

is to turn out men weak in the *practice* of medicine, the very thing they come to fit themselves for. Students, from the very first, should be imbued with their mission, that chemistry, anatomy and all the rest of it, are subsidiary to the prevention and cure of disease. When two years are passed and this impression not given, who can blame a student for thinking that hospital work is merely an accomplishment, useful for graduating day. Special subjects must be taught by specialists, but in such a manner that their bearing is perfectly plain, and if specialists think that students come to McGill for the sole purpose of making themselves experts in that particular subject, then an element of weakness is introduced into the study of a profession, which is practical or nothing. We are pleading for the newest and latest teaching, and warning McGill that it, too, can be too zealous in a cause confessedly good.

A good many people will admit that the success of the school is bound up in the students, and when a student is commanded "to go and he goeth," that something yet remains. The teachers are not autocrats, teaching what seems good in the individual eyes of each, but discharging an obligation to teach the most useful and best things in the best way to each student who signs the register of the school.

PROFESSOR AND STUDENT.

In the medical faculty, the professors hold varying respect from the different students. A strong vein of fear runs through their respect for a few professors, who hold the prerogative of life and death to their college career.

Others are accorded a temporary semblance of esteem from those students directly under instruction, but the moment the pedant's usefulness is gone, and the student free from his subject, a large amount of this respect goes also. Several others among the professors are passive to the average student, and one or two next door to detested. Happily there are also professors in the faculty who command the highest respect from the students, and whose presence, moreover, is not necessary in order to demonstrate this. They are revered for their labour and anxiety in the interests of their pupils, not mere automatic workers, talking for dollars. If an alien to the college were casually to walk among the boys he would invariably hear the above men spoken of in golden terms, proving the respect shown to them to be grounded on love instead of fear. It is truly a pitiful fact, that some among the professors know little more than one-fifth of the students by name, even in their final years, and, what is still worse, there are students in the graduating

class unknown to their professor by sight, through no fault of theirs. One of the professors has been a brilliant exception to this estrangement between tutor and pupil. He has, by bringing the students to his home, broken down the frigid formality that is rampant, banishing all distinctions, and met the boys as friends and guests without detracting any from his dignity, but on the contrary, winning the respect and goodwill of all.

SCIENCE FACULTY.

The facilities at the disposal of the engineering students of McGill have been increased very much, even within the last two or three years. Perhaps the greatest advantage among these is that derived from the meetings of the Canadian Society of Civil Engineers. The students have the opportunity of attending lectures given by our most eminent practical engineers on works carried out by themselves. These lectures take place every fortnight.

The training in McGill is necessarily theoretical to a great extent, owing to the short time students spend here, and, moreover, the best place to learn the practical details is in the field, where it is very inconvenient to have to study the theory.

Considering this, what could be more useful to a student of engineering than a description of the actual manner in which the stresses in the Lachine bridge were calculated, and how the bridge was erected and the foundation laid, and this by the engineer who had the work under his immediate care, and who illustrated his remarks by carefully prepared drawings?

After each of these lectures there is a discussion, among all present who know enough about the subject, and some take part who don't.

These meetings are very interesting, and students should make it a point to attend them.

This is one of the things among others which help to raise the standing of McGill Science Faculty, in which the ever active Dean has taken a leading and initiative part.

Poetry.

THREE VERSIONS.

*Ille mi par esse deo videtur
Ille si fax est superans deos,
Qui sedens adversas identidem
Spectat et audit dulces ridentem.*

*Heureux, qui près de toi pour toi seule soupire,
Qui joint du plaisir de t'entendre parler,
Qui te voit quelquefois docement lui sourire
Les dieux dans son bonheur peuvent-ils l'égal.*

*Blest as the immortal gods is he,
The youth who fondly sits by thee,
And sees and hears thee all the while,
Softly speak and sweetly smile.*