references to the sources of the knowledge which it is desired to instil into the minds of the listeners is going to obviate in a large measure the uninteresting process of note-taking, which serves more as a distraction to the listener than as a benefit to the conscientious student. In many cases, all that is necessary for examination is a cramming of these disjointed fragments, and no original work or thought is indulged in by the student as would be and *is* undoubtedly the case, under the system of teaching carried out by synopsis, illustration and reference.

In connection with this subject we may mention that notice has been given this year of the Somerville Lectures, which will commence in the Natural History Society rooms on Thursday evening, March 2nd. These lectures have been in the past of a most interesting and instructive nature, and certainly the list of lecturers with their appointed subjects would seem to indicate a similar state of things for this season. We are led to mention this course in connection with the extension movement, as these lectures are delivered entirely by our own professors and under the auspices of the University.

The programme of the course is as follows:—

Thursday, March 2—"The Storage of Electrical Energy," Prof. Chas. H. Carus-Wilson.

Thursday, March 9—"The Wealth of Mines," Prof. W. H. Carlyle, Ma.E.

Thursday, March 16—"Lightning and Lightning Rods," Prof. John Cox, M.A.

Thursday, March 23—"Distribution of Power by Compressed Air and the Economics of Small Industries," Prof. J. T. Nicholson, B.Sc.

Thursday, March 30, and Friday, 31—"The Comparative Strength of Materials Under Different Conditions, with Practical Illustrations," Prof. H. T. Bovey, M.A., C.E.

Thursday, April 13—"Determination of Longitude," Prof. C. H. McLeod, M.E.

NEW SOCIETIES.

A noticeable activity has made itself apparent in the University during the session now nearing its completion, in the organization of various societies, each with different ends and ambitions in view, and we point to this new growth with a peculiar pride. In the past, both in McGill and in other Canadian universities, as compared with these in the United States and on the other side of the Atlantic, there has been a singular lack of such club-organizations, and we have been in a large measure deprived of all the attendant benefits which ensue from associations of such a nature. This year, for the first time we believe in the history of the University, we have seen the organization of a Classical Club, the constitution of which, with the officers of the year, we notice in another column. This is certainly most gratifying, and before many sessions are past we may look forward perhaps to the ambitious undertaking of the representation of a Greek play. Another body is the Senior Society of Applied Science, whose meetings have been well attended and good work done. What we are accomplishing has already been accomplished by the famous old institutions of Oxford, Cambridge, Harvard and Yale, who point with pride to their various clubs and societies—classical, dramatic, financial and political, and so the enumeration might go on for other great centres of University life.

These societies are among the most valuable accessories of University teaching, and tend in a great measure to aid in the realization of the doctrine that Universities should be formative bodies as well as teaching institutions.

CONTRIBUTIONS

SOME ASPECTS OF EDUCATION.

(Continued.)

The only method that is worth our notice is one which prepares the way for entrance into the higher parts of the study, and at the same time makes the lower parts as easy as possible. A so-called practical German-English and English-German dictionary lies before me, and on opening it I find the following English words given first in the list of meanings of the German words selected: zimmermann, carpenter; lieb, dear; zahl, number; schwarz, black; zweig, branch; dach, roof; werfen, throw; bitten, ask; haut, skin; hebung raising; zoll, duty; gerne, willingly; schmutz, dirt; zeit, time. Now, if the relative, the scientific method had been employed, the following meanings would have stood first, and the linguistic correspondences—the law changes from German into English—would have been printed in italics or in black type: timberman, lief, tale, swart, twig, thatch, warp, bid, hide, heaving, toll, yearningly, smut, tide. A knowledge of these correspondences can be attained quite easily by minds that are prepared to wrestle with the Greek verbs in-mi-mi. The study of German would then assume a new and very interesting aspect, the result being that progress would be made more rapidly than by the disconnected method. It is quite apparent that from the correspondence—meanings, other meanings to suit particular contexts could be derived without much trouble, and that if rather older English than we now use had to be pressed into service, such English does not lie beyond the limits of the standard vocabulary of good literature.

Of the study of science I can say only a few words. In education, science is of prime value, not because it presents facts, but because it is always pointing to the relativity, to the interdependence of fact, thus exciting and stimulating the faculties of reason and observation. It rises step by step to the great outlines of life and of nature. That a scientific man of genius should see visions capable of inspiring the loftiest thought and the loftiest purpose is patent in the scientific annals of every nation. But science insists, to begin with, on direct connection between the fact and the object to which the fact refers. The educational gain derived from dissecting a lobster is real since the labor affords true mental discipline, whereas the committing to memory of the divisions of Crustacea affords of itself no mental discipline at all. As Prof. Huxley says somewhere, the world is in the eyes of science a great picture gallery in which the pictures have been hanging with their faces turned to the wall, it being the business of science to turn them the other way. The figure is a striking one, and it makes us realize that if the pictures are to