

ful service, Mr. Gerrard resigned the presidential chair on the ground of advanced age, and the Hon John Molson was promoted to the vacant seat, while the Rev. Dr. Bethune, Dean of Montreal, was for the second time elected vice-president.

Perhaps the next event worthy of notice is the death of Alexander Skakel, LL.D., who had been the indefatigable secretary of the institution, and one of its most influential friends from the year 1823 to 1846. Not satisfied with his efforts in its behalf during his life, he bequeathed to the hospital the whole of his immovable property, which proved a valuable addition to its endowment fund.

The year 1848 was a memorable one in the history of this institution. At a meeting of the governors in March of that year the much-respected widow of the late Hon. Chief Justice Reid communicated through her friend the late Hon. Peter McGill her desire to build a wing to the hospital to correspond exactly with the Richardson wing. This munificent offer was, of course, accepted by the governors. A committee was appointed to superintend the immediate erection of the said wing, and by a deed executed on 30th May, 1849, the benevolent lady conveyed to the society the now well-known Reid wing, the first and as yet only portion of the building provided by individual munificence.

In the year 1859 some amendments were made to the original charter, the chief of which were the following:—Under the original, members of corporation were persons who had given a donation of £5 and continued to pay £1 annually towards the support of the hospital. Under the amended charter annual contributors of \$5 became members of the corporation, and the qualifications of elected governors were reduced so as to include annual contributors of \$12. The quorum of governors for the transaction of business was reduced from seven to five, and instead of thirteen elected governors chosen annually, the number was fixed at twelve, of whom six are to be elected for two years and six for one year. The amount of real estate that the corporation might acquire and hold, and the time that it might hold it, were fixed, and a provision was made for the investment of the proceeds of the sale of real estate and of all monies appertaining to the permanent fund.

A measure highly conducive to the sanitary welfare of the hospital as well as to its appearance was effected in 1866. Some objectionable buildings situated immediately in front of the hospital had for many years proved disagreeable to the governors. The property was purchased, the building removed, and the vacant ground added to that previously in possession of the society, the effect of which was to secure a large open square in front of the institution capable of providing an ample supply of fresh air to the inmates. The cost of this property (\$4,800) was generously borne equally by Mr. Wm. Molson and Mr. J. G. Mackenzie.

It had long been felt desirable by the governors that a separate building for the treatment of the more dangerous contagious diseases should be erected in connection with this charity. In 1867 it was resolved to build one in the rear of, but quite detached from, the Richardson wing; and in May, 1868, the Fever Hospital, a brick building capable of receiving forty ordinary patients and possessed of several private wards for private patients was ready for occupation. It cost \$10,674, but it is pleasing to be able to add that Mr. William Molson again spontaneously gave proof of his interest in the sick poor, this time by the munificent donation of \$5,000, or about half the cost of the fever hospital.

Having thus far briefly glanced at the more important facts in the history of the foundation, growth, and administration of the hospital, it may be well to notice the work it has done.

During the fifty-two years of the existence of the hospital which terminated in April, 1872, the number of patients that have been treated within its walls has been 55,943, or an average of 1,076 annually. In addition 192,948 applications for out-door relief have been attended to.

But the benefits which have been conferred by the hospital may not be estimated by the mere number of the patients treated within its walls. Let it be remembered that when it was founded, the only other hospital in the city, the venerable Hotel Dieu, did not admit persons suffering from contagious diseases, and the "General Hospital" was established to meet that want in benevolent enterprise, as well as for other objects. Indeed by far the greater proportion of the diseases treated in the hospital up to the year 1849 consisted of fevers. When it is borne in mind that about one-half of these fever cases were of the variety called typhus, one of the most contagious diseases, it may be imagined, perhaps, what the citizens in Montreal, and people of this country generally, owe to this institution, which provided for emigrants and others suffering from fever an asylum in which they might be separated from the rest of the inhabitants. Those who remember the scenes of 1847 in Montreal and throughout Canada will be able to appreciate the force of these remarks. At that time, in spite of quarantine regulations below Quebec, fever sheds at Point St. Charles, and our hospital, its capacity enlarged by sheds erected on the ground so as to hold 250 beds, typhus fever spread amongst the citizens and more or less along the great lines of travel through the country, and many clergymen, nurses, physicians, students, and benevolent persons, besides multitudes of the general public, fell victims to the disease.

