

The Dalhousie Gazette.



HALIFAX, N. S.

May 18, 1910.

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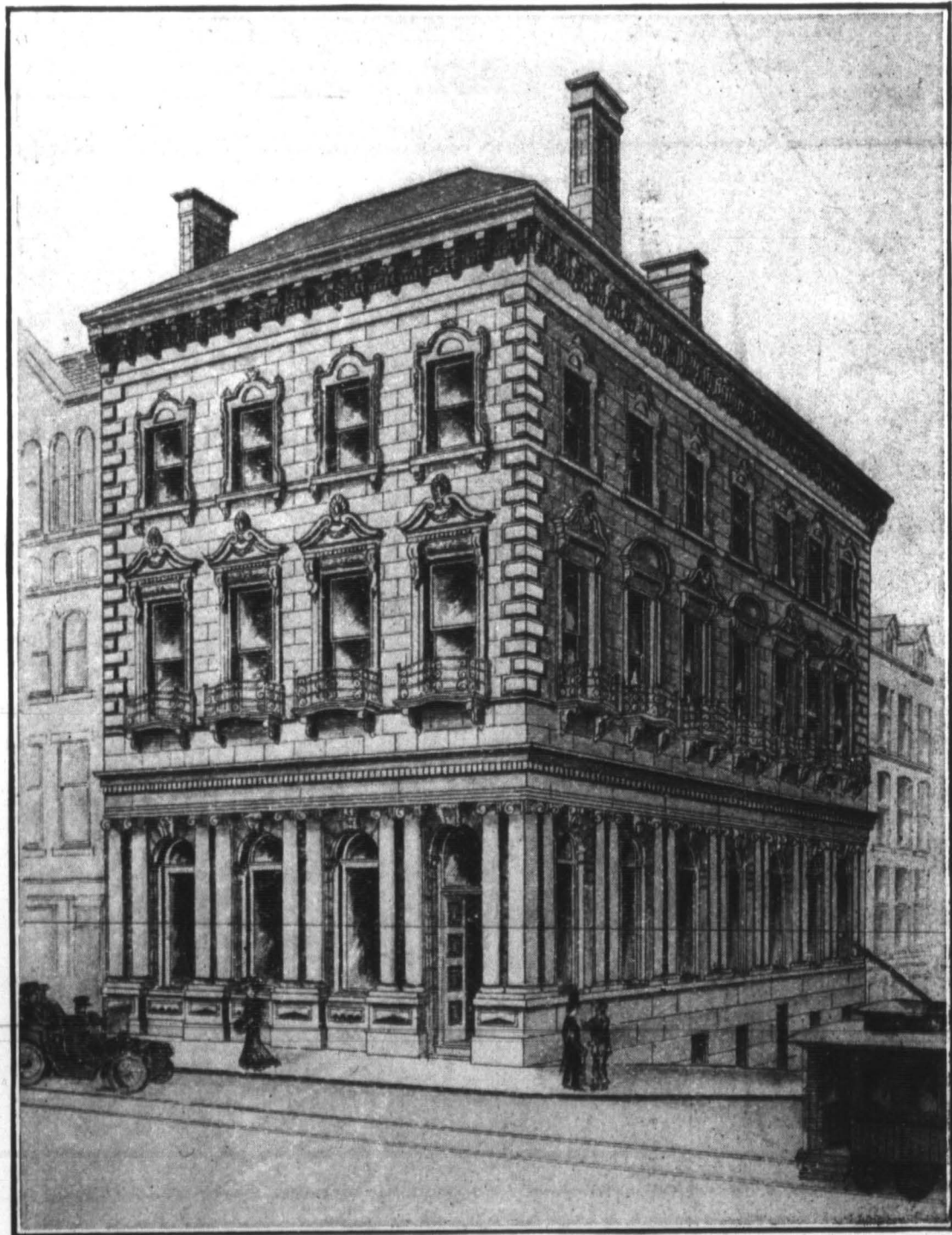
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The Dalhousie Gazette.

"ORA ET LABORA."

Vol. XLII.

HALIFAX, N. S., MAY 18, 1910.

