasp. Can wisdom any further go? Employ well and truly the present and all days to come are in your possession. The bees lay up for the winter while yet summer-time and hay-making are with them. Do they? No! in the name of the bees. The future never proposes itself to them. They know no future and the swarms in Spring have never heard that a time of Winter and a season of snow may come. They only take all the present can give them, and, doing so, the future is already theirs. They live not truly on foresight, but on the superfluity of the present. They are "wise to-day."

Therefore away, O Future, fly into the unknown! Henceforth it were well to know you not. With vision more calm, and contemplation more exalted, from the standpoint of no uncertain vantage, let us look to the heavens for light, to earth—and all we claim is rest; but light *now*, rest *now*.

Butler has told us to pray that we may "live a moment at a time," thus only able to knit all the infinite issues of daily deeds together. Is this not clearly an appeal to the eternity of the present? To look indeed into the future is to cry before we come to the bridge. Unwitting that, if time know the moment and space the plank, we shall cross only by attending to present steps.

Nature itself lives but a moment at a time. Earth with its many voices neither insignificantly nor ignobly sings to us in all its thousand tongues, that we, like all, are given but one moment unto moment for our life—had we been worthy of more it had been otherwise—that we have power only now but thus for all eternity.

Take therefore from full hands their offering for to the gods belong the future.

H. C.

#### THE CHARACTERISTICS OF MODERN SCIENCE.

In all ages Science has held a foremost place among the various classes of Learning. It is a study which is conducive to the welfare of the human race, not only in furnishing it with a means of combating various disadvantageous circumstances and of improving favorable ones, but it also, in a marked degree, elevates the mental faculties of its disciples by increasing their powers of observation and reasoning. The more the former of these faculties is developed, the more one is capable of taking cognizance of minute but important facts; and the higher the cultivation of the latter, the more skillful one proves in applying these facts to some useful end, whereby one's fellow man may be benefited.

When Plato and his followers walked and talked in the shady groves of Academe, the practical application of a theory was held in supreme contempt by the philosophers of the day, science being valued only in so far as it afforded a means of elevating the mind, and led it to ponder on great subjects, looking beyond the material world into the immaterial. The ancient lovers of wisdom prosecuted the study of the sciences with a view of educating the minds of men up to a high degree of wisdom; to induce them to follow more closely the paths of virtue; to discover the higher and purer truths; and to unravel the mysteries of being. With urgent necessities continually arising, it is patent that mere theories could not long rule in the domains of science, especially too, when these very theorizing scientists despised the tenets of their own doctrines, as may be observed in the laxity of their morals, their covetousness, avarice, and selfishness. In fact, "these teachers of virtue had all the vices of their neighbours, with the additional vice of hypocrisy."

In the Dark Ages, on the other hand, when foreign wars and internal disturbances shed a gloom over the arts and sciences throughout all Christendom, theories were thrown to the winds. Practical benefits became the ends in view, but unfortunately (in some cases perhaps fortunately) these ends were unobtainable. Philosophers spent their lives endeavouring to enrich themselves by the discovery of the secret, whereby the baser metals might be converted into precious gold; others in vain strove to gain immortality by concocting an elixir of life.

But although the striving after such results was futile and vain, nevertheless it has been the means whereby great benefits have been conferred on the generations which have succeeded. In the words of Cowley,

"Though the chymist his great secret miss,  
(For neither it in art or nature is,)

Yet things well worth his toil he gains,  
And does his charge and labour pay  
With good unsought experiments on the way."

In his search for the Philosopher's Stone Glauber accidentally discovered the useful salt which bears his name; Van Helmont, in his vain enquiry into the composition of the Elixir of Life, prepared ammonia, which for a time he considered to be the true elixir, as it possessed the power of restoring to life persons who apparently had lost that boon. Thus although the goals which these mysterious experimenters were earnestly striving to reach were ever in the dim distance, yet they accidentally obtained results, the value of which they could not appreciate, but which have proved of immense value to us in the present day.

Modern Science combines the characteristic form of ancient Philosophy and Mediæval research. It resembles the former in its aiming after truth, and the latter in its application to the arts and manufactures. The value of Science is estimated in the world at large according as it increases Commerce and Industry, and by bringing into more intimate relation the various quarters of the globe, aids in the advancement of civilization. The assistance rendered by Science to the Arts and Manufactures shows itself everywhere, and in fact it is so intimately connected with their advancement, as to draw from Liebig the remark that the commercial prosperity of a nation depends on the amount of Sulphuric Acid it consumes; and it is not only in the better known and more highly esteemed departments that scientific research has proved of practical benefit, but also in those departments which have been contemned and despised as childish and vain, more especially in that of Entomology, the facts brought to light by the investigations of enthusiasts have proved of immense value. Mr. Kirby, in his interesting letters on this branch, after discussing at some length the injuries, direct and indirect, for which insects may be held responsible, says:—"From the picture I have drawn, and I assure you it is not over-charged, you will be disposed to admit, however, the empire (*sic*) of insects over the works of creation, and to own that our prosperity, comfort and happiness, are intimately connected with them; and, consequently, that the knowledge and study of them may be extremely useful and necessary to promote those desirable ends, since the knowledge of the cause of any evil is always a principal, if not an indispensable step towards a remedy."

