

### McGill News.

Dr. Roddick has returned to his old familiar post at the Hospital.

On Saturday evening, Dr. Stewart lectured on "Inebriation" before the Medical Society.

W. S. Morrow, Medicine, '91, was elected by his class as representative on the Athletic Committee.

Choice selections from *Fourd et al* may be had in any variety of manuscript. Apply, Law Faculty.

The members of the graduating class in Arts recently spent a very enjoyable evening at the residence of Prof. Murray.

Professor McGoun has instituted a practical course in pleadings. This is a most commendable move, and must prove of great advantage to students going to the Bar.

Owing to the severe and continued illness of his wife, Dr. Fenwick is unable, for the present, to meet the class in Systematic Surgery. Beginning from last Monday, Dr. Roddick will, temporarily, fill his place.

The Primary years were advised, the other day, to do any treadmilling they had to do—down at Payette's boarding-house. Tramp! Tramp! Tramp! Tramp!!! Why will men insist on coming into lectures late?

The patronage which the Library is receiving is continually on the increase. It is not uncommon to see 50 or 60 people in the Library at a time, and the Librarian, who has the wonderful faculty of always knowing what one wants better than they know themselves, finds enough to do to answer the shower of inquiries which are being heaped upon him.

A meeting of the students of Medicine was held on Thursday morning, to consider a statement from the Dinner Committee, to the effect that it would be "advisable for that Faculty to send a representative." There was a general impression that none should be sent, as a proper invitation had not been received; and one of the students took occasion to protest against the reunion being called a University dinner, as only some of the elements were represented, and he thought it misleading to advertise it as such. It was stated that the benefactors of the University would be unfavourably impressed if the Faculty of Medicine was not represented, and though it was decided to send no representative, it was agreed that if any member of the Faculty chose to attend there would be no objection to his responding to such sentiments as might be offered. It was known that Evans, '90, would be present, and it was expected that the prospective duty would fall upon him, than whom no better man could be chosen.

From a recent lecture on "The Aim and Nature of Education," delivered by Dr. S. P. Robins in the lecture theatre of the Redpath Museum, we select the following as being of interest to those who are striving for a perfect education:—

Let me indulge for a moment in a flight of fancy. I set me pictures to you the finished product of a perfect education. I shall not refer to girls. Only the delicate hand of a lady could rightly portray "the sweet girl graduate" of an ideal "Donaldia Department." I shall not suppose that our ideal pupil has extraordinary powers; but I shall suppose that they have been sedulously cultivated. He is in full health. It is for him a joy to live. He drinks in pleasure with every exercise of his physical and mental powers. His muscles are under complete control. His carriage and movement are prompt, graceful, agile, certain. His hands use with precision the pen, the pencil, and so many other tools as ensure his ability to learn the use of any tool. Having learned the right use of his senses, he takes rapid, accurate, comprehensive note of objects and of phenomena. He observes in detail, he analyzes in an orderly way, he sets parts in their right relations to one another and to the whole, he understands, he judges, he remarks similarities, he classifies, he generalizes, he reasons. He remembers, that is, he makes provision for recollecting; having wisely selected that which he will remember, he links it to life and experience by many direct and indirect associations, so that what he knows is ready for use in the emergencies of life. He is imaginative; he rearranges into new forms the elementary conceptions stored in his mind. He is a creator of new forms; but his new conceptions are not fantastic, inconsistent, fragmentary. They are coherent, integral, complete, such as can be transferred to other minds, or embodied in the material world. He knows and uses language well, whether spoken or written. He has a large vocabulary; he has learned the names of many things, actions, abstractions, relations, each calling up a vivid and distinct idea. Words well used delight him. Each word suggests its own exact conception, whether of thing or of relation; each conception as it is evoked he rightly marshals with those that have preceded it, so that finally the whole thought of the speaker or writer is accurately, fully, and consistently reproduced in his own mind. So, reciprocally, he employs language deftly to depict his own thought; his mind is orderly, his conception clear and vivid, and he has acquired the faculty of clear, picturesque, and powerful utterance. All the conventions of speech and of writing he knows, so that nothing in the form of his expression contravenes established usage or shocks the cultivated taste of hearer or reader.

Highest in importance it is that our ideal pupil should be cultivated in the minor graces and in the major verses. He should be practiced in the exercise of social amenities, should have a courteous address, a self-possessed manner, neither forward nor shy, a frank speech, an open and pleasant glance. He should be calm, self-governed, truthful, generous, a champion of the weak, a succourer of the needy. He should be pure in thought, brave in spirit, bold and prompt in action; afraid of nothing but wrong, a scorner of nothing but meanness. Yes! our ideal should be an admirable Crichton in cultivation, a Milton in culture, a knightly Bayard in morals, *sans peur et sans reproche*.