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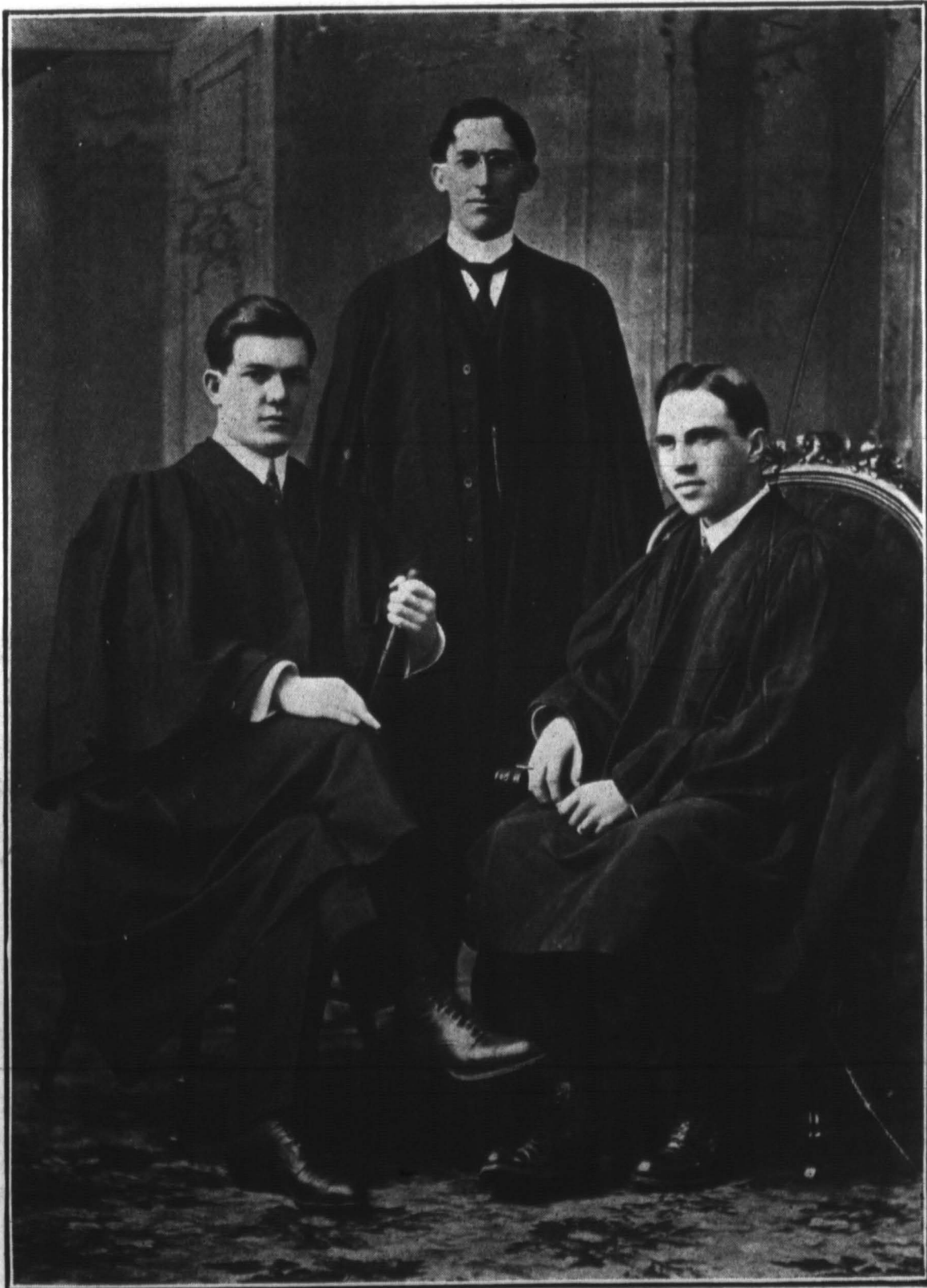
Editorials.

THIS year has been perhaps the most successful in the history of debating at Dalhousie. We are breaking away from the old chronic condition and are developing a method of public speaking. This has not come without work; all honour to the men who in the past laboured so hard to bring the standard of Dalhousie debating to a higher level.

We have won another Intercollegiate Debate and are proud that three Dalhousie men, trained to speak in Dalhousie, by their own unaided efforts have been able to win again. It shows that we are gaining.

And we are becoming less critical. It has been a hard fight, but the old-time sneer that almost broke the heart of the prospective debater is gradually dying away. This year has revealed a large number of men who will, with training, make good public speakers, and the debating societies will start next

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DALHOUSIE DEBATING TEAM '09-'10.

J. P. MCINTOSH, (Leader).

J. C. MACLENNAN.

J. D. VAIR.

year with bright prospects. It has always been felt that we had the men for debating; what was needed was the method and spirit. Why is it that year after year on the football field Dalhousie wins over her strongest opponents? Simply because we have a method which is handed down from team to team. Every year the same old wail is raised, "we will lose *next* year, all the old men are leaving," but the surprising thing is that every year men who were only mediocre before develop into star players. It has been found that no one man is essential. It is the whole team that wins, and it wins by its method and training.

In hockey circles we have never been very successful. True it is that the team this year put up a showing creditable enough, but the record is not comparable with that of the football team. And yet we have the players; what is needed is something that will break the apathy; something that will crowd the benches of the Arena with students cheering their team to victory; we need the spirit, and we need the training too.

Hockey is gaining at Dalhousie, but too slowly. It is the greatest game in Canada and, though it is somewhat degraded by professionalism, still it is one in which we ought to make a better showing. We have the material, let us use it.

ABOUT "running things." Every year there occurs with some the old feeling that the college societies are being run by a few students for their interests, and they actually believe that it is possible for such a state to exist. We have just two things to say about this. For any one or two students to absolutely dictate to three hundred educated men, what they shall and shall not do is an utter impossibility. They simply will not stand for it. Let every student understand that. It often happens that when he has done well in his work and has shown capability, a student is chosen to some place where he has for the time being a certain amount of arbitrary power. This is true of life in general. It constitutes responsibility. But ill betide that student if he then assumes that he can "run

things." In a short time it will be noticed, and his career of power will be brief. We must respect the opinion of our fellow students. Take it for an axiom that there are plenty of men just as clever as you. No man ever stands head and shoulders above his contemporaries.

We must apologise if we seem to magnify the importance of college life, but it is not of the college life we are speaking, but of the spirit which actuates the men who, at present here, will at no distant date be holding important positions and moulding thought all over the Dominion. If this spirit is one, which, far removed from the overbearing selfishness which characterizes modern college life, teaches us to respect the rights and opinions of others, then Dalhousie graduates will be a power indeed. But we are always sorry to see the selfish spirit creeping into college affairs. The man who wins in life, who is respected and honored, is the man who thinks first, not of himself, but of his fellow-men.

Among the Mountain Whites.

To a few Dalhousians, the mountains and mountaineers of South-Western Virginia, may be familiar by actual observation, but to most they are known chiefly through the pages of modern fiction. Recently it has been my good fortune to visit that portion of Virginia, described by John Fox, Jr., in "The Trail of the Lonesome Pine" and to be within sight of Black Mountain, where first we met Chad, "The Little Shepherd of Kingdom Come," and of the "Pine," (which by the way, was an *oak*), where June was wont to keep tryst.

