

Guard." What a realism is there, and with what breathless rapidity are events hurried together. There is in the same breath humour, rollicking, grim and ghastly, and the grimmest truth about actual fighting. We are spared nothing; and yet there is curiously little of the actual blood and hacking that an inferior realist would give us. We are taken, not into a shambles, but into a battle field.

This vigor displays itself in a curious manner when we leave our Three Musketeers and enter higher society. Kipling's higher-class heroes so far are grim men of action whose resolves are taken promptly and executed thoroughly and remorselessly; in a word, the Anglo-Indian as he appears to the native.

It is a mistake to regard Kipling as the exponent of one side of life alone. His "Soldiers Three" are so far his best characters; but in the few months he has been known to us he has treated Anglo-Indian soldier life, Anglo-Indian social life, Anglo-Indian child life, and Anglo-Indian ghost lore; and all with power, and his uncompromising habit of telling what he sees. His soldiers are already famous; his scenes from social life give a singularly vivid idea of Anglo-Indian life; his child stories show a tenderness and sympathy that elsewhere are not so apparent; and his ghost stories have a wierd fascination unexcelled since Poe's day.

All this is a great deal for so a young man to have done; and the indications are that he has not at all stopped, but that he will not only continue in the tracks he has already marked out, but he will strike out new paths for himself. And if his future work is equal to what he has already done, it will be well worth reading, and will meet a warm reception. C. F. H.

## CONTRIBUTED.

### THE LATE DOCTOR STEWART AS PROFESSOR.

The long and close relation of the late Dr. John Stewart with the Medical Faculty of Queen's, and the great influence he exerted on its early history are worthy of more than passing notice.

Scattered over the country are numbers of students who were taught by him, who always held him in respect and most of whom entertain a warm affection for his memory.

Strange that the conception of the medical school here should be involved in so much obscurity; that no one seems to know from whose cerebrum the germ was evolved. The doctor was one of the claimants for that honor, and it was not denied, at least in his presence. At all events he was one of the acconcheurs and watched over its infancy with true paternal solicitude.

At that time (thirty-seven years ago) he was in his prime, enjoying a good reputation as a surgeon, and having a select and well paying practice, chiefly among his countrymen. He was a favorite in the best society of the town, a keen sportsman, and a lover of manly athletic sports. He ranked among the best shots, was held in respect by lovers of the "manly art," and Scotia had no more ardent devotee.

Tall, handsome, and well built, agreeable and humorous in conversation, with all the accomplishments of the best society, he was welcomed everywhere, admired by the women, respected by men and by many feared, not so much for his physical prowess as for the sarcastic and caustic severity of his pen, which he delighted to use with vigour on all who crossed his path. He was therefore of no small advantage to an institution which had to fight its way up. He entered on his duties with the greatest zeal and energy.

The honor and advancement of the school were his particular care; he only longed for occasion to prove the sincerity of his devotion. He was not long waiting. The late Dr. Hall, of McGill College, editor of the "British-American Journal of Medicine," a very able writer, fiercely attacked the new school and ridiculed its pretensions. Stewart promptly replied and cut up Hall so badly that he never returned to the charge, nor did any other. In this way he secured respect. Holding the confidence of the trustees, he considered the school his own; the professors he nominated, the students were "his boys" and so on. In the choice of chairs he selected the two most important, viz, Anatomy and Physiology. He joined these in such a way that no student could take one and not the other. In no subjects could the active practising physician be more rusty, requiring as they did so much labor and regular reviewing; one would be amply sufficient and would require a much better memory than the worthy doctor possessed. He worked hard, gave up all amusement and after all would not have succeeded but for the adoption of a plan of his own. Instead of lectures on Physiology the students had to study twenty pages of Kirke and Paget three times a week towards the close of the session, and he examined school-boy fashion. Anatomy would not admit of such treatment, he could not give a regular lecture, but demonstrated for an hour each day. He came to the College at one o'clock and studied hard until the lecture hour at four. This strain was too severe, and showed his weakness to the students, so he adopted a peculiar plan, certainly original, and which only he could attempt. He began by asking questions. What such a muscle or ligament was? or what went through such a foramen? Then he asked, Can any first year man answer? Any second year? Any third? Any fourth? Finally, if each in turn failed, Any one? Wonderful were the results of this method, instead of a dull lecture all was bright and animated. They were "jolly grinds" and were contagious, a spirit of rivalry was excited, each student tried "to cork" his fellow, and great progress was the result as it spread to other branches and developed a prompt and condensed mode of answering.

In addition to this any student could at any time raise a discussion. Various text books were used, Ellis, Wilson, The Dublin, each had their champions, and it was not at all unusual to have hot discussion as to who was right. Anyone who has studied Anatomy can understand how beneficial such a mode would be, how minute and well grounded, how deeply impressed each student would be with this essential knowledge so peculiarly illustrated.