

THE VARSITY

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CONCHA TRITONIS.

Oft the many-twinking seas,
Sparkling in the glorious sun,
Rippling, dallying with the breeze,
Seem as though they might not frown.
But they hear rude Triton's conch,
Calling them to tempest shock :
Then good ships and timbers staunch
Sink and shiver in the wrack.

So that man who hath not heard
Whispered call from Paphian shrine,
When his careless heart is stirred
By the summons low, divine,
Leaps at last to purpose strong,
Finds new earnest nerve his arm,
Plays no more, forgets his song,
Gains his quest or deadly harm.

BENI HASSAN.

"MY FRIEND JULIUS SCHMIDT."

The Christmas number of THE VARSITY came to our home in Montreal, and, of course, like all its admiring readers, everyone was anxious for a glance at its columns. Meg, our sixteen year old pet—torment rather—took it from the hands of the postman, and with the usual disregard of that age for the claims of elder sisters, insisted on being the first to enjoy its contents. The rest of us waited with what patience we could muster, consoled by the reflection that only the lighter portions had charms for our refractory junior, and consequently we would not have long to wait. The calm effected by this comforting thought was soon broken in upon by the exclamation in the high-pitched voice of excited girlhood. "Why, girls, here is something about Julius Schmidt!" Our interest in THE VARSITY became intensified, and after a moderate amount of coaxing, Meg graciously consented to read the article in question for the benefit of us all. It was listened to with lively appreciation, for we had reminiscences of Julius Schmidt, too. We were spending the summer at Cacouna, and so was he—contrary to his usual custom, we found out. That he was a man, certainly not made after the same pattern as most men, was agreed upon by all. Not the least peculiar of his ideas were those on taking summer holidays. He was at Cacouna only because hard work had nearly broken down his constitution, and the doctor had told him he must leave the city or die. Between two evils he chose the least.

One day, gazing at the crowds of people going to and from the latter, he said, "What an idle, aimless way of spending a third of the year!"

"Do you believe in all work and no play, Mr. Schmidt?" asked Meg, whose pertness is seldom in check by anything or anyone.

"No," the tone of the answer was almost a growl, "but work and holidays should go together. No one who has not done his share of work in the world should presume to take

holidays. Not half of those people you see here have done sufficient work in the year to deserve the holiday they never fail to give themselves. City people, most of them. And they never think of the thousands, that after freezing all winter, are compelled to suffocate all summer, without a breath of pure air or a glimpse of non-contaminated sunshine."

He was not staying at the hotel, but Meg, whose inquisitiveness all our authority failed to restrain sometimes, discovered that he was boarding with a needy widow on one of the back streets, and, for what ordinary people would consider very poor accommodations, paying the same as would have procured him the best elsewhere.

As to his ideas about women, we were not long in coming to the conclusion that, although he had an enthusiastic admiration for our sex in the ideal, woman as a living, breathing fact, was regarded by him with a feeling that did not rise far above the good-natured, half-contemptuous toleration accorded to the lower animals; though he was ever willing that they should sit at his feet and improve their limited understandings by means of the pearls of wisdom that fell from his lips.

Of course we all admired him—nay more, worshipped him, as a bright particular star, set far apart from all others. Grace, who liked to have gentlemen particularly attentive to her small wants, was inclined to complain if he did not always save her the trouble of stooping to pick up her fan; but when all the rest of us overwhelmed her with his manifold perfections, and represented to her how prejudicial to true greatness it would be to condescend to such trifles, she was forced to acquiesce.

Christmas and New Year passed, and carnival time came with its influx of visitors from the west. These brought with them the truly astounding news that Julius Schmidt was married. After all his protestations of liking too many women ever to give his heart to one! The surprise was too great for words; we sat in mute helplessness; only Meg as usual had her say.

"I wonder," she said, meditatively, "if he will allow her to go away for the summer, or if he will make her put up with the city during the dog-days, simply because we can't send all the denizens of the back streets to the seaside. I suppose the poor girl's own feelings and opinions won't receive consideration at all. They must give way before the 'iron rigor of his logic.' That is always the way with your lofty characters." And after a few minutes, for Meg has a turn for rhyming that we have sedulously but vainly tried to suppress, she gave utterance to the following lines:—

"Julius 'would never marry.'
Yet he worshipped his ideal;
He loved an abstract woman;
But what about the real?"

Oh Julius, why deceive us
With your love for the ideal?
When it is quite apparent
That it must have been the real."

Ida, the really clever one of the family, says there is a sameness about the two stanzas which is very objectionable, but Meg is a young poet; moreover, her recent acquaintance with one of the metaphysical men at McGill, accounts, I fancy, for the inclination to ring the changes on the words "ideal" and "real."

RACHEL.

POST NUBILA, LUX.

How strange we often mourn our lot,
And think 'tis bettered by repining;
This crowning mercy is forgot:
Behind the clouds the sun is shining.

When care presumes to be thy guide,
Thine aspirations all confining,
Despair not, cast the foe aside,—
Beyond the clouds the sun is shining.

If friends prove false, affections fail,
For thee a wreath of woe entwining,
Be strong; regrets will not avail,—
Beyond the clouds the sun is shining.

If Sada's matchless eyes subdue,
If for her love thy soul is pining,
She may be cold, but not untrue,—
Beyond the clouds the sun is shining.

Such shadows, howe'er dark they seem,
Will oft display a silver lining,
Thus proving by a transient beam
Beyond the clouds the sun is shining.

Then face thy future with a smile,
Thy trust in truth and God enshrining.
The fates may frown; just wait a while—
Beyond the clouds the sun is shining.

Ottawa.

SAMUEL WOODS.

A HALCYON DAY.

PISCATOR.—*Look, you, scholar, I have another. Oh, me! he has broke all; there's half a line and a good hook lost.*

VENATOR.—*Ay, and a good trout, too.*

PISCATOR.—*Nay, the trout is not lost, for pray take notice, no man can lose what he never had.*

IZAACK WALTON.

Through the wildest part of the Laurentians a little river forces its way, flowing by turns towards every point of the compass. A little river whose lot is seldom cast in easy and pleasant places, and whose dark brown water, even in its stillest reaches, is flecked with the foam which marks a recent conflict with rock and boulder. In its brief life of one hundred and fifty miles, it descends some three thousand feet through gorge and chasm where rapids that baffle the canoe man's skill follow one another in bewildering succession. Towards its head waters this stream is a famous fishing ground, but pardon me if the exact locality of which I write is not revealed, for big trout are getting so exceedingly rare that one hesitates before advertising his discovery to the world.

I wish the reader the luck, if he be a true man and a lover of angling, to find such a spot for himself.