The great question of the age, however, is not so much, Is a fact useful? as, Is it true? The nineteenth century is essentially a critical age, becoming dissatisfied with the dogmas handed down to us by our ancestors, and hitherto received and credited without a shadow of a doubt, and, in its dissatisfaction, has revised the array of facts which formed the grounds whereupon these dogmas were founded, promulgating new theories on the results of the investigations, or confirming or adding to the old. Sir Thomas Browne says, "The mortalest enemy unto knowledge, and that which hath done the greatest execution upon truth, hath been a peremptory adhesion unto authority, and more especially the establishing of our belief upon the dictates of antiquity." The great tendency of modern Science is to emancipate itself from this "peremptory adhesion unto authority," and to establish its belief upon dictates of its own, wrought out by laborious research and minute and praiseworthy observation. It was this stubborn adhesion unto the fiat of antiquity that led to the persecution of Galileo, and it is this fact that now prevents the non-scientific from accepting the grand theory of Evolution, by the aid of which alone can many of the phenomena of animated nature be explained in a reasonable and satisfactory manner.

Consequent upon this desire to decide personally as to the truth of any theory, is the rapid progress which Science has been making during the past Century. The advance which signalized the eighteenth century was wonderful, but that of the present far surpasses it. To-day we have our night turned into day by artificial suns, to-day our eyes are delighted by the most delicate shades of color produced from the formerly worse than worthless coal-tar, to-day we can call to our aid fulminates with which, one might be tempted to say, we could shatter the universe. With our microscopes the delicate markings of a Pleurosigmia, with our telescopes the faintest Nebula in Orion, with our spectroscopes, the presence of Hydrogen in the sun, can be seen with remarkable distinctness. We now have instruments by which we can converse though separated by miles, others by which we can hear the foot-fall of a fly, and others by which the deaf can be made to hear, and our modern Puck can "put a girdle round the earth in forty minutes." Every month, nay every day, brings to light so many new discoveries, so many new theories, so many explanations of hitherto unexplained phenomena, that it is almost impossible to keep pace with the rapid advance. With greater truth now than at any period of the world's existence, can it be predicated of Science, that, "Its law is progress. A point which yesterday was invisible is its goal to-day, and will be its starting post to-morrow."

IN THE December number of the *Fortnightly* Mr. HERBERT SPENCER lucidly points out the disadvantages of an exclusive retainment of authority by fathers and the elder citizens. "As we saw that succession by inheritance conduces in a secondary way to stability, by keeping the places of authority in the hands of those who by age are made most averse to new practices, so here, conversely, we may see that succession by efficiency conduces in a secondary way to change. Both positively and negatively the possession of power by the young facilitates innovation. While the energies are overflowing, little fear is felt of these obstacles to improvement and evils it may bring, which, to those of flagging energies look formidable; and at the same time the greater imaginativeness that goes along with higher vitality, joined with a smaller strength of habit, facilitates acceptance of fresh ideas and adoption of untried methods. Since, then, when the various social positions come to be respectively filled by those who are experimentally proved to be the fittest, the relatively young are permitted to exercise authority, it results that succession by efficiency furthers change in social organization, indirectly as well as directly." SOKRATES, and in our own age the MILLS, have condemned the jealousy which is often exhibited in regard to youthful energy, by men in the autumn and winter of life. The generation which seeks to introduce a reform affecting its well-being, meets with the most violent resistance from the class whose well-being is largely insured by the prevalent respect for gray hairs. The very expression of opinion in regard to such reform is looked upon as the unconsidered "interference of inexperienced youths." It is recorded of the Druids that their knowledge of men and things derived a great deal of its power by being withheld from the multitude. The simple operations of arithmetic, elementary geometrical problems, and a smattering of astronomy inspired awe from an enshrouding veil of mystery. If one of the vulgar crowd attempted to pierce the veil, the audacity of the attempt was promptly established in the eyes of the people by the capital punishment of the inquisitive individual. The Druids constituted the scholastic and political, as well as the sacerdotal world for the nations under their rule. A relic of the Druidical spirit is yet observable among elderly scholars and statesmen in their contempt towards the pushing spirit of juniors. Mr. SPENCER'S writings have the Catholic merit of impressing on both old and young a greater appreciation as to the availability of their respective characteristics.

#### THE YOUTH BY THE BROOK.

(Schiller.)

By the brook a youth sat, weaving  
Wreaths of many flowers gay,  
And the dancing ripple bore them  
Down the stream and far away:  
"Even so my days are passing,  
"As the restless fountain flows;  
"So my youth turns pale and withers,  
"Quickly as the blushing rose.

"Ask not why life's blooming season  
"I consume in sorrow vain!  
"All is fill'd with hope and gladness,  
"When the spring doth come again;  
"But sweet nature's thousand voices,  
"Blithe and joyous though they be,  
"Waken in the heart's recesses  
"Nought but heavy woe for me.

"What avail me all the raptures  
"Which the fairest spring can bear?  
"One alone my heart doth long for;  
"She is near, and yet so far;  
"I spread out my arms with yearning  
"For her shadowy image blest;  
"Never yet have I attained it,  
"Never is my heart at rest.

"Ah! come down, my love, my darling!  
"From thy castle on the hill;  
"With the brightest flowers of spring-time  
"Thy beloved lap I'll fill.

"Hark! the grove with song is vocal;  
"Crystal fountains bubble here,  
"And the tiniest cot is spacious  
"For a happy, loving pair!"

W. H. v. D. S.

#### OBSERVATIONS BY THE PATRIARCH STUDENT.

THERE will be no publication of the *'Varsity* on January first as Spot has made up his mind not to work. He stoutly refuses, I believe he means to call on the future Mrs. Spot.