We left New York on the last day of the year,—left it, slowly recovering from the grasp of an "old-time" snow storm, which blocked her streets and required the labour of thousands to restore normal conditions. Eighteen hours later, we found Bristol, Virginia, exclaiming over zero weather and a "blizzard",—this same "blizzard" being an average Canadian snow-storm!

Bristol's main interest to outsiders, is its situation on the boundary between Tennessee and Virginia, thus gaining its name, "The Twin City". State Street marks the division between the two states, and offenders against Virginia Law, by stepping across the tram line into Tennessee, may escape lawful punishment. On the fourth of July and similar festive occasions, the ubiquitous small boy stands in Tennessee and starts the most dangerous rockets. Then from the Virginia side he grins with delight at the result of his action,—and at the discomfited policeman.

The dual character of the city brings profit to at least one man. A well known figure in Bristol Streets is Parson B—, noted for his match-making propensities. The Virginia law forbids a girl under twenty-one years of age to marry without the consent of her parents,—Tennessee has no such restriction. As regularly as clockwork, Parson B—meets every train arriving at Bristol, Va.,—(the station is in Virginia,)—eagerly scans the alighting passengers and accosts any apparently matrimonially inclined couple with an offer to marry them. (He has been known to make mistakes in the *selection* of the couple!) If matrimony is their object in visiting the city he escorts them to his home in Bristol, Tennessee, where they are legally married,—age, or lack of it, being no drawback there. On rainy days on his trip to the station he invariably carries *two* umbrellas! His annual number of marriages is always published in the local papers, and is usually over three hundred.

From Bristol into the heart of the Cumberland Mountains, is over three hours' run, but only seventy miles. The railroad twists and turns like a continuous S, and there is little to see until we reached the Natural Tunnel, a pathway made by nature through the gray and blue limestone mountain, 900 feet from end to end. Its 75 feet height, and 80 feet breadth, give ample space for railroad, telegraph poles, mountain stream,—and yet there is room. As the traveller stands on the rear platform of the car, and the outside world slowly vanishes from his gaze, he has a sensation of being swallowed alive.

From Appalachia, a loosely built business and railroad centre, our journey was completed on a locomotive belonging to one of the coal companies, there being but one train a day over the new line into these coal fields. Within the past two or three years this country has been developed rapidly, coal and coke plants being opened, and railroads built through the mountains. Less than three years ago, mails were brought from Appalachia into the mountains by carriers on horseback,—now there is one passenger and mail train a day, with the prospect of a second before long. But the railway line is, as yet, poorly constructed and it was not reassuring to novices in engine riding, whose previous train had jumped three feet of a broken rail, to be informed they were then crossing one of the worst trestles in this part of the country. This last stage of our journey took us into the very midst of the mountains which have been distributed over this section with a lavish hand. They are not high,—perhaps 2500 to 3500 feet above the sea-level, and in the winter season the slopes are brown and bare, except for the green of the holly tree, and the rhododendron leaves, with here and there a spruce or fir. At infrequent intervals a fall of snow transforms the whole landscape, but the transformation is brief, a few hours sunshine brings back normal conditions. But in summer it presents a different picture. The pink and white blossoms of laurel and rhododendron vie with one another in eclipsing all the other flowers, and the mountain sides become a veritable garden. And as in one other garden, so in this. Lurking in the dense undergrowth are the rattle-snake, copper-head and others of their kind. Mountain climbing here is not the popular recreation it is elsewhere.

Just a few words about the work which is being done among these hills. Outside capital which has bought up the rich coal fields is continuing to develop them, and scattered all through the Cumberlands are coal camps. Many of those started by English capital have come to grief through lack of practical management. Others, and chiefly those in which Americans are interested, are developing rapidly as there is abundance of high grade coal and the coke which is made at many of the

plants is usually of a quality on a par with that made in the Counellsville region and finds an excellent market. One from Nova Scotia especially notes the methods of mining which are contrary to our shaft system. The coal lies in strata from four to eight feet thick, almost horizontally in the mountains, and is obtained by drift mining, which is simply the attacking of the mountain much as a small boy burrows into a snow bank, only in a much more systematic way.

Before the influx of foreigners and negroes incident on the opening of the coal mines, the mountains were sole monarchs of their hills, and the lawlessness and feuds of that time are well described in the two stories previously mentioned and others like them. Even yet, the mountaineer, or "Hill-Billy," is a subject worthy of study, although his chief characteristics are gradually becoming less apparent as he mixes with newcomers. Some characteristics, however, remain,—he is suspicious of those who come to him from beyond, he is very easily offended and he is incurably lazy and unreliable.

A few years ago a prominent society woman of New York gave a charity ball, in aid of the "poor whites" of Virginia, who according to her, could trace their descent from some of the bluest blood of England. This supposition is assuredly *not* true. The belief which is usually upheld and which seems most reasonable and perfectly correct from a study of these people, and their ancestors, is that they are of triple origin,—that their ancestors were convicts who escaped from the Virginian coast colonies; that they were escaped bondsmen from the coast, that is criminals who had been sent to Virginia from England in bondage; and, that, in the emigration from Virginia to the Bluegrass region of Kentucky, some families dropped out of the march, perhaps on account of sickness, more probably because of shiftlessness, and made for themselves a home in these mountains. The descendants of these people are as unlike the real Virginian as can be imagined. For instance,—the mountaineer's greatest and ever present friend is his gun. He does not meet his enemy in open fight, however, but shoots at him from ambush. Such

a procedure would be utterly foreign to a true Virginian, who, even in the old days of the feuds, scorned to descend to such a cowardly measure.