Our headquarters—some thirty-five miles from any settlement—is situate beside a fall, or rather *chute*, down which the river madly tumbles and rushes. A singular formation is this trough cut in the solid granite, and worthy of a journey, by itself, to see. Perfectly straight, sixty yards long, and perhaps ten feet wide, the whole river is compressed into its narrow compass, and the white tossing water drives through it

with a speed and turmoil indescribable. The pool below is deep and very black, save where the foam clings to the sides or follows the current that swirls and eddies across it. It is a couple of hundred yards long and seventy-five wide, with the rocks on one side falling sheer into it, and rising some twenty feet above the water. The other shore is shelving, and densely clad with birch and spruce. Three very cold streams trickle into it at different spots, and there in the heat of summer the big fish love to lie. Towards the lower end the pool shallows somewhat, and the inky blackness of the deeper part shades to that soft limpid brown, which seems to be inextricably associated in the mind with the idea of trout. In all weathers, and in all parts of the pool, the small fry can be readily taken; but the large fish are much more particular as to their times of feeding and abiding places, and their idiosyncrasies have to be investigated and respected if the angler would lure them forth. In cold and dark weather they lurk out in the deep water and will not be beguiled, nor do they rise in the morning until the chill is off the air,—as shall afterwards appear.

It was near sundown when we sighted our camp-ground, after a long day virtually spent in the water hauling and showing the canoes, but even our hungry souls scorned to direct themselves to tea before trying the luck. Rods were up in a twinkling and the first cast rose a large trout,—a second, and he is fairly hooked, but the "Boy" in his impatience had not looked well to his leader, and at the first dash it parts, to the youth's utter discomfiture. The "Judge" is more cautious, and, selecting a powerful cast, he puts on a "Fairy" of the regular salmon size. His fly drops lightly just at the edge of the dancing current, and at once there is a heavy business-like rise at it. Even this imperturbable lawyer is suffering from the prevailing excitement, and his strike is so quick that he misses his fish. The second cast, however, brings him up with a desperate lunge, and in a second the reel is whirring away as if it never would stop. Right down the current he goes, taking a full twenty yards of line—not a bad run for a trout. Ten minutes of hard fighting, in which the adversaries employ all the sleights and turns they know, and now with weak flaps of his great tail, and his dark orange side gleaming, the vanquished fish surges in to shore. Ere he has time for a final kick the landing-net swings him well up on the rock. A knife severs his spinal column, and the scale tells us that our first prize weighs just four pounds. The other rods have secured, meantime, a goodly array of trout for tea, but no one has been lucky enough to take anything over a pound-and-a-half. Darkness is falling, and the tents are reflecting our camp-fire's blaze; while now and then the sound of bacon sizzling floats down on the evening air. *Souper est prêt!* And so are we, my faithful Beulée, and the fish will be fresher if caught on the morrow.

Oh, for those woodland appetites, those blessed pipes of all-healing tobacco, those *sapin* boughs where we lay under the stars till the fire burned low, and the river's roar lulled us into dreamland!

Exceeding early in the morning rose the crafty Judge, but when he returned later, and told us that he had fished conscientiously for two hours without seeing a fish worthy of his fly, we laughed both long and loud, for the decent and civilized habit of these sensible trout not to expose themselves to the morning mist was known to us.

After breakfast we sallied leisurely forth and began to fish. A couple of trout, between two and three pounds, was all that rewarded us till we worked round to the spot which we knew of old to be the abiding place of the giants of the pool, and then began such a morning's sport as I have never seen, and haply shall never see again. And for my own part I hope not,

for I was forsaken of all the gods and goddesses who preside over the chase, and handed over to the very demon of ill luck.

First I hooked a fine fellow of some three or four pounds, and having played him to exhaustion, hailed the Judge to come and give me a hand.

I adjured him to use tenderness and discretion, and not to scoop up my fish as one would a shovelful of mud, but to slip the net under him and gently swing him in sideways.

The Judge gave me a scornful glance which evidently meant, "Young man, let *me* conduct this case," and netting the trout with a dash hoisted him clear five feet in the air, and then stopped abruptly. This aroused all the waning energies of my victim, and with a prodigious flap he threw himself out of the net and returned to his native element bearing off my fly and leader as a trophy.

Bitterness filled my soul, but I did not address the Judge. It is fit that the words of that magnanimous man be here recorded: "I am afraid I did just what you told me not to do"! After this there was nothing left but to thank him for his well-meant but misguided efforts, and to inwardly vow to land my own fish in future. Another cast and fly—this time a "Silver Doctor," were soon adjusted, and as luck would have it a fine trout rose as soon as the line touched the water. He made two or three strong rushes, and then to my despair bore down for the bottom. My light rod was bent nearly butt to tip, but still he circled down and down in slow waltz time to the region of snags and boulders below. The end soon came. Around some cunning branch he twined the line, and pulling against this unyielding obstacle, broke away and was off. The line floated up devoid of cast and fly, and, checking an idiotic longing to dive after my lost prey, with nerveless fingers I tied still another cast, and offered this time a "Jack Scott" to the denizens of the deep. Before many seconds a great broad back rose to view, and a powerful tail swirled the water just behind the fly. One more cast and he is fairly hooked and tearing off for the middle of the pool—a clean run of twenty yards at least. Then he makes a beautiful jump clear into the air, and the Judge calls out, "By George, what a beautiful fellow," and leaving his rod comes to see the fun.

He is slowly reeled in, but at the suggestion of the net makes another furious run with a jump at the end of it. The Judge is sitting on a rock smoking peacefully, but there is a gleam in his eye when he says, "That fish weighs six pounds." After reeling partly in I glance down at the butt of my rod. To my dismay, the reel—a very easy-running one—has over-run, and the wet line has got into a snarl. A cold perspiration breaks out on me at the thought that if my fine fellow takes it into his head to make one more dash like the last, he will reach this tangle and then something will have to go. Oh, how tenderly and how prayerfully I bring him in, and with what tumultuous joy I see him gasp and turn over. Most insinuatingly the net is approached, but ere I can get it under him he discerns the impending evil, gives a twist and a jump and goes like lightning for deep water.

Giving all the butt I can, still the reel fairly buzzes till he comes to the hitch—a moment of strain, a flap, a snap, and the line drifts in in that limp and deadly manner that makes the heart sick.

Well, the gallant fellow made a pretty fight of it and deserved to get off, but this humane view of the matter did not occur to me at the time, and it *was* exasperating to see the Judge land a five-and-a-quarter pound trout a few minutes afterwards.

Then the Boy hailed us from a little distance with the information that he had struck a whale, and we scrambled along to the rock where he was excitedly reeling in a fish that had made a brave run. "Easy, Boy; don't force him. Let him take all the line he wants. Tire him! Tire him!" shouts the counsel-bearing Judge; and very well does the Boy play him; but when the beauty with his gorgeous orange sides and bril-

liant spots, hangs on the scale which marks a full four-and-a-half pounds, he simply collapses and goes wild with joy.