\* \* \*

THE *University Magazine* is distressed over the large number of its exchanges. It bewails that abundance in this case detracts from the usually neat appearance of the editorial *sanctum*, besides adding to the difficulty of picking out whatever is deserving of notice. The worry which is expressed by these complaints might, we are told, be prevented by an Intercollegiate Press Association. "Let there be admitted to this association only such papers as are naturally drawn together by proximity, athletic interest, and the like. Then make it obligatory upon each paper to review every other paper in the association, say once in two months." There is a good deal of self-sacrificing spirit in this last sentence; although the writer is daunted by the voluntary task of selecting out of a pile of papers what is worthy of his talent as a reviewer, yet he is willing to make the task less voluntary by a law directing that a certain number of papers be given a notice within a specified time. The generosity of the proposal, if not equalled by its wisdom, is exceeded by the modesty of query marks. "But as yet we have no such blessing (an Intercollegiate Press Association), and we have to maul around in our already scattered collection until we light upon something which especially strikes our fancy, or else is so obnoxious as to call forth 'scathing (?) irony and witty (?) sarcasm.'" What is meant by "to maul around" in a collection is not very clear, and the addition of another interrogative sign to this Pennsylvanian expression might be equally appropriate. The phrase is obscure, but obscure phrases along with other blemishes will doubtless disappear as soon as the above-mentioned blessing is attained. In the meantime, the *University Magazine* may find some consolation in reflecting that it is a great university paper; that this is the reason why it is deluged with "exchanges;" that every college paper must look forward to being "mauled around" by its condescending editor; and, lastly, that college journalism will suffer an irreparable loss when this organ of the Pennsylvania University shall confine its "exchange" column to notices of only those papers which are to make up the I. P. A.

\* \* \*

AT ITS last meeting the Senate raised the necessary pass percentage at the promotion examinations, from twenty-five to thirty-three and one-third per cent.

\* \* \*

How soon are we forgotten? Mr. vander Smissen has been be-reaved of his dog Norah, but the place she once held in his affections has been filled by the youthful Bijou.

\* \* \*

THE *Niagara Index*, coming from the College and Seminary of Our Lady of Angels, has taken up the cudgels on behalf of the *Notre Dame Scholastic*. It has hurled its dread anathema, I am blended with the dead, and the bad angel has seized his prey:—"Than the American eagle there is no nobler bird. When it flaps its wings it does flap them, and when it don't—the conclusion is obvious. We leave it all to Ivanhoe—our left-hand neighbor, friend of our better days, a martyr among martyrs. It makes but little difference what the measurement from the tip to the tail may be—the American eagle is all there. Last week Ivanhoe shot one. We know it's against the game laws, contrary to them, but Ivanhoe is a reckless fellow. He has come to the conclusion that he is going home for the holidays, and he don't, at present, care much whether school keeps or not." This is one of Ivanhoe's euphonisms. It would appear that our co-partner took a stroll, and during his reverie his keen eye took in an original, white-chested, bald-headed eagle. A sportsman born he could not resist the first impulse—so he fired away. On the nethermost end of the eagle's grand proportions, he discovered, in decidedly sick antique, the word "*'Varsity*." It was quite a capture we admit. The bird had flown from Toronto, from University College—that's the misnomer the "Notice" gives the place—and, away down below the English borrowed

'Varsity word, we read in a somewhat sub-notice, that under no circumstances can rejected communications be returned. We are glancing at the issue of November 20th. Why, as the bright stars don't shine upon us on this gloomy, misty night, didn't the editors reject the entirety of November 20th's contributions? Here they are, the contributions it will be seen: "Lady Students and the College Council;" "Translations from German Poets" (may the grave protect them); "The Patriarch Student" (he wasn't taken into the ark); "Cogitator and the Donkey" (and the Donkey was the better thinker of the two); "Prejudice"—not by a long shot are we inclined to favor anything of that species. And yet, with all this display of versatility, the 'Varsity is taken to task by the *Scholastic*. Pluto may ask, why? Ivanhoe may growl, and in his blandest of tones insist upon knowing why this is thus? And we, in our moments of cool, perfectly sober after-thought, will assure both the 'Varsity and the *Scholastic* that their bickerings are puerile. We are loth to believe that "Our Staff"—a whole base-ball nine—of the *Scholastic*—undertook to dissect that nethermost end of the eagle bearing the word 'Varsity. Had we been in the place of the *Scholastic*, 'Varsity and Father Walsh would have taken a rest. Yet, for all that, 'Varsity publishes first-class inaugural addresses. Mr. McMurrich is a live Canuck. He tells us, in twenty condensed paragraphs, all about Moses. Is he Aaron? Whether or not he be, we are certain that Moses didn't know what "the tertiary age or age of mammals" meant. And, for the life that was in him after he left the bulrushes, he couldn't spell the "cuss word," quaternary. After reading the 'Varsity, we have come to the conclusion that the *Scholastic* wasted powder in attempting to bring down to earth so flighty a bird. Ivanhoe did it—and Ivanhoe has no pretensions to being considered a good shot."

\* \* \*

Two of the colleges of Cambridge University, Girton and Newnham, are exclusively for women.

\* \* \*

Who killed John Kelly?

"I," said young Cooper,  
"I just did whoop'er  
Up for John Kelly."

Who'll toll the bell?

"I," said old Sammy,  
"Though feeble, why dammee  
I'll toll the bell."

Who'll say the prayer?

"I," said McCloskey;  
"With grief I'm quite husky,  
But I'll say the prayer."