Among some of these mountaineers we find such forms as "holp," "holpen," "for to see," "for to hear," in common use, and this lends colour to the theory that their ancestors were men sent to this country years ago from English prisons. However that may be, they not only have the forms just mentioned, but we find many of them using "fetch" in its correct sense.

It is quite customary to hear a man ask for corn to "*tole* his pig home." Webster gives this word as meaning "to allure by bait." Instead of "bag," "poke" is always used, and it calls to mind the saying "a pig in a poke" which would need explanation to most of our Nova Scotia boys and girls, but is well understood by the children of South Western Virginia. There are, of course, many other differences in the usage of words, such as "reckon" instead of "think," "I *reckon* so"; the use of "right" as an adverb where we use "quite" or "very,"—as in the expressions "right good," "right far." As a change from our Northern "awful" or "awfully," it is a relief to hear even the excessive use of "mighty" which prevails here. It may be "awfully nice of you to say so," but it is more apt to be "mighty sweet of you." But these latter expressions are more common among the better classes than among the mountaineers.

Whether the mountaineers were originally superstitious or whether they have gradually acquired it from the negroes and foreigners may be a question. Certain it is that the South abounds in superstitions,—they have all of ours in addition to their own, or, should I say, we have some of theirs? It is considered very bad luck to allow a woman to enter any of the mines,—if one did, the probability is that few, if any miners would remain at work,—it is sure to be followed by disaster. At Keokee, Virginia, a girl was once taken through one of the mines,—the next day a miner was killed, which, to the miners, was proof positive of the truth of their superstition.

In this part of Virginia, illicit stills are yet numerous and it is an easy task to obtain "moonshine,"—if one knows how to go about it. Recently a mountaineer walking along the railroad was asked by another "Hill-Billy" who stepped from the bushes alongside, if he would like some good "moonshine". On giving an affirmative reply, a quart of the liquor and a dollar bill changed hands.

Of the real Southerners,—the descendants of the men and women of colonial days, I have said nothing. They are too well known to need mention. I have met courtesy, culture and hospitality, but of these the greatest is hospitality.

—'07.

A Great Debate.

The Inter-collegiate debate between the University of New Brunswick and Dalhousie University was the feature at the Academy of Music on the evening of March 18th. Mayor Chisholm of Halifax acted very acceptably as chairman. The timers were J. T. Hebert of U. N. B., and R. A. Watson of Dalhousie. Not only was the debate hotly contested, but pleasing and instructive throughout. All the speakers were greeted with frequent applause. The best of feeling was shown to exist between the two universities, and the decision of the judges:—Principal Clarence McKinnon, T. C. Allen, K. C., and Hon. A. K. McLean—in favor of Dalhousie, met with general approval. However, the U. N. B. has no cause to be other than proud of the men who so ably defended its good name. That the citizens of Halifax take a keen interest in Inter-collegiate contests was evidenced by the large number present.

The subject for debate, was, *Resolved, that the House of Lords should be abolished.* Messrs. G. P. Burchill, (leader), J. W. Estey, and J. B. McNair, representing the University of New Brunswick argued for the resolution, and Messrs. J. P. McIntosh, (leader), J. C. McLennan, and J. D. Vair for Dalhousie, argued against it.

G. P. BURCHILL, who opened the debate, ranks high as a platform orator, and knows how to hold the close attention of his audience. After placing his interpretation upon the resolution, he defined the issue as being the justification or non-justification of the House of Lords as a unique form of second chamber. He then proceeded to trace the House of Lords from its origin in the feudal system down to the present day, and claimed that throughout all those ages the Lords had retained two great principles not in keeping with the ideas of the twentieth century—the social caste and succession by heredity.

"At the present time although social conditions have entirely changed, and although the qualifications for the existence of a social caste have entirely disappeared, the House of Lords still retains its position as the representative of a distinct social caste in the state. The hereditary principle is the basis of the House of Lords. If it be a qualification for legislative capacity, why not carry it into other realms of life? The hereditary principle will not stand the light of reason."

J. P. MCINTOSH was the first speaker on Dalhousie's side. He is an excellent debater, clear, cogent and logical, and handled each point with telling effect.

Mr. McIntosh laid stress upon the fact, proved by experience, that every democracy needs a second chamber. It is a necessary factor of the government in order to guard against the abuse of representative power, due to majority rule and irresponsibility, also for the purpose of revision and amendment. The House of Lords meets the demands of a two-fold independence, from its non-dependence upon an accidental majority and from its character as a non-representative body. But it is not too independent.

"Our contention is, that the House of Lords is not so independent as to cause any alarm to the nation, but it is independent enough to demand the rights of the wronged, without fear of loss or destruction." He further argued that ability is demanded of an efficient second chamber, and pointed out that the House of Peers fully meets this requirement. Not only were the Peers well equipped with an ample education in the famous halls of

learning, but later on in life they filled the most important positions in church and state and in the industrial world. "They are not obliged to enter occupations for a livelihood, but are free to devote themselves to callings which fit them for statesmanship."

