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May 1868.

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any legislation possible, in spite of the innumerable of the *Medical Record* as to the mercenary natures of druggists. Many cases have occurred in which such a course has been taken, and with the utmost satisfaction.

A physician may do himself more harm than he is aware of by placing undue restrictions on his prescriptions; but with this we, as druggists, have nothing to do.

These remarks on this subject may, perhaps, seem premature in this country; but as the question is occupying so much attention on the other side of the line, it is quite possible that the agitation may extend to Canada.

—♦♦♦—  
**A Glance at German Teaching.**

It is possible to exaggerate the value of laboratories, but it is also clear that fine work cannot be obtained by coarse machinery. A friend tells us that the finest—i. e., most practical—laboratory he ever saw was in a kind of shed built by Dr. Boswell Reid, in Edinburgh, but we know how the Scots admire their own. To us it seemed that it was Liebig's new laboratory that took us fairly out of the habits of the alchemistic age. Even after it was built Heidelberg had its chemist, a man of the highest celebrity in his department, working in a spot so furnished with black furnaces, heavy hoods, crucibles, and other fire machinery that students from the newer building scarcely could imagine what work could be there done; and if they had read poetry and romance it was, at first sight, Faust, Auerbach's Keller, and necromancy that came more readily into their minds than chemical apparatus. But if they approached the study, these distant times soon disappeared. The master sat in a clear and bright well-ordered apartment; ask him a question on any subject connected with chemistry, and before answering he goes to one of the numerous pigeon-holes on the wall and takes out loose leaves, each containing extracts from the latest publications. He himself sat as judge on all the chemical world studied. Gmelin was a fine type of German diligence in the study. Liebig showed a rarer set of qualities; he wrote, he worked, and he stimulated. With Gmelin in the hands of every student, and the example of Liebig driving them forward, the later impulses to study chemistry began, and have continued without ceasing. This is said in full appreciation of the brilliant chemists which France then had, and we may say has always had since the science began, as well as of the fact that Berzelius was alive. But there was a force at that time, as there is still, peculiarly advancing in German action as well as thought. And even when her ideas did not lead, there was a vigor in her system of education which turned all eyes towards her. We may therefore be excused for taking her as our chief standard of comparison for our present purpose. On hastily reviewing the growth of laboratories of late, it seemed as if England were always stepping forward, although keeping behind Germany, and this even when we did not take the numbers into consideration. Few men have visited all the universities of Germany, and none, probably, have seen all her higher schools where science is taught; but many

persons have seen several of these, and none have seen them without wonder. The political division of Germany has produced many peculiarities, amongst others the many centres of education. The cause lay partly in the extent of the country, united with the slow and difficult travelling. The desire for political union, the new impetus to the study of science, and the beginning of railways seem to have acted on the nation simultaneously, and there arose the love of wealth and a determination to do at least as much as England had done.

The wealth of Germany thirty years ago was very slightly developed; even twenty years ago the people were not out of the traditions of the middle ages in great towns, and even now in small towns one may almost live as in the times of Luther. But within ten years there has been a growth of manufacturing industry sufficient to have altered the features of many places, and the natives do not require to visit Birmingham for chimneys, or even the black country for dreariness. The wealth of the country is wonderfully increased, and liberty, political and personal, has followed education. Some politicians will reverse the order—and such may have been to some extent the case in our country; but it is also very clear that without education no liberty can be complete.

The change has been preparing for a long time. The preparation has been made by attending most minutely to all details of management. The government has been like a kind but strong-willed father, that was determined to bring up every child well, but was ready also to lay his hand heavy upon him if he diverged from the prescribed route. The consequence was a certain sameness and littleness if we looked at few parts, but the extent was great. The mode of education suited the national mind, which was always attentive to small objects, even when attempting great. We find in their old books as much formality as in the present bureaux of the officials.

One sees it at the first moment of entering a hotel, where literal exactness is visible, and you are written down. If you enter a university you must undergo still more; you must have your certificate of birth and of confirmation, sometimes your certificate of vaccination and passport; and the German who leaves his home goes carefully preserving them through all the world, as if by a kind of witchcraft he died with his description. The amount of writing everywhere done is strange to behold. If we enter still further and see his inner thoughts as displayed in his books, we find an attention to detail that surpasses the comprehension of most of us. In describing a scene, we can imagine him describing each object separately if time would permit; but he is obliged to be content with every species and variety, giving a fullness to his work which makes it a mine of wealth to those who search for detail. How far can we imitate him? We shall never do exactly as he does; but for a nation like ourselves, rather apt to rush to ends without making a beginning, an imitation to a large extent would be a fine training for our youths. Germany has been a slave to its details—why shall we be the same? If it has been a slave it has been for the good of mankind. It is the intellectual miser among nations—and what a glorious run we can have amongst their wealth—which they have sup-