\* \* \*

DURING vacation the University Buildings will be closed at one o'clock, and on Christmas and New Year's day.

\* \* \*

LAST Tuesday evening the Janitor was summoned to his door to answer the query of two ladies as to whether there was to be a debate on that evening or not. They produced an invitation, neatly inscribed under the crest of the School of Practical Science. Learning that no debate was to take place, the doctor and her daughter grew huffy, and stating that during a course of directed search they had come upon this building as the fourth in the series, they left, this time, for home. The youth who perpetrated this joke has the satisfaction of knowing that he succeeded in bringing two ladies to the University on a futile errand. Probably his revenge is for a snubbing.

\* \* \*

WHO was the first dead-head on record? Leonidas, because he held a pass.—*Ex.*

\* \* \*

THE mayoralty of Toronto has always been looked upon as a stepping stone to parliament. This year Mr. McMurrich, a graduate of this University, has been brought out as a candidate for the position. Irrespective of the desire to see Mr. McMurrich as an old graduate, and as an ardent advocate of educational advancement, and especially of University prosperity, succeed in his election, everyone who has the welfare

of this institution at heart, should help to scale the first rung in the ladder of political life, the man who will on its topmost round work arduously in the interest of his University. Few persons who have taken their degree have maintained so close a connection with their *Alma Mater*. The donor of the medal which bears his name, and the President of the Natural Science Association, is not an absentee in whom the flame of fellowship is feebly flickering or burned out, but the present friend who, vested with the power, would strike a hard blow against the enemies and opponents of the prominence of the University of Toronto.

\* \* \*

A COLLECTION of wax models illustrative of various stages in the development of the chick has just been received.

\* \* \*

THERE was a "kid" from University Coll,  
Who on his girl started to call;  
But he stopped like a fool,  
And lost ten games of pool,  
And he wont wear an ulster this Fall.

'VARSITY MEN.—MR. JOHN MACDONALD, for years known under the cognomen of "Big Mac," is now Clerk of the Division Court at Owen Sound, and at the same time is editor of the *Advertiser*.

MR. F. T. CONGDON, B.A., is teaching in the Seaforth High School.

MR. G. ACHESON, B.A., is Natural Science and Assistant Classical Master in Galt Collegiate Institute.

MISS HENRIETTA CHARLES, of the Second Year, is teacher of Mathematics in the Ottawa Young Ladies' College.

THE THREE High School Inspectors of the Province of Ontario are all medallists of Toronto University.

#### THE STUDY OF SOCIOLOGY AND POLITICAL ECONOMY.

A Chair of Political Economy for University College has been already ably advocated by writers in the *White and Blue* and the 'Varsity, but some further remarks on the subject may not be out of place.

There can be no doubt that a scientific and thorough knowledge of social and political principles is, at the present day, more necessary than ever before. New political questions are constantly arising, on which every citizen, who is entrusted with a vote, should be competent to form an intelligent opinion, instead of taking his political creed, second-hand, from party newspapers or interested politicians. How little the principles of Political Economy are understood, might be illustrated by the rapid change of opinion on the Trade question, which occurred three years ago in Canada. Previous to that time politicians vied with each other in claiming their fidelity to the principles of Free Trade. Protection was regarded as a dangerous heresy by the people, and few politicians had the courage to advocate it. Yet, a vigorous election campaign, extending over a few months, was sufficient to effect a complete change of opinion on this important subject, on the part of a large majority of the electors of Canada. Now, if the policy of protection to native industries be correct in principle, and applicable in Canada as a new and growing country, then such a policy must have been equally necessary for the last twenty years, and the people of Canada, or of its different provinces, must have been suffering during that time from adhering to a Revenue Tariff, all through an ignorance of Political Economy on the part of our statesmen and private electors. If, on the other hand, the National Policy is a mistake, and injurious to the interests of the people as a whole, more than half of the Canadian electors, from ignorance of economic principles, have been deceived by the promises, sincere or otherwise, made by the Protectionists.

The Currency question will soon be prominently before the Canadian public. The advocates of a National Currency, though still few in number, appear to be energetic and determined. The movement is not to be stopped by ridicule. Its opponents, if they would be successful, must be thoroughly acquainted with the historical aspect of the question; they will require to trace the origin and development of money, and the workings of the different financial systems in different countries; they

will require to know something of the principles of banking, and possess a large amount of information on financial matters which cannot be picked up by superficial reading, but demands careful and systematic study.

Our political relations and internal government are attracting an unusual amount of attention at the present day. The advocates of Imperial Confederation, of Annexation, of Canadian Independence and of Legislative Union, are spreading their views with greater or less energy and success. Every Canadian should be able to form an intelligent and unprejudiced opinion, on each of those measures proposed, and would be greatly assisted in doing so by a knowledge of the fundamental principles of Representative Government, the laws of trade, and the political history of our own and other countries.

Apart from what are generally known as political movements, Socialism, Communism, and other social "heresies," are making their appearance in Canada, especially in the towns and cities; and to be met successfully they are not to be stamped out by force, as has been attempted in Germany. They must be shown to be injurious to man's interest and happiness. In order to do this, it will be necessary to understand the origin and development of private property and other institutions attacked, to have, in fact, a thorough acquaintance with the principles upon which society is based.