J. W. ESTEY continued the argument for U. N. B. Up till two days before the debate Mr. Estey had been confined to his room with an attack of bronchitis, and his voice was not so strong as it might otherwise have been. Nevertheless, he immediately won favor with the audience, not only by his fluency, but also by the clear and masterful manner in which he presented his argument. In the course of his argument he showed that a second chamber must be a deliberative and revising body. The House of Lords did not meet these requirements as was shown by the legislation which it had passed or rejected. The Lords, he claimed, were opposed to the political freedom of the people, to religion, educational and industrial reform. By its acts the House of Lords has demonstrated a flagrant partisanship. The aristocracy of the Lords, embodying, as it does, the hereditary principle, is not in keeping with the democracy of the British people. That the English Upper House is disinterested and apathetic, is shown by the fact that their daily attendance in Parliament usually ranges from ten to forty-eight in a house of over six hundred members. "From the review of its unfair legislative enactments, we cannot lay the blame upon the individual peer as much as upon the conditions under which he is placed. The constitution of his House is directly opposed to the requirements of the country. The hereditary feature is the underlying and damning vice of the present House of Lords."

J. C. McLENNAN, for Dalhousie, kept right to the point at issue, and his terse argument and earnest style did much toward winning the debate.

His argument was to prove the worth of the Lords by the actual work they had done, and that they were and are the firm upholders of the British constitution. He traced their existence from the time of King John, and proved by example

that they had always been consistent in safeguarding the rights of the people. "I further contend, that the House of Lords does not only interpret and carry out the wishes of the people themselves, but they even compel the House of Commons to do the same. The House of Lords is continually recruited from the lower ranks. A distinguished career in the service of the country or in business often ends with a seat in the Lords, so that in it we find men who represent every phase in life quite as effectually as the members of the Commons."

The speaker reviewed the legislation rejected by the Lords during the reign of the present Liberal government, pointing out that each rejection was in the best interests of the people. Although the House of Lords had thrown out many measures, nevertheless their work was not always destructive as they had always supported legislation, which they considered advantageous to the national well-being.

J. B. McNAIR now argued for U. N. B. His speech was a bright literary effort, sparkling with argument and delivered with a peculiar gracefulness that immediately won attention. He contended, that "the demand of the affirmative is the demand of civilization. The question is one of democracy against non-democracy. To say that an aristocracy of blood and birth, as the House of Lords, is necessary is to challenge the whole movement of civilization, a civilization which long since has abandoned such principles in favor of democracy." He confirmed the other speakers on his side in their condemnation of the hereditary principle, and by illustration proved its inherent vice. "What must be the outcome of the agitation in England to-day? There can be no adequate reform as long as the caste and hereditary principles remain. The only solution is the abolition of the present chamber and the creation of a new second chamber more in keeping with modern democracy."

J. D. VAIR, Dalhousie's last speaker, is the possessor of an excellent voice, which pleases the ear while it commands attention. Careful in gesture, eloquent in speech, a clear and logical reasoner, Mr. Vair possesses the prime essentials of an orator.

His contention was that it would not be wise to remove the House of Lords, which had existed for centuries as an inseparable part of the English constitution. A true democracy must have a second chamber and the House of Lords best meets the requirements. Compared with other second chambers of the world, the House of Lords had done better work. The resolution does not preclude the reform of the Lords, but how was it to be brought about? The elective principle has been shown by experience to be unsatisfactory, and the appointive method has not worked with good effect in Canada and some other countries. The House of Lords was more independent and deliberative than any other second chamber.

The hereditary element was not so bad as it appeared from a *prima facie* consideration. He argued strongly in defence of this principle and showed that it was natural and rational, but that the House of Lords was not wholly dependent upon it. The negative argued for evolution rather than revolution. "Is it not reasonable to argue that the evolution of the Lords will continue as a part of that constitution, which to quote Sir William Blackstone, 'is the perfection of political wisdom, in as-much as it combines the virtues of monarchy, aristocracy and democracy without the faults which would attend any one of these varieties of government unmodified by the others?'"

After the Debate the visitors and our own debaters were entertained at Rafuse's restaurant. President Coffin of the Sodales Debating Society occupied the chair and W. A. Macdonald, B. A., LL. B., acted as toastmaster. Owing to the late hour only two toasts were proposed. The first toast—to the King—was honored by singing the National Anthem. The other toast was to the guests of the evening, and was responded to by the debaters in bright and enthusiastic speeches.

Annual Meeting Alumni Association.

ALUMNI WILL SUPPORT CHAIR OF BIOLOGY IN COLLEGE.

The annual meeting of the Alumni Association took place in the Queen Hotel, on Wednesday evening, April 27th. A. S. Barnstead, President of the Alumni Association, presided. After the reading of the minutes, the reports of the Executive and of the Treasurer were received. These showed that the Treasurer had received during the last year over \$1,100, and that there was on hand about \$950 toward the support of an Assistant Professor in Biology.

The report of the Executive is as follows:

Your Executive herewith present their report for the past year. At the last meeting of the Association, the proposal of the Executive to raise sufficient funds to support a Chair in the University was approved. After careful consideration and consultation with several Alumni, it was decided to focus our efforts upon the support of a Chair in Biology, recognizing the importance of biological research in its relation to Agriculture, Horticulture, Fishing, Forestry and other industries of the Maritime Provinces. To this end, we have drawn the attention of the Alumni scattered throughout Canada and the United States to our efforts and have sought their support. The Treasurer's report shows that we have a credit balance of \$808.86, after meeting all incidental expenses of the year. This is about half the amount necessary for the purpose, but to meet that we have a number of contributions promised, but not yet paid, totalling in all about \$575.00.

The amount of the receipts compares favourably with that of the receipts in the previous year. While these receipts might have been larger, had a deeper interest been taken in the matter by all our graduates, yet we are gratified to be able to report so substantial a sum. Our membership in the Alumni Association should be increased far beyond what it is, and as our Alumni realize more fully the needs of the University and

the importance of the work attempted by the Association, we are sure they will respond more readily.

In view of the success thus far met with and the interest that has been taken, your executive would recommend making an offer to the Governors of the University for the support of a Chair in Biology.

