

Yonne, Ardèche, Nord, Seine et Oise, Pas de Calais, and Calvados. M. de Malarce, who was instructed in 1873 by the Minister to inquire during the Universal Exhibition of Vienna into the whole question of savings banks, had given his attention to establishments of that character, which had been tried in various countries. Other inquiries which had been intrusted to him by the Ministers of Finance and of Agriculture and Commerce had given him opportunities of comparing the economy of other nations with that of France, and he now set to work to draw up the best rules for organization and operation of the school savings banks, and to promote their establishment in France. . . . The central administration had shown much interest in these banks; but it had been careful not to interfere by the issue of any direct orders for fear of altering the character of an institution requiring very delicate treatment, like all institutions which had moral education for their object. It was necessary, as a first condition of efficiency, that the school-master should open the savings bank, and

schoolboys should deposit their money in it entirely of their own accord, without any other influence than that of good example."

The official report of the 19th of June, 1884, on the same subject also emphasized the fact that the administration of Public Instruction, while showing deep interest in the matter, left the initiative to the schoolmasters, who, according to the report, "act only from professional devotion, without any selfish object. Usually, however, they receive in most deserving cases, a special medal, awarded by the municipal council of the locality, or by the council-general of the department. The schoolboys deposit freely. The 488,624 depositors of the 23,222 school savings banks represented about a third of the pupils. The depositors are naturally the elder lads. The average sum deposited by each boy is 15 centimes a week. This is the saving that a boy makes from his pocket-money. Thus the school not only teaches the boy to work, but it initiates him also in the principles of economy and arms his moral energies for the struggle of life."

COLLEGE DISCIPLINE.

HEALDSBURG COLLEGE has a good reputation wherever its influence is known and felt, and we can justly attribute no small part of the credit to our excellent rules and regulations. We would not underestimate the influence our thorough methods and industrial labour have contributed to the general success of our college; but its excellent government has been the students' safeguard while exposed to the various temptations of college life, and it has, moreover, added dignity and solidity to their characters. With the sterling

morality by which our fathers regarded character, this feature of our work would be more highly appreciated than simply the mental discipline acquired in our college to the neglect of the morals.

Why colleges and schools should not legislate as wisely concerning character as concerning mind may not be easily explained, but every observer of popular college life very well knows that our most popular schools give but little attention to the morality of their students. The only positive requirements of