We will all be called upon, sooner or later, to grapple with such questions as the above. Some of the public men of the future may, as was pointed out by "Publicist" in a late number of the "Varsity," be drawn from the ranks of our College graduates. At any rate, it will devolve upon us all to make a judicious use of the influence which every private citizen possesses. University College is supposed to afford its students that knowledge and culture, which will enable them to perform well all the duties of life, apart from any particular profession. Of these, the functions of a citizen, are surely not the least important. The solution of a political problem is certainly as important as the solution of a quadratic Equation, or a knowledge of Greek and Roman mythology. The College cannot be said to be entirely fulfilling the purpose for which it was intended, until a chair of Political and Social Science has been established. If this were done, the lectures would be the most popular in the whole course.

As the University curriculum stands at present, Political Economy is connected with Mental and Moral Science. Social Science has of course a natural dependence on Mental and Moral, as well as on Natural Science, but it is perhaps dependent to a greater extent upon History. Says Herbert Spencer in his work on Education:—"The only history that is of any practical value is what may be called Descriptive Sociology. And the highest office which the historian can discharge is that of so narrating the lives of nations as to furnish material for a Comparative Sociology, and for the subsequent determination of the ultimate laws to which social phenomena conform."

A mere dogmatic enunciation of facts from the text-book or the professor's desk will never make us sound and independent political thinkers. This must be supplemented by original research on the part of each student, and unrestricted discussion of political questions. Perhaps the high standing of the German Universities is owing to their encouragement of original research more than to any other cause. The present University Curriculum in the Department of Civil Polity confines the student too closely to a study of the British Constitution. Admirable as that institution may be, it would probably be better to compare the social systems and modes of government in various other countries, not omitting our own, and then to draw our own conclusions. If such a change were made, the name of "Colonist-factory" which has been recently conferred upon University College, whether justly or unjustly, by the Toronto *Telegram*, would be no longer applicable.

X. Y. Z.

MICHAELMAS EXAMINATION RETURNS.

UNIVERSITY COLLEGE.

There have been no examinations in the Fourth Year this term.

THIRD YEAR.

Classics.

Class I.—1, McGillivray, D.; 2, Dunn, H. L.; 3, Miles, A. C.; 4, Teefy, A. F.

Class II.—

Class III.—1, Kerr, D. B.; 2, Fasken, D.; 3, Robertson, S. E.; 4, Boulton, C. R.; 5, Glass, C. T.; 6, Duncan, W. A.; 7, Gross, A. H.; 8, Bennett, C. T.; 9, ———; 10, Davidson, J. A.; 11, ———; 12, Campbell, C. G.; 13, Moir, R.; 14, Hamilton, A.

Mathematics.

Class III.—1, Duncan; 2, Davidson; 3, Robertson; 4, Glass; 5, Campbell.

History

Class I.—McGillivray, J.; 2, Wright, H. J.; 3, Gunther, E. F.; 4, Wishart, D. J.

Class II.—1, ———; 2, Corbett, L. C.; 3, Clarke, J. M.

Class III.—1, Creelman, W. F. W.; 2, Elliott, J. C.; 3, McKnight, R.; 4, Jaffary, J. A.; 5, ———; 6, Boyle, W. H. W.; 7, Haddow, R.; 8, Blair, A.; 9, Inglis, T. E.; 10, Macdonald, G. S.; 11, Wiltzie, G. B.; 12, Baird, J.; 13, Boulton; 14, Bennett; 15, Greig, W. J.; 16, Smith, J. C.; 17, Glass; 18, Kerr; 19, Hamilton, A.; 20, McCabe, C. J.; 21, ———; 22, Trotter, J.; 23, Moir; 24, ———; 25, ———; 26, ———; 27, Blake, W. H.; 28, Freeman, G. E.; 29, Gray, J.; 30, Campbell; 31, Gross; 32, Fasken; 33, Duncan; 34, ———; 35, ———; 36, Wade, F. C.; 37, ———; 38, Caven, J.; 39, Love, S.; 40, Robertson; 41, ———; 42, Wissler, H.; 43, ———; 44, ———; 45, Boddy, J.; 46, Davidson, J. A.

Mineralogy and Geology.

Class I.—1, Smith, G. A.; 2, Rowand, W. L. H.; 3, Hall, T. P.; 4, Bain, W. L.; 5, Scott, A. Y.; 6, Mustard, J. W.

Class II.—

Class III.—

Biology.

Class I.—1, Smith; 2, Rowand; 3, Scott.

Class II.—1, Bain; 2, Mustard; 3, Hall.

Hebrew.

Class I.—1, Hamilton, J.; 2, Jones, S. W.; 3, Blair; 4, Boyle.

SECOND YEAR.

Classics.

Class I.—1, Crichton, A.; 2, Robertson, J. C.; 3, Fairclough, H. R.

Class II.—1, Hagarty, E. W.; 2, Gordon, C. W.; 3, Wilgress, G. S.; 4, Bonis, H.

Class III.—Squair, J.

History.

Class III.—1, Squair, J.; 2, Ormiston, W. S.; 3, Langton, H. H.; 4, Dewart, H. H.; 5, Raines, F. N.; 6, Wright, A. W.; 7, McNair, R.; 8, O'Flynn, F. E.; 9, Drumm, A. H.; 10, Higgins, J. H.; 11, Sproule, R. K.

Metaphysics and Ethics

Class I.—1 aeq. Farquharson, W.; Johnson, A. S.; 3, Mackay, J.; 4, Macpherson, R. N.; 5, Dewart, H. H.; 6, aeq. Lachlin, J.; 7, Campbell, J.; 8, Squair, J.; 9, Ormiston, W. S.; 10, aeq. Gardner, J.; Osler, H. S.; 12, Watt, J.; 13, aeq. Denovan, A. M.; Leitch, M. L.