Let the reader recall the time when he landed his first four-pound trout (if such has chanced to be his good fortune) and he will sympathize with the mad exhilaration of this youth.

It is hard to bear the successes of our friends, and, desperately envious of the good luck of the Judge and the Boy, I employ all my art to capture a fish which shall transcend in beauty and size those already taken. At length a somewhat uncertain-minded trout is tempted to essay my fly. Twice he comes up with a dash, but suddenly changes his intention, and in going down shows a glimpse of tail and fin which sends my heart into my mouth. Not to weary him I make two or three casts elsewhere, then I can stand it no longer, and drop the fly over him again. A sentiment of regret for a lost opportunity has evidently arisen in his breast, and he has concluded that after all he is hungry, for now he leaves no doubt of his intention. With a dash and a splash he comes at it, bolts it, and strikes himself irrevocably. Ten minutes of varying fortunes, during which he must have astonished every fish in the pool by his rapid changes of purpose and marvellous versatility of contortion, and now he lies on the rock, with the writer, triumph and determination in his eye, on top of him. In his desperate struggles he has broken through the landing-net, and one more flap would have given him his freedom; but this was not to be, and now he is held up in exultation for the Judge to admire. "How big is he?" "Four pounds and three-quarters" rings cheerily back. "Good" says the Judge, as he turns to net a lusty fish which has been bending his rod double for the past five minutes.

And so the sport goes on, but as I do not purpose to give you the age, sex and personal characteristics of every fish caught or lost, I shall sum up by telling you that our total catch in this pool was some twenty odd trout of two pounds weight and over, and that the Judge's five and a quarter pounder was the biggest.

This we considered to be a capital day's work, in which opinion, patient reader, I think you will coincide.

W. H. B.

TRUST BETRAYED.

"O Varus, where are my legions?

I ask them from thy hand."

"They are lost,—the snows have buried

Thy men in a desolate land."

"O Memory, where are my fancies?

I call on thee to show."

They are dead,—thy thoughts are scattered

'Neath Time's all-shrouding snow.

J. H. M.

QUISQUILIAE.

In an Album.

The quivered goddess, chaste and fair,

Diana, the robed huntress,

With foot of wind, and flowing hair,

And terrible far-shadowing spear.

Was far less kind enchantress

Than she whose eyes these lines will trace,

Perhaps when time goes slowly by;

Whose kindly heart and gentle grace

Merit indeed the highest place,

Even as they'd light the lowly.

THE VARSITY.

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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.

In our issue of the 29th of January, we referred to some needed changes in the curriculum of the University of Toronto. The principal change proposed was that the High Schools and Collegiate Institutes of the Province should relieve the University of the greater part of the work now done in the first year. Such a course would enable the University to undertake post-graduate work and to give more time—now devoted to elementary studies—to advanced courses. That such is the manifest duty of a University, and above all of a Provincial, or National Institution, is a fact about which there can be little diversity of opinion. James Russell Lowell's idea of a University is an exceedingly broad one: he defines a University as "a place where nothing useful is taught; but a University is only possible where a man may get his livelihood by digging Sanscrit roots." What this means in plain English is: that a University should be in a position to undertake educational work of all kinds, especially advanced studies; and that it should not only be in a position to furnish students with all kinds of mental food, but that it should provide opportunities for the prosecution of investigations into every branch of human knowledge; and that, as Mr. Lowell says, "a man may get his livelihood by digging Sanscrit roots." A University, in Mr. Lowell's sense of the term, is not limited to a teaching Faculty, or an examining Board merely, but will afford scholars and teachers with ample means and opportunities for research and independent study in special subjects. If such be a true ideal of a University, it may seem to be somewhat out of our reach at present. But we are convinced that such is a true conception of the function of a University worthy of the name. Some conditions are necessary for even an approximation to such an ideal. A few of the essential requisites, leaving out the financial side of the question, are: That the educational system of the country be framed upon a homogeneous plan; that each part of the educational system be made to fill its own special place, and lead up naturally and gradually to the next higher stage; and that a high standard of excellence be maintained throughout. These conditions may appear to be self-evident; but they are none the less essential to the vitality of any educational system, and to the successful development of that natural outcome of such systems—a University.

What we have been saying will be seen to have a practical bearing when we consider, somewhat in detail, our own University in its relation to the educational system of Ontario. We have said that a university should provide both the time, means and opportunity for the prosecution of advanced literary or scientific work of any and every kind. We are afraid that we must confess that our present system fails in this respect. It is almost impossible for professors and teachers, on the dreary treadmill of instruction week in and week out, to contribute much of permanent value to the accumulated store of general knowledge, or to develop themselves in their own chosen field of investigation. It may be said in reply that it would be impossible, if not unwise, to seek to transplant an Oxford or a Cambridge system to this continent. It certainly would be impossible to inaugurate at once, and upon a similar scale, a system as vast as that of the universities of the Old Land; it would be unwise to do so all at once, or to impose all the prejudices and peculiarities of Oxford and Cambridge upon our American college system; it would assuredly be a scheme worthy of a *nouveau riche* to attempt to erect at once an Oxford or a Cambridge upon the

foundations of our own University. For it must be remembered that these old institutions, which we so much admire and esteem, are the result of time; that their systems carry with them all the accretions which hoary age has gathered around them; and that such a result cannot be forced, but must be a natural growth, aided and encouraged by the national life and spirit. But we must also remember that we, of the present, are building for the future; that we must lay the foundations broad and deep, that those who come after us may fashion into grace and beauty and utility what we have only in the rough, and that posterity will hold us to account if we do not make ample provision for the demands of the future.

We must here leave our duty to posterity, and seek to discover what that duty is which lies nearest to our hands at the present. And this will be found, we think, to suggest itself in the answers to the questions: Are we making any progress? And, if not, what is the reason? Progress of a certain kind we are making, or our sphere of action and usefulness would have been filled by others ere this. But the most important kind of progress—that of approximating to the Sanscrit root ideal—we have not made to any appreciable extent. And the reasons for this are revealed by a study of the curriculum. The amount of purely elementary work—the prosecution of which is not, strictly speaking, university work—which the present condition of the secondary schools practically imposes upon the staff of University College, plainly shows that no progress is being made, if there is not positive retrogression in the condition of these schools. The cause of this stagnancy is either in the secondary or in the public schools; for the one is dependent on the other, and the university on both. If the standard of the public schools is lowered, and the extent of its curriculum restricted, work which it might and could do must then be taken up by the high schools and collegiate institutes; these, in turn, must lower their standard, and restrict the scope of their course of study; and, finally, the university is compelled to lower its standard and curtail its curriculum, and take up, in the first year at least, a very great deal of the work which, if the public and high schools did their duty, it would not have to undertake. It will be thus seen how dependent every part of our educational system is upon all the others; and it will thus be evident that if a high standard is to be maintained in a university, and opportunities given for development of every kind, it is imperative that those schools upon which the university is most dependent should be [made more efficient, and should be as advanced as it is possible to make them.