It has been already shown that, in the earlier history of the hospital, fever patients, who were chiefly emigrants, constituted a large proportion of the admissions. Fortunately, since 1848,

fever has not been largely prevalent either amongst emigrants or citizens, and consequently there have been fewer sick seeking admission. During the last twelve years, however, there has been a steady and considerable annual augmentation of the number of in-door patients, due chiefly to the growth of the population of the city, and the augmentation would have been greater had not the committee of management, because of the limited resources of the charity, endeavoured to limit the admissions.

It is natural in a retrospect like this to look over the names of the men who first gave form and life to an institution which has proved so useful, and has gained such a hold upon the community, with a view of learning how many of these have survived the flight of half a century. Five gentlemen out of the original founders and governors of the institution are still living amongst us, the Very Reverend the Dean of Montreal, and Messrs, William Molson, W. Lunn, Archibald Ferguson, and John Mackenzie. One of these gentlemen is now president, the third of his family to occupy that office, and two of them, Mr. Lunn and Mr. Ferguson, are still active members of the committee of management.

Of that band of brothers who in the early days of the hospital performed their part of the charitable work to which this institution is consecrated, but one remains. Drs. Blackwood, Christie, Farrenden, Stephenson, Robertson, Caldwell, Holmes, Loedel, Lyons, Diehl, Vallée, Racey, Bruneau, Hall, Crawford, and Sewell, have long passed away—Dr. Campbell alone remains. He has served the institution as an attending physician from 1835 to 1854, and since then has rendered it good service as a consulting physician—and long may he be spared to do so.

It is a noticeable feature in the history of this institution that all the great additions made to its buildings have been erected as monuments in memoriam of some deceased friend of the institution. It would be a commendable departure from this custom were some benevolent person during his lifetime to found and erect, upon some healthy site in the outskirts of the city, a plain building for the reception of the patients convalescing from serious diseases in the hospital. This would not only enlarge the capabilities of the present institution, and thus tend to meet the growing requirements of our increasing population, but would provide a means now being employed in Europe, with the most beneficial results, of promoting recovery from some forms of disease, and of shortening the period of convalescence in many. Still more noble would it be were this corporation, in the name of the wealthy citizens of Montreal, to resolve to erect an entirely new set of buildings in accordance with the latest scientific and economic improvements, upon some suitable site, where it should stand as another monument amongst the many now standing, of the benevolence and munificence of the inhabitants of this prosperous city.

THE KINDERGARTEN.

A writer in the *Leisure Hour* describes as follows the playthings and employments used in the German Kindergarten:—

Physical education or bodily culture must always be at the basis of every proper system of training. Taking physical education as the first step or foundation on which to build, Frobel invented a number of games which should exercise, in the form of play, all the limbs and muscles of the body. While affording healthy and cheerful exercise to the muscles, all the games have songs set to music, which the little ones sing as they play, and great care must be taken by the teachers to observe that every movement should be in order, and in exact time to the music.

Perceiving that even babies, as soon as they begin to notice the things around, require some plaything in their little hands, Frobel began his system of education at the very foundation, and gave the infant toys which he should be induced to think about as he grew older.

The first toy used in the schoolroom for children above three years of age is a cube divided into eight smaller cubes, contained in a box which it closely fits. With this the little ones receive their first definite lesson in form, number, order, and construction. They learn addition, subtraction, multiplication, and division by having the actual objects before them. They learn to distinguish the cube from other forms around, to notice the lines and angles on its faces, to distinguish the perpendicular and horizontal lines, to build a vast variety of forms of use and beauty with their eight small cubes, and also to embody their own ideas in some definite form, instead of following the teacher word by word and without thinking for themselves. For after directing them for some time, the teacher should allow her pupils to build as they like, merely pointing out any defects in the order of construction, or want of accuracy in form, which may strike her experienced eye in the wonderful things she will be called upon to admire.

Another plaything is then given, a cube divided into eight oblongs. The same lessons can be imparted with it, and it also affords many more facilities for making numerous forms and figures.

The next toy is a much larger cube, divided into twenty-seven smaller cubes, three of this number being divided across from corner to corner, each into two triangular pieces, and three more being divided in the same manner into four triangular pieces. This toy enables the pupil to extend his lessons and building operations, and construct his houses, churches, and other objects of use and beauty, in a perfect form.

A still more advanced toy is a box containing a cube divided into twenty-seven oblongs instead

of cubes. Of the twenty-seven oblongs in this box three are divided lengthways, each into two parallelepipeds, and three others cut each into two squares, being half the oblong.