Class II.—1, Macpherson; 2, Walsh; 3, Wrong; 4, aeq. Cody, Fraser, Mackay; 7, aeq. Langton, Snyder; 9, McLaren; 10, Creasor; 11, McColl; 12, Tisdell.

Class III.—Allan; 2, Duncan; 3 aeq. Grant, Henderson; 5 Fleming; 6 aeq. Flint, Howard; 8, Cowie; 9, Ross; 10, Raines; 11, Burton; 12, Barber; 13, Kerr, R.; 14, McNair; 15, Hardie.

Logic.

Class I.—1 aeq. Dewart, Johnson, McPherson, R. N.; 4, aeq. Farquharson, Riddell; 6, aeq. Langton, Mackay, J.; 8, Campbell, J. S.; 9, Mackay, A. G.; 10, aeq. Crichton, Denovan, McPherson, D. S.; Osler; Watt; 15, Squair; 16, Campbell, Gordon, C. W.; Walsh; 19, Snyder.

Class II.—1 aeq. Cody, Frazer, Hagarty, Henderson; 5, Donald; 6, Gordon, G.; 7, Allan; 8, Wilgress; 9, Raines; 10, aeq. Kerr, R., Leitch.

Class III.—1, Ross; 2, Fleming; 3, Howard; 4, Flint; 5 aeq. Burton, Cameron; 7, MacLaren.

French.

Class I.—Squair, J.

Class II.—1, Wright, A. W.; 2, Langton; 3, Dewart; 4, Alexander, L. H.; 5, Lee, L.

Class III.—(Third Year men taking 2nd Examination.) 1 aeq. Boulton, C. R.; Robertson, S. E.; 3, Fasken, D.; 4, Grierson, J. F.; 5, Campbell, C. G.; 6, Graham, E. G.; 7, Glass, C. T.; 8, Grierson, D. D.; 9, Clarke, L. J.

German.

Class I.—1, Squair, J.; 2, Wright, A. W.

Class II.—1, Lee, L.; 2, Sproule, R. K.

Class III.

*Hebrew.*

- Class I.—1. Daniel; 2. Hamilton; 3. Jaffray; 4. Denovan; 5. Trotter; 6. Marsh; 7. Duncan.  
Class II.—1. Lindsay, J.; 2. Sibbald; 3. McDonald.

## FIRST YEAR.

*Classics.*

- Class I.—I, Boville, J. C.; 2, ———.  
Class II.—1, Nicol, W. B.; 2, Mackenzie, W. P.; 3, Boswell, J. W.; 4, Young, J. M.  
Class III.—1, Barket, A. R.; 2, May, A. F.\*; 3, ———.; 4, Clark, I.; 5, Mosure, J. B. B\*. 6. Gray, R. A.; 7. Bell, J. J.\*; 8. Findlay, C. E.\*; 9. Bell, A. W.\*; 10. Smellie, A. G. P.\*; 11. Palmer, J. M.\*; 12. Ferguson, T. A.\*; 13. Shaw, N.\*; 14. Henderson, A.\*; 15. Boyd, A. J.\*; 16. Manson, A.\*; 17. Little, J. G.\*; 18. McKenzie, W. D.\*; 19. Balderson, J. M.\*; 20. Parker, S. G.\*; 21. Sisley, E. A.\*; 22, ———.; 23, ———.; 24. Drake, F. A.†; 25. Hardie, 2 T. M.\*; 26. Milligan, W. G.‡; 27. Wigle, E.‡; 28. McWhinney, J. M.; 29. Tolmie, J. C.\*; 30. Strong, P.\*; †; ‡;

NOTE.—Those marked thus (\*) must pass a supplemental examination in Latin Prose Composition; thus (†), in Iliad XXII; thus (‡), in Horace, Odes, I.

*Latin Only.*

- Class III.—1, Smith, W. H,

*Mathematics.*

- Class I.—1, Gray; 2, Strong; 3, Balderson; 4, Palmer; 5, Hunt, E.; 6, Little; 7, Barker, A. R.  
Class II.—1, McWhinney; 2, Tolmie.  
Class III.—1, Smith, W. H.; 2, Henderson; 3, McKenzie, W. P.; 4, Boville; 5, Roswell; 6, Milligan; 7, Shaw; 8, Bell, A. W.; 9, May; 10, Wigle; 11, Clark; 12, Manson, A.; 13, Drake; 14, Findlay; 15, Boyd; 16, Nicol; 17, Hardie; 18, Smellie; 19, Ferguson; 20, Parker; 21, Sisley; 22, Bell, J. J.; 23, Adams, A. A.; 24, McKenzie, W. D.; 25, Young, J. M.; 26, Mosure.

*English.*

- Class I.—1. Blackstock, J.; 2. Smith, W. H.; 3. McKenzie, W. P.; 4. æq. Hunt, E. L., ———; 6. Hardie, T. M.; 7. Roswell, J. W.; 8. McKenzie, W. D.; 9. Milligan, W. G.; 10. æq. Gray, R. A.  
Class II.—1. Henderson, A.; 2. æq. Nicol, W. B.; ———; 4 ———  
5. Drake, F. A.  
Class III.—1. Clarke, J.; 2. Palmer, J.; 3. Bell, J. J.; 4. Boyd, A. J.; 5. Strang, P.; 6. Shaw, N.; 7. Manson, A.; 8. Sisley, E. A.; 9. Boville, T. C.; 10. Young, J. McG.; 11. Mosure, J. B.; 12. McWhinney, J. M.; 13. Ferguson, T. A.; 14. Bell, A. W.; 15. Smellie, A. G.; 16. Wigle, E.; 17. Parker, J. G.; 18. May, A. F.; 19. Little, J.; 20. Balderson, J. M.; 21. Barker, A. R.; 22. Tolmie, J. C.; 23. Higgins, J. H.; 24. Findlay, C. S.; 25. Drumm, A. H.

