

The thesis having been found satisfactory the student is admitted to examination. This may be held at the beginning, middle or end of a term, and covers three distinct subjects to which the student has devoted his attention while in the university. The examination is always *viva voce*, and lasts at least two hours. It is held by the several Professors in the presence of the Dean of the Faculty, and is also conducted with much ceremony. If successful in this also, the candidate receives his degree. Of this there are four distinct grades known respectively as :—

Summa cum laude.

Magna cum laude.

Cum laude.

Rite.

The highest is very seldom taken, the second is considered very good, while the Germans have a saying that he who takes the lowest proves thereby that he is an ass.

From what has been said it will be seen that a German University is what we would call a Post Graduate institution. It does not occupy the same position as the Universities elsewhere. It aims at giving special and advanced instruction in a few subjects to a student who has already laid down a good foundation of knowledge. None of the practical applications of science are taught, these being regarded as belonging to the domain of the technical school ; a foreigner can therefore study with profit in Germany only after he has completed a regular course on one of the universities or colleges in his native land.

FRANK D. ADAMS.

TO MOUNT ROYAL.

Fair mount,

Thou art but one small wrinkle on earth's brow
And yet I love thee and admire thee too.
I love thee for the beauties thou dost bear
Within thy leafy bosom, those fair glades
Where oft my boyhood has the day beguiled,
From when the sun dancing amid the twigs
Spangled thy grassy carpet underneath
With golden tiles, until that same bright orb
Sank glowing down and left thee dark and cold,
But lovely still, only the light was gone
That served thy myriad beauties to reveal.
And so I loved thee, as I love thee still,
And stray with pleasure through thy leafy groves,
Or view the landscape from thy rocky top.
But when I gaze upon the bustling streets
And old St. Lawrence rolling grandly by,
My feelings change, my mind is filled with awe,
And admiration takes the place of love.
Four hundred years ago when Cartier came,
And toiling to thy summit graced its crown
With his rude cross, then wert thou consoled ;
Beautiful too, wilder perchance than now,
As yet untainted by a city's smoke,
Thy only visitant the hunter red.
Close at thy base betwixt thee and the shore,
Amid a sea of waving maple trees,
The Indian village Hochelaga stood.
This thou hast seen flourish and pass away
And in its ashes rise our city proud
Replacing both the village and the wood.
Oft has thy turf bespattered been with blood

Of Indian murder or of battle fierce
The Lion at thy feet the Lilies crushed
And on thy slope France signed this land away.
Full are thy stones of memories of the past !
And so I stand and wonder at the deeds
Of history which thou dost for me renew
Until a fuller tone swells in my mind.
And, like awaking on a chasm's brink,
I pass beyond the limits of man's past
And look on thine, that vast abyss of years
Through which thy head, once towering far aloft
And tossing molten rock and floods of flame
High into air, has felt the inward fire
Grow weaker with the swift succeeding years ;
And, worn by floods and tempest, fire and storm,
Thy crest has lowered till no more thou stand'st
A giant of the earth. They call thee now
Only a hill, whereas thy very height
Proclaims thy former greatness and thine age.
But as to-day hereafter wilt thou stand
Through years to come while still the sun doth shine.
The world of men around thy unheeding feet
Will rise and fall like surges on a beach,
Whilst thou shalt stand in majesty sublime,
Admired and loved by others as by me.

TROJANUS.

SOME ASPECTS OF EDUCATION.

The Annual Lecture delivered to the members of the women's Delta Sigma Society of McGill College, Dec., 1892, by Prof. Chas. E. Moyses.

Reminiscences of my life as a tutor and school-master have determined me to address you on some aspects of elementary and of advanced education. I hope to make my remarks point towards one centre of thought, expressed by Herbert Spencer in a manner which serves our purpose admirably, because the language used cannot be misunderstood or explained away. It is the language of settled conviction, language so emphatic that it seems to stand out from the rest of the page as if written in capital letters. Herbert Spencer is treating the subject of education, and closes a paragraph in which he attacks the English public schools with the following statement, which covers the ground of wider investigation : "The vital knowledge," he says, "that by which we have risen as a nation to what we are and which now underlies our whole knowledge existence, is a knowledge that has got itself taught in nooks and corners, while the ordained agencies for teaching have been mumbling little else but dead formulas." This accusation is a sweeping one. Do the ordained, in many cases the national agencies for teaching, cling to dead formulas yet? Are our schools and colleges in bondage to the past, or have they awakened to the importance of the present? The educational world has not stood still since those words were written, now between thirty and forty years ago. It has been moving, and moving along the path that Herbert Spencer advocates in obedience to the modern scientific impulse of which his own philosophy is a profound and wide-reaching result. In presence, then, of the countless victories of science which are borne in on us like a grand revelation, we may profitably think about the new life and the new training. We may ask ourselves whether dead formulas were not living formulas once, and whether,