

costs the students to obtain that which the Faculty is morally and in duty bound to supply.

It is not necessary in support of the petition to point out the manner in which subjects are sometimes procured, the waste of time, the danger, and the many other inconveniences consequent thereon. In former years when the number of students was small, the demand for material was not so great and was easily supplied as occasion required. But now, when the attendance has increased five fold, it becomes almost imperative that the Faculty should take some steps to provide the students with this most important accessory to the study of medicine.

HARD STUDY NOT UNHEALTHFUL.

THE exercise of the brain, under the proper conditions, is no more unhealthful than the exercise of the arm or any other part of the body. It was made for use. Its functions are as essential to life and health as are those of the stomach or lungs, and its full and powerful development is essential to the highest health and perfection of the bodily powers. Like all other parts of the body, the brain is subject to waste and demands nourishment, more, in proportion to its size, than any other organ of the body. The fresh air, general exercise, and proper alternations of activity and repose required for the health of all other parts of the physical system, are also requisite for a healthy brain; and these being withheld will kill a student as quick as it will another man, but not quicker. That many students lose health is owing not to hard study, but to close confinement without fresh air, and to insufficient general exercise. Intellectual efforts ought to promote health, and doubtless do when other portions of the body are not sacrificed for it. We are not so badly constructed that, in order to be fat, we must consent to be fools; nor is a dyspeptic stomach the necessary companion to a wise head.

Only the best and the worst students usually show injury.—the best because of overwork and under-rest, bad air and inaction; the worst because of idleness and dissipation. Students between the two classes usually escape injury, except as they approach either one or the other of the extremes named.

Desire for change seems natural in the human mind, and needs to be provided for like other instinctive likes and dislikes. There are instances where energies are crushed, capacities deadened and lives despoiled of happiness by a monotonous, hum-drum existence, relieved by no shifting of scenery, no change of place, no respite from the dull routine of hard and perhaps distasteful labor, except in the unconsciousness of sleep.

And now we come to our system of marking in examinations which, while it has advantages which our professors are ready to perceive and use, yet is fraught with so many dangers and positive evils that it can scarcely be defended. Still we must be thankful we are not so bad in this respect as most colleges. The system of col-

lege honors such as medals, scholarships, &c., which usually stands connected with and crowns the system of marking, is one of the bad and dangerous usages to which we, as students, are exposed, and certainly is as unfriendly to sound scholarship and real intellectual power as it is to good health.

EXCHANGES.

THE March number of the *Canada Educational Monthly* opens with an article on "The Teaching of Reading," by J. A. McLellan, M.A., LL.D., Director of the Teachers' Institutes in Ontario. The article is a vigorous denunciation of certain new theories of teaching reading.

Prof. Goodwin, of Queen's College, contributes an article on "A School of Science for Eastern Ontario Located at Kingston," which will be read with much attention. An excellent article on "Science Teaching in Schools," by D. F. H. Wilkins, B.Sc., Science Master in Prescott High School, and another on "A Neglected Work in our Education System" are worthy of the high reputation of Canadian teachers and of the *Monthly*, which is the foremost educational and literary Magazine in Canada.

The *Monthly* supplies its readers with articles, original and selected, of the highest literary merit, and also furnishes many pages replete with matter most useful to teachers in the class-room. The happy union of these two features makes this Magazine unique. We advise all educators to subscribe to this excellent journal.

The *University Herald* hails from Syracuse, N.Y., just across the way. Its contents are well arranged under general headings, such as—Editorial, Fine Art College, Medical College, Local, Literary, Personal, General College News, and Exchanges. It is one of the brightest and best printed of the exchanges that come into our Sanctum. There is quite a strong protest in it against compulsory attendance at chapel.

The *Manitoba College Journal* for November turns up next. But let me see. Did we not notice a *Journal* already? Yes, and it must have been a later one than this. That rascal, our Sanctum boy (we must give him a *mill-ling* to make him attend to his work better), must have turned up the wrong end of the barrel. Nestor's missionary reminiscences of fifteen years is very good, not unworthy of being put side by side with Dr. King's lecture. Let us quote the last sentence: "Allow 'Old Nestor' to say to young missionaries that while hard study and preparation of sermons, and faithful and sympathetic visitation are very properly urged upon by their professors, his experience goes to show that one of the chief preparations of a missionary for effective gospeling is a good horse." Was it Orr's pony that he referred to?