It will be perceived that these gifts bring the child step by step from the first rule in arithmetic gradually on to the extraction of the square and cube root and decimal fractions. In geometry, from the simple ball, cube, and cylinder, he learns to make and become accustomed to the most intricate and complicated geometrical forms; and that, too, without any forcing or undue strain or pressure on his memory, but by constantly using and becoming accustomed to them in his daily work. In construction, also, he goes step by step, from the effort of placing one brick to stand upon another, till he builds his houses, monuments, churches, and embodies with facility his ideas on any mechanical subject.

I now turn to the Kindergarten employments, which, I would have the reader bear in mind, are purely educational; and although the child of tender years does not perceive this—and, indeed, knows nothing about it, but simply, under the stimulus of an awakening energy which impels it to action, is perpetually doing something—still it is the duty of the teacher to comprehend everything, and, above all, to get some insight into the meaning of the child's play, and to give it useful direction.

Frobel maintained as one of the principles on which his system was based, "play is the work of the child;" and those who have sat down calmly to study the plays and occupations of children, with the conviction that there is some deep meaning in their little games, which they extemporise themselves, will have been struck by the fact that all their conceptions are ideal, and that they always play at what they are not, and not what they are. Sometimes they act as though they were men or women; one will be mamma, another papa, another grandmamma; at other times they pretend to follow various trades and professions, and every occupation, from the minister to the costermonger, will be personified. Again, they are horses, dogs, sheep, bullocks, as the whim of the moment inspires them. Then look at what they are attempting to do—they will keep a school, build a house, attempt every variety of cookery, and practise any or every trade; but all this time they are labouring under the same ideal impression, and are attempting to be what they are not.

What, then, is it that the child is doing in all this? He is exercising at the same time the body and the mind, and is educating himself in life's essential lessons. I have spoken of the purpose of physical exercise, but in play the child is receiving a mental training scarcely inferior. The Kindergarten simply gives a fixed and definite purpose to this restless and wandering action. We give full vent to the child's ideality or imagination; but with us he learns the value of mathematical accuracy, and acquires what we may call ability. Size, form, order, proportion, and relation, are ideas which he insensibly acquires in some of the employments which I will briefly enumerate.

The first employment we will glance at, more from the fact of its being the most simple, and a sort of introduction to what will follow it, than from the interest attached, is stick-laying. This is exceeding easy. A number of pieces of stick, three or four inches in length, like the round lucifer matches before being dipped, are given to each child, and the mother or teacher with them can direct the little ones to make the various kinds of geometrical lines—the angles, triangles, squares, and all the straight letters of the alphabet. In addition to this, very pretty stars, and the outlines of figures and patterns, can be laid out on the table with a number of these sticks, but it must never be forgotten that as soon as the children have learnt how to use their new toy or employment, they should be allowed free use of it only for five or ten minutes at a time, the teacher simply giving a word of advice when she considers it necessary.

Pea-work, to which stick-laying is an introduction, is likewise made with the round undipped lucifer-match sticks. They can be obtained at almost any German toy warehouse, about a yard in length, and can then be broken, and the ends pointed, any size required.

In addition to the sticks, some common yellow peas, soaked in cold water twelve hours, so that they may be softened and swell, must be ready, and slightly rubbed in a soft dry cloth before commencing work. With these simple materials all sorts of objects can be constructed, and they afford more varying and lasting, as well as cheaper amusement than purchased toys. Ready-made tops are usually in favour only for a very short time, and are often broken just to find out how they are made, if not out of sheer destructiveness. Frobel advised that children should make their own toys, and in constructing them exercise their invention and skill. What they make themselves they are more likely to preserve than to destroy.

Lessons in modelling come next. The best material for the purpose is common modelling clay, two or three pounds of which can be obtained for sixpence at any modeller's shop; besides this, a modelling knife of hard polished wood is wanted, about the size of a lead pencil, flattened at one end and the edges sharpened, and the other end round-d down to a point. A small piece of oilcloth and a nursery pinafore are quite sufficient to protect the rest of the dress from the white dust, which, however, will readily brush off from any material on which it may happen to fall or come in contact.

Having the plastic clay before her, the teacher should give a lump to each of her pupils, telling

them to roll it into a round ball. This should always be the first step, as anything can be made from the ball more readily than any other definite form, and a starting-point, especially with children, is always necessary.

Modelling supplies what the pea-work lacked. With the latter employment the outline or skeleton of a building or anything of the kind could be made, but in modelling there is more substance and reality, and it enables the pupil, as soon as proficient, to model birds, vases, or imitate any solid form.