Now, if we look at the courses of study in the public and high schools and in the collegiate institutes, and if we compare them with those in force a few years ago, we shall discover what may perhaps account, in some degree, for the present stationary condition of our educational system. In 1876 and thereabouts, the public schools of the Province had, by law, six classes. The programme was arranged in a gradually ascending scale, and the sixth class took up reading, spelling, writing, arithmetic, analysis, parsing, composition, geography, history, elements of civil government, nature and use of mechanical powers, Euclid, books I. and II., mensuration of solids and squares, book-keeping and elementary agriculture. This may have been an ambitious programme, but it was one eminently calculated to furnish those who attended the public schools with "the first essentials of education for every youth," and were such as "should be embraced in a public school curriculum, and which have been, and can be, easily learned by pupils under 12 years of age." Let us now glance at our public school programme for 1886—ten years later. We find only four classes. The fourth class has its Fourth Reader, spelling and pronunciation are taught, business forms and accounts are familiarized, drawing, singing and drill are taken up, the elements of formal grammar, composition and history are taught, the mathematics include vulgar and decimal fractions, percentage and interest, and mental arithmetic. Giving this programme the most liberal interpretation, and the advantages which improved methods insure, we must confess that it falls behind the old standard of the sixth and even the fifth class. Provision is made for a fifth class, whose programme is certainly up to the old model, but the School Regulations (edition of 1885, page 101) distinctly say: "Trustees are recommended not to form a fifth class in the public school in any

COMMUNICATIONS.

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

To the Editors of THE VARSITY.

SIRS,—In reply to your request for my opinion as to the propriety of discontinuing the first year work of the University and requiring it from the High Schools and Collegiate Institutes, I would submit that, as matters stand, it would be unwise to take this course. I base my opinion on the following:—

(1) The burden of work upon the High Schools is now very great, especially during the first half of the year. The two masters' schools do as much as can be expected from them when they prepare candidates for the second and third class departmental examinations, and for the present pass junior matriculation examination. Some of the better schools of this class, it is true, take up one or more of the honour courses; but in many cases most of this additional work is done after school hours. Since the partial assimilation of the pass work of the first year with the honour work of junior matriculation, a good many schools with more than two masters take up both courses; but my experience is that first year work is not popular with staffs or school boards, and, as a matter of fact, only one or two of the Institutes now undertake the honour courses of this examination.

(2) If your suggestion were acted upon and the present high school entrance standard maintained, an additional master would be required in nearly all the schools; otherwise the smaller ones could not continue "to prepare students for university matriculation," as the High Schools Act requires. As the local tax for high school purposes is in most cases large—and, I may add, likely to become larger even under existing circumstances—I am quite sure that a scheme of the nature you propose would be unpopular in most high school districts.

(3) You may say, however, that it would be proper to utilize the collegiate institutes for this higher work, because these schools were originally intended as special feeders of the university. No doubt they were originally designed to serve this purpose; but, for reasons which it is unnecessary to state, the basis on which they were constituted has been changed, and they are now simply a better equipped and better manned class of high schools. Many of them, indeed, do more advanced work than the high schools, but this is a result of their character, not the legal justification of their existence. A change which would make it necessary for a candidate to leave his local high school to secure such teaching as would enable him to matriculate would probably suit some of the larger and richer schools, but it would be unfair to many of the supporters of the smaller high schools. The object of our high school system is to multiply the local centres of secondary education. The scheme you propose would be practically a reversal of this policy.

Let me add, however, that in my opinion the time has come when a higher standard of attainments—a higher percentage for pass—may be fairly expected at junior matriculation. I am quite sure that the adoption of this course would provide at least a partial remedy for the evils you complain of, and at the same time benefit the matriculant and increase the efficiency of the high schools.

J. SEATH.

THE LIQUOR INTEREST AGAIN THREATENED.

To the Editors of THE VARSITY.

SIRS,—The thronged meeting of the Literary Society last Friday night, the rushing about of the whips, the bellowings of each Boanerges of debate, and the vast amount of general excitement, recalled the scenes of three or four years ago. Though the Society has had a remarkably successful year, such nights come but seldom now. Party spirit seems to be unsettled; the ground has been so torn up during the late scimmages, and such clouds of dust have been raised, that some think the old party lines, which were once so visible to all, are lost. I speak figuratively.

Mr. Young,—whose ill-advised motion, or rather its amended form, has seriously endangered the health of the goose that laid the golden egg, and made it uncertain now whether or not there will be an election this year,—in his great speech at the outset of the matter, while dwelling on the reprehensible enormities which accompany Elections, took occasion incidentally to remind the Society of a grave infraction of the law perpetrated yearly. He quoted English and Canadian Election Laws, showing that it is illegal on the part of candidates or their agents to use other than volunteered conveyances in bringing up voters to the polls. During the Society Elections of late years the party organizations have kept hacks running to all parts of the city,—“a direct violation of the law,” said Mr. Young, solemnly, and without doubt in good faith. This amused me.

Now that he has taken to reading up the statutes, Mr. Young cannot be ignorant of the other provisions of the laws in question. Is he of opinion, too, that it has been in direct contravention of the law that on the Society's polling day all the saloons in Toronto have been accustomed to keep open house as on ordinary days?

T. O'PERR.

city, town, or incorporated village, where a high school is situated." Now the obvious meaning and intention of this is, that the high schools shall, where possible, take up the fifth class work of the public schools, allowing the public schools to attain to a standard which is below that in force in 1876. This regulation may have been intended to serve a good purpose, but its operation cannot but impair the usefulness both of public and high schools, since it decrees practically that a public school may be relieved of a part of its regular programme by a high school. The average school trustee will be only too glad to avail himself of this "recommendation," as it will relieve the financial pressure, and enable him to show a balance at the end of the year, a thing which delights the country ratepayer, and secures the re-election of the careful trustee.

If we turn to the question of High Schools and Collegiate Institutes we shall see that there is practically little difference between them. A High School is to have at least two, and may have three teachers; a Collegiate Institute must have four. Under the old regulations Collegiate Institutes were required to have at least an average attendance of 60 male pupils taking classics. Under the present law this qualification is done away with altogether, and a minimum is not required. The importance of this Collegiate qualification may not appear at first sight. But if we consider what a Collegiate Institute should be, we will see that the qualification was a most necessary one. The presence of at least 60 male pupils insured a large number of pupils available for all classes. As girls very rarely take classics, the restriction to male pupils will be seen to have an additional force and significance. But now, since the minimum of 60 male pupils has been swept away, a Collegiate Institute may now exist and yet be on a basis not at all superior to an ordinary high school; and the number of pupils not being kept up, classes for University work cannot be formed; and consequently preparatory university work cannot be taken up in the Collegiate Institutes, and the work must ultimately fall upon the staff of University College.

