

aching heads have often bent over music books, when a Latin or Greek grammar would have been hailed with delight, or the teachings of science eagerly pursued.

The noise from little tired hands rings in our ears from every block, and we picture to ourselves the number of growing children in every city, imprisoned and disciplined for weary hours and years, to learn that which, in nine cases out of every ten, will never be of any benefit to them.

Why will parents persist that their daughters shall sacrifice years of time and labor; shall sacrifice health, and consequently beauty, in acquiring an art which not one in fifty of them will carry beyond the first years of married life?

One year of little or no practice will make such havoc in an ordinary musical education that the ground will never be regained, and consequently is ever after being lost. If your daughter has real musical talent, give her, by all means, an opportunity to cultivate it, that it may be a source of happiness both to herself and her friends; but if she is a natural artist, linguist or scientist, do not sacrifice her future by compelling her to waste her years in becoming a second-rate pianist. She may have no particular talent for anything, and still be a noble girl and mature into a true woman. Let nature have some chance to work out her own problems. If a child has but little musical taste, let her leisure hours be spent in active out-door exercise, instead of at the piano. Give her fresh air instead of music lessons, and she will not be an invalid at twenty, grey or bald at thirty, and dead before forty.

Let her practise horseback riding, instead of ascending scales, and horticulture instead of French motets. Give her a flower garden, instead of a distorted spine; cultivate her moral faculties instead of her fingers; and rest assured she will make a woman who will be loved, honored, and happy, for years after many of her piano-pounding companions have gone back to dust.—*Science of Health.*

An Ill-Governed School.

Miss D—stands at her desk the livelong day, and is constantly watching, prompting and admonishing her pupils. Neither force of wise rules, nor the fidelity of the children is relied on; no well-digested system, with its set times and tinkling bell is put in operation; no action or resting of a child is studied with a "second thought," no recitation is quietly listened to, and the difficulties cleared up;—but, in season and out of season, it is the out pouring of rebuke and command. Scholars may take their books. Mary, why don't you take out your geography—you know you'll want it this afternoon! "I've learnt my geography lesson." Samuel, sit up! "My shoe's untied." Sarah, look this way! "Some one knocks." Well, go and see what is wanted! "John, your eyes are not on your book! "I was trying to spell my words." Peter, what are you doing? "Trying to find my slate pencil." Sarah, put down your hand from your eyes! "The sun shines right in my eyes!" Some one is biting her slate pencil! Keep those feet still!—Class in geography may take their places! John, go out and shut that blind! I hear some one's lips moving! We're waiting for you all to get still! Mary, bound Africa. "It is bounded north on the Medi—" Samuel, pick up that paper you dropped on the floor and put it in the stove! "I didn't know that I dropped it; it's my composition!" Bring it here! You're a careless boy; go to your seat! "It dropped out of my arithmetic when I opened it." I didn't understand how you said Africa was bounded?

Peter, describe the river Nile. "The Nile rises in mountains of the eastern central part of the continent, from two separate sources, which are called——". Thomas, how many times must I tell you to keep your feet still? I shall certainly punish you if I have to speak to you again to day! Peter, where did you say the Nile emptied? "Into the Mediterranean sea," Sarah, give a description of the Great Desert. "It lies in the northern part of Africa, extending from——" Thomas, come here! I told you I would certainly punish you if you did not sit still. Hold your hand (gives him smart blows with a ratan; he cries lustily). Sarah finishes her answer while the punishment is going on, turning her head so as not to see the blows applied to her little brother's hand. The class get restless and impatient. Some of them whisper together, evidently to divert their minds, rather than from evil intent. Plainly the lesson had been well prepared; but it has lost all its interest to them. And a break was made in the work of the school. They felt that the punishment was harsh and hasty, and out of time. It was several minutes before quiet was restored and all were breathing easy, and the current of study was flowing on again.

The teacher was well educated, as the phrase is; was thoroughly conscientious and devoted, and believed she was only doing her duty in the matter of discipline.

This is a faithful picture of a half-hour at the opening of an afternoon session. The question needs to be raised: Was profitable study possible in such circumstances? Could a true and faithful impression of facts and principles be made on the memory under such frequent interruptions? Was discipline, so enforced, salutary on the school? Was that teacher, in any proper sense, training and developing the mental powers and the susceptibilities of her pupils, and helping them to form a symmetrical character?—*R. I. Schoolmaster.*

Annual Convocation of McGill University, Montreal.

FACULTIES OF LAW AND MEDICINE.

The Annual Public Meeting of Convocation of McGill University for the conferring of degrees in Law and Medicine took place on the 30th ult., in the William Molson Hall. The hall was filled to overflowing by the students and their friends and others interested in university education, among whom the ladies held a conspicuous place. At three o'clock the members of Convocation, who had assembled in the Library, entered the hall in order of precedence, and took their places upon the dais.

In the absence of the Chancellor,

Hon. Mr. Justice DUNKIN, D. C. L., the Senior Governor, present, took the chair.

There were also present—Governors:—Messrs George Moffatt and John H. R. Molson, Principal, J. W. Dawson, LL. D., Vice-Chancellor. Fellows:—G. W. Campbell, M. D., Dean of the Faculty of Medicine, Prof. Johnson, LL. D., Rev. D. H. McVicar, LL. D., J. Reddy, M. D., S. B. Schmidt, M. D., Rev. J. Jenkins, D. D., C. P. Davidson, M. A., B. C. L., R. A. Ramsay, M. A., B. C. L., R. P. Howard, M. D.; Secretary, Registrar, and Bursar, W. C. Baynes, B. A. Professors:—W. E. Scott, M. D., Wm. Wright, M. D., Robert P. Howard, M. D., Rev. A. DeSola, LL. D., C. F. A. Markgraf, M. A., D. C. McCallum, M. D., P. J. Darey, M. A., B. C. L., R. Craik, M. D., J. M. Drake, M. D., J. S. C. Wurtele, B. C. L., W. H. Kerr, D. C. L., G. Doutre, D. C. L., G. F. Armstrong, M. A., C. E., G. P. Girwood, M. D., Rev. J. C. Murray, LL. D., G. Ross, M. A., M. A., M. D. Lecturers:—B. L. Harrington, B. A. Ph. D.,