*Chemistry.*

- Class III.—1 Bradley, W. J.; 2. MacMurchy, A.; 3. Wright, H. J.; 4. McDougall, A. H.; 5. Smith, W. H.; 6. ———; 7. ———; 8. Gross, A. H.; 9. Strange, P.; 10. McGillivray; 11. Ross-well, J. W.; 12. Boville, T. C.; 13. Dunn, H. L.

*Mineralogy and Geology.*

- Class III.—1. Bennett, C. T.; 2. Glass, C. T.; 3. Haddon, Robertson, S. E.; 5. Davidson, J. A.

*Biology.*

- Class III.—1. Gardiner; 2. Manson, A.; 3. Shaw, N.; 4. ———; Boyle, W. H. W.; 5. Hardie, T. M.; 6. Blair, A.; 7. ———; Snyder, E.; 8. Campbell, C. T.; 9. Boulton, C. R.

*French.*

- Class I.—Smith, W. H.  
Class II.—1. Blackstock, J.; 2. Hunt, E. G.  
Class III.—1. Milligan, W. T.; 2. Boyd, A. J.; 3. Drake, F. A.; 4. Hardie. 5. Wigle, E.; 6. Bell, A. W.

*German.*

- Class I.—Smith, W. H.  
Class II.—1. Alg., Blackstock, J.; Hunt, E. G.; Wigle, E.  
Class III.—1. Erake, F. A. 2. Nicol, W. B.; 3. Young, J. M.

*Hebrew.*

- Class I.—1 Freeman, G. E.; 2, Wrong, G. M.; 3, McPherson, D. S.; 4, Webber, D. N.; 5, Aeq. Campbell, J. L.; Shaw, N.; 7, Crisp, J. Q. A.  
Class II.—1, Allen, W.; 2, McNair, R.  
Class III.—1, Campbell, J.; 2, Manson, A.; 3, Smellie, A. T. P.; 4, McKenzie, W. P.

## THE SCHOOL OF PRACTICAL SCIENCE.

## THIRD YEAR.

*Shades and Shadows.*

- Class I.—1, Morris, J. L.; 2, Tye, W. J.  
Class II,—  
Class III,—Hodgins, G. S.

*Practical Astronomy*

- Class I.—  
Class II,—Morris.  
Class III.—Tye, (below line.)

*Theory of Construction.*

- Class I.—  
Class II.—  
Class III.—1. Morris, Tye, 2. Hodgins (below line.)

*Applied Dynamics.*

- Class I.—  
Class II.—Morris.  
Class III.—1. Tye; 2. Hodgins, (below the line.)

*Drawing.*

- Class I.—1. Morris; 2. Hodgins.  
Class II.—Tye.

*Essay.*

- Class I.—Morris.  
Class II.—  
Class III.—Hodgins, (below line.)

*Machine Design.*

- Class I.—  
Class II.—  
Class III.—Hodgins, (below line.)

*Thermo-Dynamics.*

- Class I.—  
Class II.—1. Tye; 2. Hodgins.

*Principles of Mechanism.*

- Class I.—  
Class II.—Hodgins.  
Class III.—

*Chemistry (supplemental).*

- Class I.—  
Class II.—Hodgins.  
Class III.—

## SECOND YEAR.

*Descriptive Geometry.*

- Class I.—Laws, D.; Kennedy, J. H.  
Class II.—1. Jeffrey, D.; Burns, D.; 2 Shortt, J. H.  
Class III.—

*Surveying.*

- Class I.—Laws, Kennedy.  
Class II.—Jeffrey, Burns.  
Class III.—Shortt, (below line.)

*Spherical Trigonometry and Astronomy,*

- Class I.—  
Class II.—1. Jeffrey; 2. Kennedy.  
Class III.—1. Burns, Laws; 2. Shortt, (below lines.)

*Strength of Materials.*

- Class I.—Jeffrey, Tye.  
Class II.—1. Kennedy; 2. Laws.  
Class III.—1. Burns; 2. Shortt. (below lines.)

*Drawing.*

- Class I.—Jeffrey, Laws.  
Class II.—Kennedy.  
Class III.—Shortt; 2. Burns;

*Essay.*

- Class I.—1. Jeffrey; 2. Burns, Laws. Shortt; 5. Kennedy.  
Class II.—  
Class III.—



*Chemistry*

Class I. —  
 Class II. —  
 Class III.—1. Kennedy; 2. Jeffrey; 3. Burns, Laws, Shortt, (below lines.)

*Hydrostatics.*

Class I.—Jeffrey.  
 Class II.—Burns.  
 Class III.—1. Kennedy; 2. Shortt; 3. Laws.

*(Dynamics (Supplemental))*

Class I.—  
 Class II.—  
 Class III.—Shortt (below lines).

## FIRST YEAR.

*Projections.*

Class I.—1. Duggan, G. H.; 2. Fotheringham, T. T.; 3. Moffatt, J. W.  
 Class II.—Tyrrell, J. W.  
 Class III.—Henderson, E. E.; Huley, T. F.