Our canvass of the members has brought to our attention more directly than ever, the necessity of aggressive action being taken to bring the needs of the University before the community. This may necessitate a thorough re-organization, for many of our graduates will not lend the helping hand, until steps are taken to formulate a policy commensurate with the growing demands of the University.

In accordance with the practice of the past two years, a recommendation will be made in favour of the appointment of a third Governor representing the Alumni. The infusion of this new element into our Governing Board will be the means, we hope, of ultimately securing a Board of Governors, who, if not entirely elective, will hold their offices for a period of years rather than for life.

It is with much pleasure that the Executive has learned of the organization of a branch society in Saskatchewan. The visit of a member of the Executive to the New England branch stimulated their interest, and I am sure will be productive of much good. There is a number of the Alumni in New York, who also propose to form themselves into a separate branch. The branch in Cape Breton has taken a wide-awake interest in the efforts of the Alumni to support a Chair in Biology, and has promised that they will be responsible for \$250 of the amount required.

Your Executive desire to place on record, the sincere regret that the University is to lose the services of so distinguished a lecturer and so enthusiastic an Alumnus as Professor A. S. MacKenzie. While we extend to him our best wishes in the work which he has undertaken, we do so deeply lamenting the fact that we are called upon to lose so many of our excellent men.

Your Executive has endeavored during the past year to create among the graduates a "Dalhousie spirit". The success of the University in whatever plans it may undertake in the future, is very dependent upon this. We trust our Alumni will rally more than ever before to the support of our Alma Mater.

On behalf of the Executive Committee,

ARTHUR S. BARNSTEAD,

President.

These reports were adopted.

A resolution was passed, that the Alumni Association pledge itself to the Governing Board of the University to provide \$1,500 for the support of an Assistant Professorship in Biology.

Mr. C. H. Mitchell of Halifax, who has been greatly interested in the work of the Alumni and of the University for many years past and an active Alumnus, was selected as the third nomination of the Association to the Board of Governors.

A resolution expressive of the regret held by the Alumni in losing the services of Professor A. S. MacKenzie from the Chair of Physics in the University was passed.

A letter was read from Dr. K. G. T. Webster, representing the committee of the New England Alumni, and reporting the work of that branch during the past year. In referring to the advance movement of the University, Mr. Webster expresses the opinion of the New England Alumni when he says:—

"Dalhousie is at a second particularly important point in her career. She must soon make a decision upon which will depend in no small measure her entire future, "entire" here may be defined as "extending far beyond the times of our grandchildren." It is about the matter of site. Our association (at least as represented by the diners) believes entirely in taking this opportunity to obtain a spacious site. They cannot understand how, in or about a small city like Halifax, where land is relatively cheap, a university can content itself with the few acres that Dalhousie now has or would have even if her present holdings were doubled. Edinburgh University or Boston University is obliged to content itself with

a few city lots; but why should Dalhousie rest supine with land offering at such figures? Nobody will reply that he actually believes it would in the long run be better for the university to stay where she is and in time to cover her one or two blocks with New York office buildings, going down deep and up high. The most timid conservative would hardly affirm that:— the only reason for staying on our present cramped site is that we cannot afford to move. Therefore it is the duty and the privilege of us Alumni to see that we *can* afford to move. As a body we are not insignificant in number and our united contributions, if singly small, might altogether be large; and it should not be forgotten that it is a pleasant and humane thing for each small contributor to educate some better off person to give a great deal. At any rate, to us distant sons the time looks auspicious; the air is full of hope; we trust counsellors like Campbell, MacMechan, Murray and MacKenzie and we wish the old college Good Speed.”

Officers for the ensuing year were elected as follows:—

President, Principal M. Cumming, B. A., B. S. A.

First Vice-President, A. S. Barnstead, B. A., LL.B.

Second Vice-President, G. W. Stairs, B. A.

Secty.-Treasurer, Professor Murray MacNeill, M. A.

Other members of the Executive:—S. A. Morton, M. A.; W. E. Thompson, LL.B.; J. H. Trefry, M. A.; W. W. Woodbury, D. D. S.; R. M. Hattie, B. A.; W. C. Ross, B. A., (Alumni Editor of the Gazette.)

Auditors,—J. F. Putnam, B. A.; J. M. Geldert, LL.B.

The usual dinner by the City Alumni to the graduating classes was held in the Queen Hotel dining room, at the close of the meeting. The function was a most interesting one, and in addition to the students who were guests, there were Lieut. Gov. Fraser, Justices Russell, Longley and Drysdale, Rev. Archdeacon Armitage, Mr. Frederick Campbell, Mr. I. C. Stewart and others. There were five toasts on the list. The toast to the Governors, proposed by Principal Cumming, who asked that the Governors should take the Alumni into their confidence more in respect to the plans of the University. Mr. Hector

McInnes and Mr. C. H. Mitchell responded. Mr. McInnes referred to the various benefactions that the college had received. Prof. A. S. MacKenzie proposed the toast to the Law and the Prophets, which was responded to by Mr. Justice Longley and Rev. Archdeacon Armitage. Mr. F. P. Bligh with an amusing introduction, proposed the toast of the Pros and Cons, which was responded to by Mr. Justice Russell. Mr. W. E. Thompson proposed Our Guests, which was responded to by Mr. Justice Drysdale and Mr. F. Campbell. President Forrest proposed the toast to classes of '07, '08, '09 and '10, and in doing so referred to the growth of the University as evinced by the student numbers. He alluded to what the Governors of the University had accomplished, and sought to impress on the graduates the services rendered by the Governors to Dalhousie.