The letter from Mr. John Seath, which we print in another column, will be found, we think, to bear testimony in our behalf. Mr. Seath's position as a High School Inspector, and his long and varied experience, well qualify him to speak upon this subject. We value his opinion, founded as it is upon personal observation, and we regret that we cannot agree with him. We do not wish to set our own limited experience and observation in opposition to that of one so qualified to speak, but at the same time we are inclined to think that the mere "unpopularity" of first year work with staffs of High Schools, should not allow the High Schools to escape or shirk what is their plain and manifest duty. Mr. Seath explains that the two master High Schools are very heavily burdened as it is, and that they are doing as much as they can when they prepare candidates for the departmental examinations of the 2nd and 3rd class. If we cannot reasonably expect High Schools, with small staffs, to do University matriculation work, we think that such work might with propriety be expected from the Collegiate Institutes. But what do we find the case to be? Mr. Seath says: "My experience is that first year work is not popular with staffs or School Boards, and as a matter of fact, only one or two of the Institutes now undertake the honor courses of this examination." This is a very startling confession, and one which should move the authorities to investigate the question, and see that such a state of affairs is altered. If the Collegiate Institutes exist for anything, it is to take up just such work as Mr. Seath confesses only one or two now undertake. If the High Schools did their proper share of the work, the Collegiate Institutes would be found able to prepare honour candidates for matriculation, and in fact do what is now imposed upon University College.

Mr. Seath admits that Collegiate Institutes and High Schools are, as at present constituted, identical in character and in the scope of their work. This fact alone proves that the Secondary Schools are not fulfilling their full duty, and the fact that this is due largely to the "unpopularity" of increased school grants, and the "unpopularity" of increased school work, does not, to our way of thinking, constitute a sufficient reason for saddling University College with work that properly belongs to the Secondary Schools, and for which they were originally founded. The conclusion of the whole matter is: Not that our High Schools and Collegiate Institutes do indifferent work; but that they are not developed enough; not that our educational system is too elaborate or too extensive in character; but that it is capable of accomplishing much more than it does, and that, without any increase of resources or machinery. We have endeavoured to present the question, impartially, from the point of view of the University; we shall be most happy to hear the other side of the question—from the point of view of Secondary Schools. With this object in view, we shall gladly open our columns to those masters of High Schools and Collegiate Institutes who may feel an interest in the discussion. Our only object is to arrive at some conclusion as to the best method of bettering the present state of things, and of improving both the Secondary Schools and the University.

ROUND THE TABLE.

Tolerance is the grand effect of true education. Perhaps the most important stage in mental development is when one comes to conjecture that all things may possibly not be known to him in their fulness and variety. Then he ceases to make himself the measure of all things, his favorite theories no longer express the complete sum of human wisdom. For what is a theory? Is it not but the same immensity of truth and nature viewed from one standpoint, and seen perchance in half-lights? He is aware that mental growth precedes and conditions belief, takes account of the numberless influences of environment and training, so loses his impatience at the resistance of another's receptivity to his reasoned dogmas. He of all men feels that one-sidedness and fanaticism are not consonant with the deliberateness and breadth that flow from higher culture. He leads the intellectual life even fiercely, with as much intensity of thought and belief as any bigot, but more sanely. Hence he loves to describe himself as a radical—who does not hesitate but joys in piercing to the utmost depths of a subject, divesting it of all adventitious wrappings, to find, if possible, the indestructible kernel of reality amidst surrounding accretions.

* * *

Vegetation, we are told, is so luxuriant in the moist and warm tropics, that unceasing warfare has to be waged against its exuberance to preserve a clearing. The educated man learns to be tenacious of the products of civilization and culture against all inroad, from the conviction that such civilization is, or was, the abnormal condition of the race. It may be impossible now to retrace the steps by which men struggled upward—some of them, no doubt, happy accidents, but of this much we may be sure, that the differentiations making to progress are so subtle, that rough changes are ever to be dreaded, lest, equally with destructive influences, they arrest the slow movement. It is not at all wonderful, then, that the educated man hesitates at initiating change, the full effects of which he can neither calculate or divine. His position is that of a zealous guardian over the store of human experience and its highest results—delaying to surrender a part thereof until the claimant makes good his promise to replace the lost. *Laissez-faire* may be an ignoble doctrine, but is sometimes the surest. An insensible adjustment to varying conditions is continually going on and eventually may give us a safety impracticable to world-tinkers or cobblers.

* * *

The educated man, while thoroughly cognizant of his place in our social system as the conservator of what is valuable or seems to be valuable in human experience, objects when assailed on the ground that he is perpetuating class distinctions. A leading periodical, *The Popular Science Monthly*, made a savage onslaught on VARSITY re "Spelling Reform," not long since; without knowing the moments of the controversy, or, to all appearance, doing the simple justice of reading the context, the editor took a sentence out of connection and grounded thereon a charge of intellectual snobbery that made the Table shudder when it was read. THE VARSITY was made to echo the rabid howl of "keep the lower classes down."

Surely it is one thing to maintain whatever may seem valuable in the culture of ages, and another altogether to desire such maintenance as a distinction between culture and ignorance. It is surely possible to earnestly desire that the distinction between educated and uneducated may vanish by education becoming common property, and another to stoutly oppose any scheme that seeks to accomplish such obliteration by reducing the higher to the lower term—to secure at any cost, that dead level so dear to the hearts of our Socialist friends.

* * *

"Volapuk," or "Volapyk," is a word that one hears frequently in these days; and all who pretend to keep up with the topics of the

In a late number of our esteemed exchange, the *Aegis*, there is a notable article, entitled "A Remedy for the Popular Unrest." "The pathway of history," the writer tells us, "is marked by ruined dynasties, and the brightest stars in the galaxy of empires may sink the quickest in the flood of years. . . Human progress thus becomes marked out by a blind fatalism, and a merciless fate is steadily compelling us to our predestined goal." We would offer our thanks to the able writer; his article has left us strengthened and nerved for the strife, and comforted greatly in spirit.

* * *

time should be prepared, I suppose, to talk on occasion as though possessed of a thorough understanding of the aims and rights and possibilities of the new "world-language," to say nothing of its grammar. The following short account may be found interesting.