Our next employment is mat-making, or paper-plaiting, a most interesting and favourite occupation, especially with little girls. The mat is a piece of coloured satin paper, perpendicular cuts being made in it at equal distances, but leaving a margin of nearly an inch on all sides of the square, so that a frame is left which holds it together. Strips of the same kind of paper, but of a different and suitable colour, are passed in the slit at one end of a long thin piece of wood called the mat needle, and the needle is worked through the mat, taking one strip up and going over the next, till half are over, and the other half under it. The needle is then taken through on the opposite side of the mat from which it entered, and the coloured strip drawn after it, until it crosses the mat, when the strip is retained, and the needle drawn away. This is repeated until the mat is full of strips, the second row always taking up what was passed over, and going over what was taken up in the preceding row. When full, the ends are pasted down at the back of the mat, and it is complete. This is the first and most simple form. But an endless variety of patterns can be invented, and any crochet pattern copied, from the fact of the mat being formed of squares.

In addition to the above, we have paper-cutting, paper-folding, and paper-plaiting in other forms, but as this system of education must be seen in practice to be fully appreciated and understood, I will simply observe that we teach writing and reading on the same principle as we instruct our pupils in other branches of education. In learning to read, the little ones have first of all coloured pieces of card-board of various sizes, some of them half-circles, given to them; with these they learn to make their letters, and so master the alphabet, and begin to spell the first simple words. As an advanced step, they have ready-made letters, with which they receive spelling lessons; after this they read in books.

In writing and drawing, a child proceeds in the same manner. One side of his slate is engraved with squares of about a quarter of an inch. Over these he learns to draw his pencil over one, two, three, or more squares, and gradually acquiring the use of the pencil and pen, learns to write and draw.

It will be observed that the same principle pervades everything in this system of training, developed from a very simple but purely mathematical basis. The child is gradually induced to develop his faculties, not forced to do so. The principle is, to turn to systematic and progressive use the otherwise random and wayward activity of childish play. The system will be found equally practicable in the nursery or public schoolroom; and all mothers who have the welfare of their little ones at heart would do well to become more fully acquainted with it, if they have not already tested its value, whether for bodily exercise or mental discipline.

LITERARY GOSSIP.

Mr. James Grant, author of "The History of the Newspaper Press, &c.," and editor of the *Christian Standard*, has just ready for publication "The Plymouth Brethren: their History and Heresies," in which an account is given of the rise, progress, and doctrines of that religious denomination.

"Mes Fils" is the name of a little book by Victor Hugo which has just appeared in Paris. The Paris correspondent of the *London Daily Telegraph* writes in regard to it: "It is now four years since Charles Hugo died at Bordeaux; ten months since Francois-Victor died in Paris. They both perished at the same age—forty-five years. The poet's only daughter, Leopoldine, was drowned near Havre. It is said that the work contains an expression of M. Hugo's creed, in much the same terms as M. Louis Blanc defined it at the grave of his youngest son. The goodness of God and the immortality of the soul are nearly all its conditions; but they are set forth in the peroration with an eloquence and a conviction which will not, perhaps, be wholly approved by some of M. Hugo's friends. But a man who has read with intelligence the great works on which has been built up that world-wide reputation will not be astonished by the disclosure. Careless and prejudiced must they be who find atheism in the productions of any genius that has been blessed with a dregs of fancy."

In the preface to the speeches of Lord Lytton, just published by Messrs. Blackwood & Sons, is the following singular self-analysis, written by Lord Lytton at the age of forty-three, and intended to describe his own deficiencies as a man of action. "I am too irresolute," he writes "and easily persuaded, except when my honour or sense of duty makes me obstinate. I have so great a dread of giving pain that I have often submitted to be cheated to my face rather than wound the roguish feelings by showing him that he was detected. I am indolent of body, though active of mind. I am painfully thin-skinned and susceptible; less so than I was in youth, but still too much so. I find it difficult to amalgamate with others and act with a party. The acting man should never be conscious of the absurdity and error which are more or less inseparable from every path of action. I am too impatient of subordination—an immense fault in the acting man. In all situations of command I act best when I have to defend others, not serve myself. I do not possess, or rather I have not cultivated [for no man can distinguish accurately between deficiencies from nature and those from disuse], the ready faculties in any proportion to my slower and more reflective ones. I have little repartee, my memory is slow, and my presence of mind not great. My powers of speaking are very uncertain, and very imperfectly developed. I have eloquence in me, and have spoken even as an orator, but not in the House of Commons. I cannot speak without either preparation or the pressure of powerful excitement. It would cost me immense labour to acquire the ready, cool trick of words with little knowledge and no heart in them, which is necessary for a parliamentary debater. I might have acquired this once. Now it is too late."