Rev. Dr. Crowell, a graduate of 1880, responded for his class, and Mr. J. C. McLennan, of the graduating class in Arts 1910, responded for that year. Premier McBride of British Columbia, a graduate in Law in 1890, extended congratulations on behalf of that year to the graduates, adding, “there is no place like the west for Dalhousians.”

The President of the Board of Governors, Mr. G. S. Campbell, who has been unfortunately ill for the past winter, sent greetings from California as follows:—“Greetings to Alumni in whose hands lies our future. Heartiest congratulations to graduating class. May they be true sons and daughters and enthusiastic champions of alma mater. In western parlance let us all boost for old Dalhousie.”

BRANCH ALUMNI IN SASKATCHEWAN.

A lettergram was read at the banquet from Saskatoon, stating that forty alumni in Saskatchewan had organized a branch society with the following officers:—Honorary President, J. F. Frame, LL. B.; Regina; President, A. McG. Young, B. A. Saskatoon; Vice-Presidents, Dr. Pennington, Moose Jaw; H. Y. McDonald, B. A., Regina; W. R. Parsons, LL. B., Yorkton. Executive Committee:—E. B. Jonah, B. A., Regina; Rev. B. Glover, B. A., Estevan; Campbell, Indian Head; A. W.

Routledge, B. A., Davidson; A. Moxon, B. A., Saskatoon. The Secretary is D. McLean, B. A., Saskatoon.

The branch organization agreed to send \$125 for the support of the Chair in Biology by December 1st.

WANTED—TWENTY, FIFTY DOLLAR MEN.

The Alumni Association raised during the past year, about \$1,000. They require \$2,000 in order to carry out the objective set up by the Association. One of our enthusiastic Alumni has offered to give \$50 a year for five years for this purpose, if nineteen others will do likewise. This is a splendid opportunity for our graduates to show their faith in the University. The officers of the Association will be glad to hear from graduates willing to make such an offer to the University.

Dr. Lindsay is Academic Consul.

The Students' Representative Council of Edinburgh University has officially appointed Dr. A. W. H. Lindsay of Dalhousie as "Honorary Academic Consul" in Halifax.

The duties of "Academic Consuls" as indicated in the official announcement are:—

1. To give information and instructions to any Colonial Students proposing to study at Edinburgh University.
2. To assist and advise any recommended Graduate from Edinburgh University, about to settle in their country.
3. To make an Annual Report to the Convener of any matters affecting its interests, the substance of which shall, if of general interest, be published in the Edinburgh University Magazine.

The Convener of Imperial Academic Committee indicates that a letter of introduction from Dr. Lindsay will secure to any student setting out for Edinburgh, all the help it is possible for the Committee to afford.

Education For Efficient Democracy.

BY VICTOR FRAZEE. '89.

Address delivered before the Unitarian Club at Providence R. I.
March 9th, '09.

At this moment the currents of world history are deep and strong. Never have passing events in the United States had deeper meanings; never have outward signs pointed to more vital inner changes of the general consciousness; never have so many phases of the general life been subject to the pressure of great social and economic forces with greater certainty of impressive evolution to follow,—than today.

It is unthinkable that in such an age of change the public function of education, the chief agent of civilization, should not be moved by the powerful currents of life. The pressure of these currents upon education takes the form of multitude of new demands for the school to meet. Some of these demands are already well met; others not so well; some are just beginning to be heard.

The demands are not simply that we teach this and that new subject, but that we teach them so as the gain certain very large results: We must push instruction in Arithmetic to the point of making our graduates useful and dependable in business calculations. We must add to the old-fashioned Geography a course in Physical Geography and another in Industrial and Commercial Geography. History must be more than the facts of our country's past. By it we must somehow teach patriotism and political wisdom. We must arouse an interest in our local historical monuments and relics and a proper pride in the achievements of our city and state. We must teach the elements of government in nation, state and city and direct the child into the paths of righteous citizenship. We must teach him to be kind to all living creatures, both animal and human, and to protect them from cruel usage. We must teach him all about the parts, the functions and the care of his body, with especial reference to his teeth, and to the injurious effects of alcohol and tobacco.

We must watch and promote the child's physical development and cooperate with the Health Department in warding off and fighting disease. We must particularly, join the campaign against the White Plague and keep everlastingly at it, with all its accompaniments of hygienic precaution and inhibition of confirmed bad habits.

We must learn to direct and supervise the child's play, so that it shall not demoralize but shall build up the elements of character. We must open the book of outdoor nature to the child, reveal its hidden delights, and teach him to use its helpful ministrations. We must, if possible, put life and reality into nature's partnership with man by giving the child a garden to keep and teaching him to work with nature in production. To say nothing of manners and morals, music, spelling, drawing, dancing, dramatizing, and the school bath.

And looming up beyond them all, we must soon equip ourselves and our schools for the task of introducing the child to the real business of life, of teaching him to use tools, to sew and cook and weave, to hammer and saw and construct, and learn to do the things which he must later do to live.

Is it any wonder if some of us teachers are hardening our hearts, or our hides, or retiring within our shells to escape the persistent knocking of the outside world?

Yet, because all these things, and more, must be done for the child, and because the homes are less and less able to do any of them, and because the ominous problems of state and nation are calling more loudly than ever for men and women of full growth, we must find ways and means of education undreamed of in the past.

For what is the meaning of all this knocking at the doors of the school? At first blush it may seem a far call from Gifford Pinchot to the public schools. Yet they are in the same swim. The reality of conservation was with us before Pinchot made it a battle cry in the war of democracy against predatory wealth.

A new nation exploits with all its might the resources of its rocks and soil, using up with feverish haste of possession and

enjoyment its choicest treasures. It is conscious of no extravagance or waste because opportunity seems limitless and there is plenty for all. As it grows older the pressure of numbers and the narrowing of opportunity drives it to less and less prolific fields of exploitation, till one day a warning cry is heard, "Stop waste." The limit of exploitation is in sight.