In 1879, Dr. Schleier, of Constance, becoming convinced of the commercial necessity of a language to be spoken by all nations, invented Volapuk, the etymology of which is based on French, German and Latin. It has already been adopted in various parts of Australia, Syria, Germany and America. In Paris it is taught in thirteen institutions; and there are five newspapers published in it. According to the Volapuk grammar, "anyone understanding English, French, or German, can acquire a complete knowledge of this new language within a month." Proof, indeed, is offered by a class in one of the French business colleges, which, after eight lessons, was able to correspond easily in this tongue. There is but one declension, one conjugation, no article; and all prepositions govern the accusative. The conjugation of verbs is somewhat elaborate, but it is without exceptions.

* * *

An example shows its simplicity. Thus, "gift" (*giv*) is declined:—

SINGULAR.	PLURAL.
<i>giv</i> , the gift.	<i>givs</i> .
<i>giva</i> , of the gift.	<i>givas</i> .
<i>give</i> , to the gift.	<i>gives</i> .
<i>givi</i> , gift. (acc.)	<i>givis</i> .

The verb "to give," (*givon*) is found as follows:—

SINGULAR.	PLURAL.
<i>givob</i> , I give.	<i>givobs</i> , we give.
<i>givol</i> , thou givest.	<i>givols</i> , you give.
<i>givom</i> , he gives.	<i>givoms</i> , they give.

Inasmuch as all nouns and verbs are declined and conjugated in the same way, it is easy to translate the sentences, *Seilobs domi mane*, "We sell the house to the man"; *Justik man sendom subscriptioni Varsite*, "The upright man forwardeth his subscription to THE VARSITY."—(T. A. Gibson, Treasurer.) And as the adjective and adverb are always formed from the noun by the same ending, *ik*, *iko*, (*fam*, fame; *famik*, famous; *famiko*, famously), there is no room for any irregularity; the whole language becomes merely a question of vocabulary.

* * *

Volapuk certainly cannot, and does not, claim to be eminently beautiful; its whole aim is to be convenient, and serviceable, and useful,—to the traveller, in the hotels and shops of Europe, and in other quarters of the globe, and to the merchant, in his trade with all foreign countries.

* * *

The story is told that when Calverley was an undergraduate in Cambridge, he was once conducting through his College some friends who were visiting the University. As they were crossing the quad, he stooped to pick up a pebble which he neatly tossed through a second floor window, with the remark, "That's the Dean's window." And on the sudden appearance of a very irate little gentleman at the window, Calverley continued with the greatest sang-froid, "And that's the Dean."

HH.

UNIVERSITY AND COLLEGE NEWS.

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

DR. WALLACE'S LECTURES.

I.—DARWINISM.

Dr. Alfred Russell Wallace, F.R.S., delivered his first lecture—on Darwinism—on Thursday evening, in the Convocation Hall of the University, to an audience which may be considered as fairly representative of the thought and culture of the city. President Wilson occupied the chair, and in a few remarks explained Dr. Wallace's position as the co-discoverer of the great doctrines of Evolution, and the Survival of the Fittest—doctrines which completely revolutionized scientific theories, and have given an entirely new tendency to the thought of the day.

In person, Dr. Wallace is above the average height; his hair and beard are snow white, and his whole appearance dignified and venerable. He speaks without gesture of any kind, and his voice is well modulated and clear.

Dr. Wallace took as his text the closing paragraph of the Introduction to Darwin's "Origin of Species." The paragraph is substantially as follows:

"Although much remains obscure, and will long remain obscure, I can entertain no doubt, after the most deliberate study and dispassionate consideration of which I am capable, that the view of most naturalists and the view which I formerly held, namely: That each species has been independently created, is erroneous. Species are not immutable, but those now belonging to the same genera owe their origin to other and extinct species. Further, I am convinced that natural selection has been the most important, but not the exclusive means of modification."

This is the claim, Dr. Wallace continued, which Darwin makes. We have now to enquire whether that claim has been justified. The points which lie at the base of the Darwinian theory are comparatively few and simple natural phenomena. First: Power of rapid multiplication, which all organisms possess, causing them to increase, if allowed to do so, in geometrical progression. Second: Individual variation of offspring from parents. From these two simple, but indisputable facts, there necessarily follows the struggle for existence. And for this reason—that the numbers produced in each succeeding generation are so much greater than those which existed previously; and, being able alone to exist in a given area, the surplus must be destroyed.

Dr. Wallace then referred to the objection which had been urged against Darwin's theories founded upon his observations of domestic animals, viz.: that they existed under unnatural and abnormal conditions; and that therefore the conclusions drawn from these observations could not be universally accepted with reference to animals in a state of nature. The lecturer then related at some length the researches of certain naturalists in reference to the variations which they had observed with reference to certain species of lizards, blue-birds, squirrels, etc., and illustrated his remarks by reference to numerous diagrams.

It is curious to note, Dr. Wallace said, that whenever man makes use of a particular animal or plant, it seems to vary in the qualities which he regards as most useful, and but slightly in others. Man takes advantage of those variations which are valuable to him; in other words, natural selection can be aided by intelligence.

The next point touched upon by the lecturer was the struggle for existence, illustrating it by reference to those weeds which grow up on fallow ground, by reason of the capabilities they possess of distributing their seeds; these are succeeded by a different kind and so on, no two classes being the same. These and other facts showed the complexity of nature. These weeds were attacked by parasites, who, in turn, fell victims to other enemies, and so on *ad infinitum*—the chain of destruction being complete. Only those which could successfully withstand their enemies, and survive in the struggle for existence, remained to transmit their peculiarities to their descendants.

The three facts which it was necessary to keep in mind were: (1) That most animals continually and largely vary; (2) That there is a tremendous and ever-present struggle for existence; and (3) That all organisms multiply so rapidly that almost as many die as are born.

Under present conditions of life, the number of creatures that exist must remain nearly stationary; there is no room for any increase of progeny without a corresponding mortality of the parents. Yet every year, the parents produce from ten to a hundred times their own number. The enormous destruction which must inevitably ensue, leads to the question—"Which will live?" The answer can only be that those which are best fitted by health, perfect organization, and so forth. This is the great doctrine of Natural Selection, or the Survival of the Fittest. The result of all this is, that so long as external conditions remain unchanged, each species will be kept up to the highest degree of perfection, because the most perfect will live. If conditions of existence change, a corresponding change will be noticed in the character of those that survive.

The principal objections to Darwin's hypothesis are: (1.) That the chances are against the right changes occurring exactly when required. The answer to this is: That the right changes are always occurring, and cannot fail to occur when required. (2.) That the variation is so small and infinitesimal that it cannot be of any use. But, on the contrary, variations have been shown to be very large and easily measured, and must have an enormous influence upon the habits and mode of life of the creature. (3.) That if the favourable variation does occur at the right time, it will disappear in the next generation. This proceeds on the same assumption that the variations are rare, whereas the opposite has been shown to be the case. (4.) That the rudiments of important organs, as wings, eyes, &c., would be useless. This, however, appeals to our ignorance of what occurred at such a remote period that we are unable to say what were the conditions that needed such variations. It is quite easy to imagine that these rudimentary organs were, at that time, useful.