*Surveying.*

Class I.—1. Duggan; 2. Moffatt; 3. Fotheringham.  
 Class II.—Tyrrell.  
 Class III.—1. Henderson; 2. Huley.

*Applied Statics.*

Class I.  
 Class II.—1. Duggan; 2. Moffatt; 3. Henderson; 4. Fotheringham; 5. Tyrrell.  
 Class III.—Huley.

*Drawing.*

Class I.—Duggan, Moffatt.  
 Class II.—1. Henderson; 2. Fotheringham.  
 Class III.—1. Tyrrell. 2. Huley.

*Chemistry.*

Class I.  
 Class II.  
 Class III.—Huley, Tyrrell, Henderson, (below lines).

*Euclid and Algebra.*

Class I.  
 Class II.—1. Moffatt; 2. Fotheringham.  
 Class III.—1. Duggan; 2. Henderson; Huley, Tyrrell, (below lines).

NOTE.—Those below the line will be required to take the Supplemental Examinations at Easter in the subjects in which they have failed.

## THE CLOSING YEAR.

## FROM PRENTICE.

'Tis midnight's holy hour, and silence now  
 Is brooding, like a gentle spirit, o'er  
 The still and pulseless world. Hark! on the winds,  
 The bell's deep tones are swelling; 'tis the knell  
 Of the departed year. No funeral train  
 Is sweeping past; yet, on the stream and wood,  
 With melancholy light, the moonbeams rest  
 Like a pale, spotless shroud; the air is stirred,  
 As by a mourner's sigh; and, on yon cloud,  
 That floats so still and placidly through heaven,  
 The spirits of the Seasons seem to stand,  
 Young Spring, bright Summer, Autumn's solemn form,  
 And Winter, with his aged locks,—and breathe  
 In mournful cadences, that come abroad  
 Like the far wind-harp's wild and touching wail,  
 A melancholy dirge o'er the dead year,  
 Gone from the earth forever.

## 'Tis a time

For memory and for tears. Within the deep  
 Still chambers of the heart, a spectre dim,  
 Whose tones are like the wizard voice of Time,  
 Heard from the tomb of ages, points its cold  
 And solemn finger to the beautiful  
 And holy visions, that have passed away,  
 And left no shadow of their loveliness  
 On the dead waste of life. The spectre lifts  
 The coffin-lid of Hope, and Joy, and Love,  
 And bending mournfully above the pale,  
 Sweet forms that slumber there, scatters dead flowers,  
 O'er what has passed to nothingness.

## The year

Has gone, and with it, many a glorious throng  
 Of happy dreams. Its mark is on each brow,  
 Its shadow in each heart. In its swift course

It waved its sceptre o'er the beautiful,  
 And they are not. It laid its pallid hand  
 Upon the strong man; and the haughty form  
 Is fallen, and the flashing eye is dim.  
 It trod the hall of revelry; where thronged  
 The bright and joyous; and the tearful wail  
 Of stricken ones is heard, where erst the song  
 And reckless shout resounded. It passed o'er  
 The battle-plain, where sword, and spear, and shield,  
 Flashed in the light of midday; and the strength  
 Of serried hosts is shivered, and the grass,  
 Green from the soil of carnage, waves above  
 The crushed and moldering skeleton. It came,  
 And faded like a wreath of mist at eve;  
 Yet, ere it melted in the viewless air,  
 It heralded its millions to their home  
 In the dim land of dreams.

## Remorseless Time!

Fierce spirit of the glass and scythe! What power  
 Can stay him in his silent course, or melt  
 His iron heart to pity! On, still on,  
 He presses, and forever. The proud bird,  
 The condor of the Andes, that can soar  
 Through heaven's unfathomable depths, or brave  
 The fury of the northern hurricane,  
 And bathe his plumage in the thunder's home,  
 Furls his broad wing at night-fall, and sinks down  
 To rest upon his mountain crag; but Time  
 Knows not the weight of sleep or weariness;  
 And Night's deep darkness has no chain to bind  
 His rushing pinion.

## Revolutions sweep

O'er earth, like troubled visions o'er the breast  
 Of dreaming scrow; cities rise and sink  
 Like bubbles on the water; fiery isles  
 Spring blazing from the ocean, and go back  
 To their mysterious caverns; mountains rear  
 To heaven their bold and blackened cliffs, and bow  
 Their tall heads to the plain; and empires rise,  
 Gathering the strength of hoary centuries,  
 And rush down, like the Alpine avalanche,  
 Startling the nations; and the very stars,  
 Yon bright and glorious blazonry of God,  
 Glitter awhile in their eternal depths,  
 And, like the Pleiad, loveliest of their train,  
 Shoot from their glorious spheres, and pass away  
 To darkle in the trackless void; yet Time,  
 Time, the tomb-builder, holds his fierce career,  
 Dark, stern, all pitiless, and pauses not  
 Amid the mighty wrecks that strew his path,  
 To sit and muse, like other conquerors,  
 Upon that fearful ruin he hath wrought.

NOTICE.

The 'VARSITY is published every Saturday during the Academic Year, October to May inclusive.

The Annual Subscription, including postage, is \$1.50, in advance, and may be forwarded to MR. G. G. S. LINDSEY, University College, Toronto, to whom Applications, respecting Advertisements, should likewise be made.

Copies of the 'VARSITY may be obtained every Saturday of MR. WILKINSON, corner of Adelaide and Toronto Streets.

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Rejected Communications will not be returned, to which rule no exception can be made. The name of the WRITER must always accompany a Communication.

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