With Darwin's name is inseparably associated the relation of man to the other animals. His work on the "Descent of Man" has shown that in his general structure man bears a close resemblance to the higher apes. Many variations of rudimentary structure are found in men which cannot possibly be useful to them as they are, but which could only be serviceable in a lower form. The evidence in favour of an animal origin for man's body is overwhelming, and indeed any other origin would be inconceivable. For if all other animal forms have been derived from one another by natural processes, and have been developed step by step, from lower forms, until they have approached so near to what man is, how can it be supposed that the final step never occurred, and that all this preparatory work was a fallacy, and that with man a totally new process had to be begun? This supposition would lead us to believe that the Creator created man in such a manner as to deceive him, making him believe that he was descended from an animal form, when he was not. We are thus compelled to believe either that all species were created specifically and separately, or that man is developed from them, as they from one another. Though this is true in regard to man's bodily, it is difficult to show that the same holds with regard to his mental structure. Some mental characteristics seem to originate suddenly in the higher races, for example, the mathematical and musical faculties, powers of ideal representation, and of framing abstract conceptions and so forth. These are not found in savage races, and would be useless to them in their struggle for life. In the struggle for existence no useless powers are developed.

The lecturer concluded as follows:—Mind is more fundamental than matter; soul and spirit is the real man; the body is the temporary manifestation and dwelling place. The body is developed from lower types of animal life which existed for this purpose alone. The whole material universe exists for the purpose of developing by the organic world, that wonderful harmonious and beautiful human form,—a means of developing, through effort and struggle, through warfare against physical and moral evil, the spirit which pervades it.

The meeting of the Literary Society last Friday night was the most notable of the year. The great event of the evening, the discussion of Mr. Young's motion, was not brought on until a large quantity of ordinary business had been got through with. The President was in the chair. Mr. Waldron, who seemed actuated by an intense, overwhelming desire that some of the lady undergraduates should be admitted to membership, had proposed several names. The Society ungallantly threw them out by a large majority. Mr. Redden gave two notices of motion; one in the matter of the appointment of the committee to examine the essays for the prizes, the other with reference to the construction of a voters' list that shall be final for this year. And then there was a pause, during which the boldest held his breath. The hall was thronged; there was not a square foot of standing room. A large number of graduates were present, among them not a few of the old war horses of the pre-Milligan period, who had scented the battle from afar. The illustrious J. G. Holmes, however, left before the battle began. The air was electric when Mr. Young rose to his feet to move that Article I., Section 1, be amended so as to read: "The Society shall consist of graduates and undergraduates of King's College, graduates of Toronto University, and students in arts actually in attendance at University College and the School of Science." His speech was a great effort, lasting half an hour. Mr. Bradford seconded the motion. Then there was a deep silence,—one might have heard the secretary's table fall, had he chosen to overthrow it. But he was gazing with wide eyes at Mr. Hunter, who rose to a point of order: that, involving an expulsion of members in good standing, the motion was not an amendment to Article I., Section 1. Then Mr. Hume, Mr. Waldron, the distinguished Mr. Chamberlain, Mr. Robinson, Mr. Duncan, and several other gentlemen arose and sawed the air. The President, having listened to the discussion, ruled that the point was well taken. The first clause of Mr. Young's motion was accordingly thrown out. The second clause, in the amended form proposed by Mr. Fraser, passed the meeting. Mr. Young's clause was that life members should vote for President only; Mr. Fraser's was that members of the Faculty, students of University College, and of the School of Sci-

ence actually in attendance at lectures, alone should vote for undergraduate candidates for office. There was an opening of the flood-gates of eloquence. The downpour lasted over an hour. Messrs. Miller, Duncan, Bradford, Fraser, Cody, Ferguson, Aikins, J. A. Garvin, Robinson, A. M. Macdonell and Hunter were prominent in the fray. Nearly every other member of the Society endeavoured in vain to insert a word. Almost every speech began with the customary "It seems to me, Mr. President." Some of the speakers moved in regions of high and pure disinterestedness, and lofty, ideal loyalty to the Society. Gentlemen appealed to the constitution, to the chairman, to precedent, to the nine gods, to all that is holy and venerable,—with violent gestures. There was great facetiousness at times, sundry personalities and many merry jests. After half-past eleven the polling took place on a sudden. The amendment was carried by a vote of 169 to 75, a majority of 19 over the two-thirds required. The third clause of Mr. Young's amendment was referred to the General Committee. After a vote of thanks to the General Committee for arranging for the passage of the amendment through the College Council, the Society adjourned. President Milligan presided over a tumultuous and protracted meeting with admirable tact and firmness.

HISTORICAL AND POLITICAL SCIENCE ASSOCIATION.—On Wednesday afternoon, the members of this Association had the pleasure of listening to an able and most interesting paper by Mr. Thos. Hodgins, M.A., Q.C., entitled, "An Unpublished Chapter in the History of the Cession of Canadian Territory to the United States." (Mr. Hodgins is an old graduate of our University, and, during his student days, was one of the originators of the present Literary and Scientific Society of the College, some thirty-four years ago.) The territory in question, and about which so much secrecy has been manifested, comprises the States of Ohio, Indiana, Illinois, Wisconsin and Michigan, and part of the State of Minnesota—that part of the (now) American territory lying between the Ohio and Mississippi Rivers. This territory formerly belonged to the British, but was given up to the United States about one hundred years ago as "back lands" of the Dominion of Canada. The speaker presented to the audience the correspondence relative to the giving up of the land in question, characterizing the whole proceeding as "negotiations conceived in secrecy and consummated in disgrace." He showed the spirit which occasioned this immense loss of territory, pointing out the laxity of the British Government and the stupidity of the officers sent out here to settle boundary disputes. One of these arbitrators was described as representing the acquisition of Canada in 1763, as detrimental to the interests of Great Britain. Instances were cited to show how much better fitted to transact their own affairs Canadians are, in cases where territory or territorial rights are in dispute, than are foreign officials, who know little or nothing about the geography of the country, and less, if possible, of the political importance of any particular part of it. At the close of the meeting a very hearty vote of thanks, moved by Mr. Hume and seconded by Mr. Russell, was tendered to Mr. Hodgins for his kindness in delivering before the Association so interesting and instructive an address. A number of visitors were present.

The regular fortnightly meeting of the University College Natural Science Association was held in the School of Practical Science on Thursday afternoon, the President, W. H. Pike, Ph. D., in the chair. E. J. Chapman, Ph. D., LL D., delivered an address on "Underground Waters," giving an account of the origin of springs, and explaining the generally received theories of geysers and artesian wells. He then described the artesian wells in the neighborhood of London, Eng., and also some attempts made in Yorkville and near the Don to procure water by similar means, and pointed out the reasons of failure in the latter cases. At the conclusion of his paper—which was illustrated by numerous blackboard drawings and rock specimens—the speaker outlined a system of drainage much practised in England for clay soils, whereby the underlying strata of porous rock are made to serve as a natural receptacle for the accumulated surface-water of the fields. During the discussion which ensued, the President quoted an instance of a mine being drained of water by similar means. Dr. Ellis followed with an account of an artificial drainage system which imitated the conditions naturally obtaining in the two former cases. Mr. R. J. Hamilton then read a paper on "Nerve Force," being a synopsis of some work recently carried out on curarized animals, particularly the frog, cat and dog. After some discussion on this paper and on the points of difference between animal nerves and the so-called nerves of sensitive plants, etc., the Society adjourned.

At a meeting of the Glee Club held on Tuesday last, the following nominations were made for offices in the Society for the coming year:—Honorary President: M. S. Mercer, B.A. (elected by acclamation). President: J. E. Jones, F. B. Hodgins. Leader: N. Kent, J. E. Jones, N. Anderson. Secretary: E. A. Hardy, J. D. Spence, N. P. Buckingham, F. H. Suffel. Treasurer: R. J. Gibson, J. J. Ferguson. Committee, 4th year: F. H. Suffel, N. P. Buckingham, E. A. Hardy, J. A. Giffin, W. A. Bradey. 3rd year: H. S. Robertson, J. D. Spence, O. W. McMichael, H. W. C.

Shore, G. A. H. Fraser, H. F. Gadsby. 2nd year: J. H. Fawell, A. D. Thompson, J. O. Honsberger, W. C. Bremner, J. J. Ferguson. The annual meeting will be held on Tuesday next, at which the elections will take place, and the Treasurer's statement be made. A large attendance is specially requested.

The debate at the last regular meeting of the Trinity College Literary Institute shows a commendable interest on the part of the students in local affairs. The subject was, "Resolved, that the Fleming by-law lately passed by the City Council is prejudicial to the interests of the city." The affirmative was successfully championed by Messrs. Broughall and Houston. Messrs. McGill and Cayley upheld the negative side of the question. An essay on "Socialism" was read by Mr. Stephenson.

The same question was discussed in the Law Society at Osgoode Hall on Saturday night. Decision was again given in favor of the affirmative.

The Literary Society of the Toronto School of Medicine met on Friday evening as usual. Dr. McFarlane presided. A paper was read by Dr. W. H. B. Aikins on the germ theory. A number of specimens were exhibited and illustrations given. Dr. Ferguson delivered a lecture on magnetism and faith-cures. Nominations were received for officers for next term. Elections will take place at next meeting. A number of members were absent—presumably looking after their interests elsewhere.

The regular Thursday afternoon meeting of the Y. M. C. A., was conducted by Mr. L. E. Skey. The topic was "Witnesses for Christ," (Acts 1:8.) He pointed out that all men must bear witness, either in favour of or against Christ. In order to bear a true testimony, men must have the power of the Holy Spirit. Many other instructive points were made by Mr. Skey and the speakers who followed him. The meeting next Thursday will be conducted by Mr. T. C. Des Barres.

The Mathematical and Physical Society held its regular meeting on Tuesday afternoon, the Vice-President, Mr. Duff, in the chair. The programme was opened by Mr. J. H. McGeary, M.A., who addressed the audience on the subject of Quaternions. The speaker thoroughly explained the basis of the subject, and showed the consistency of its fundamental principles. Mr. L. H. Bowerman, B.A., gave some accurate experiments in Acoustics, after which the solution of a number of problems was discussed by the members. A few interesting details of business were then transacted, and the meeting adjourned.

The Wycliffe College Literary Society held a debate on Friday evening in the library, on a question much talked of at present: "That it is the duty of the State to provide distinctively religious teachings in her educational system." A short programme preceded the debate:—Chorus, by the students; Essay, Mr. T. R. O'Meara; Reading, Mr. W. R. Johnson; Trio, Messrs. Miller, May and Acheson. Messrs. F. J. Lynch and C. C. Owen, B.A., then opened the debate for the affirmative, and were followed by Messrs. J. M. Baldwin, B.A., and R. Sims, in the negative. A spirited argument was kept up for about an hour and a half. The chairman, Chief Justice Wilson, left the decision to the audience, a majority of whom favoured the affirmative. After a chorus by the students and the singing of the National Anthem, the meeting dispersed. The attendance was large.

The election of officers for the Knox College Metaphysical and Literary Society was held on the evening of Friday, 4th inst. C. W. Gordon, B.A., the president, in the chair. After the preliminary business had been finished, J. A. MacDonald and D. G. McQueen, B.A., were appointed scrutineers, and voting began. The result was the election of: Pres., J. C. Tolmie, B.A.; 1st Vice, A. R. Barron, B.A.; 2nd Vice, D. Perrie; Critic, J. McD. Duncan, B.A.; Cor. Sec., E. B. McGhee; Rec. Sec., T. R. Shearer, B.A.; Treas., S. J. Pettinger; Sec. Com., W. J. Clark; Curator, G. W. Logie; Councillors, M. P. Talling, J. Gill, J. Gilchrist. The most important part of the voting, however, came last, namely, the electing of the editorial staff of the *Monthly*, which will very likely be changed into a yearly paper and be continued throughout the summer months. The editors elected are: J. McD. Duncan, B.A.; C. A. Webster, B.A.; W. J. Clark; W. P. McKenzie, B.A.; D. McGillivray, M.A.; J. J. Elliott, B.A.; Geo. Needham, B.A., Bus. Man.; W. A. Martin, Treasurer. The campaign on the night of Friday, the 4th, by no means ended the elections for this year. Tuesday, the 8th inst., saw the combatants again ready for the fray, and the following were elected as officers of the Missionary Society for the ensuing year: Pres., A. J. McLeod, B.A.; 1st Vice, D. McGillivray, M.A.; 2nd Vice, W. P. McKenzie, B.A.; Rec. Sec., A. E. Mitchell; Cor. Sec., Geo. Needham, B.A.; Sec. Com., P. J. McLaren; Treas., P. Nichol; Councillors: J. G. Shearer, J. S. Gale, M. C. Rumball, B.A., P. McNabb, A. G. Jansen. The elections for the Glee Club and for the Football Club have not yet taken place.

Alfred Russell Wallace, F.R.S., inspected the College buildings, Library, etc., in company with Dr. Wilson on Thursday morning.



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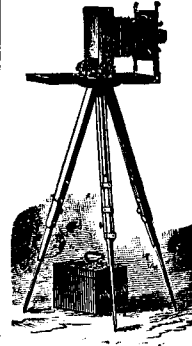
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