A new force, born of the elemental human instinct of self-preservation, deeper and more resistless than the love of wealth or power or any outward thing, thenceforth takes possession of the national life. We are seized and lifted forward by this current long before a Gifford Pinchot names it conservation and turns a million tributary streams of human conviction and fighting spirit into it. In the midst of our reckless waste of forest, mine and soil, we have long been storing up a public sentiment against it. Slowly but surely we are gathering up the reins of control, and the mad race is already checked.

It is the spirit of conservation which was built up the National Department of Agriculture and our whole splendid system of agricultural education. It means just this: that by the increase of population, our farming people are driven to husband their productive powers and conserve the soil by the use of agriculture science.

No important phase of the common life can fail to feel the influence of such a force as this. Conservation in agriculture thro' the application of science and the training of the farmer has its counterpart in other industry and in the general life.

It is true, for instance, that Americans have shown genius in the elimination of certain wastes in business and manufacture. But we are just waking up to the discovery of vast waste of *human material* engaged in business and manufacture. And this discovery is opening our eyes to a still more fatal squandering of human powers and possibilities in social progress.

A new industrial age has stolen upon us unawares. The world's goods are not made piecemeal. The demon of subdivision has seized upon production and all work is done by fragments. Each man tends to become a fragment of a man. A boy can do the man's work. So the boy is no longer trained. The shops

and works are full of men and boys who know nothing of the trade, they ply save just to do this one monotonous thing which is theirs to do, year in, year out.

Driven by competition to this mechanical perfection of organization, we now discover that a man made into a tool ceases to be a man; that a cog in a wheel has no industrial intelligence; that a shop full of working automatons is impossible as a permanent form of industrial organization. In other words, we are starving our industries by eliminating intelligence and human forms of skill. Already our products are branded as inferior wherever artistic or other human qualities count. We are learning that we cannot carry on our industries indefinitely with undeveloped human units.

The demand for industrial education is simply the national discovery that the human element in production has been exploited; not husbanded, developed and used as human, but sacrificed to organization and mechanism. This explains why the demand for industrial education has come, not from one class of people, but from all classes, employers, employees, social workers, educators, statesmen. National calamity awaits us if educational statesmanship proves unequal to this work of conservation, the conservation of the human element in industry.

Having noted the need for conservation in agriculture and in the mechanical industries, we are now able to see the application of the same truth to other occupations. The term "vocational education" is the expression of the growing conviction that inefficiency means waste, in all occupations; not merely waste in quantity of product or service, but waste in quality,—the throwing away of life, exploitation of the human unit by society. And what is true of inefficiency in occupation is equally true of the undevelopment of the human unit for the social efficiency and citizenship. An educational system which permits children to grow to maturity without having developed sound bodies, trained minds and strong impulses and tendencies toward civic duty and social usefulness is to be charged with a fatal waste of the materials of social progress and human welfare.

This, then, is the meaning of the new demands upon education. Society, more than ever before, needs the full service, physical, economic, moral, civic, social, of the individual. Educational statesmanship must stop the leaks, eliminate the vast waste of human powers, must create new methods, new agencies and institutions, to conserve and develop each human unit for the benefit of each and of all.

But there is another deep current of the times which adds force to this movement. In spite of the apparent sway wielded at the present moment by organized wealth, I believe that, more fundamentally, our society is steadily passing under the control of a real democracy. That is, the strongest forces at work in the evolution of modern society in the western world, European and American alike, are those which will in time make the will and the interests of the masses of the people supreme in government and industry. All modern history points to it. We are really on the highroad to democracy.

The central problem of far-seeing statesmanship for generations to come will be the work of fitting this mass of voting and controlling power for the exercise of its functions. In other words, the supreme task of statesmanship will be, and is, already, the education of the common American man for living a decent, comfortable life, earning an honest livelihood in a useful and dignified occupation, participating in a clean and manly way in legitimate social institutions, doing his industrial part in his day with intelligence and conscience, and above all, ruling his town or city, his state and his country, with sense and justice, and a righteous regard for the divine rights of all men, and the divine ends of human institutions.

The new demands upon the school mean that society is becoming conscious of all this. Society must have the full service, not merely of the privileged few, as of old, but of the privileged many, for democracy means privilege for all. Full service from men means men fully developed. Full development demands educational ideals and institutions adequate to democracy. Most of these ideals and these institutions we are called upon today to create.

Now it is not hard to see that elementary education is not equal to this program. The logic of the pressure upon the lower schools is this, that, since the mass of the people get only an elementary education, therefore the elementary school should be greatly enriched so as to uplift the mass. The fault in the logic is in the assumption that the elementary school can do more than make beginnings. The possibilities of the lower schools are limited absolutely by the capacity of youngsters to absorb and by the gulf between childhood and manhood. This gulf between the child of fourteen and the citizen is impassable except by a new education developed to bridge the gulf. The emphasis upon educational construction in the next generation or two will be laid upon the development of new educational agencies which shall reach boys and men after the period of elementary education and entrance upon work.

There will undoubtedly be great changes in the elementary school and in all grades of schools. These will be simplified, made more real, more practical, more efficient, less uniform, less bookish. Vocational tendencies in children will be studied and discovered, and beginnings of vocational knowledge and skill required, particularly through radical changes and differentiation in the last two years of the elementary period. The implements of social and business intercourse and the fundamentals of living will be provided. Wholesome social tendencies of growth, sentiment and action will be set in motion.

But the part played by these beginnings of education in the lower schools in fitting democracy for its functions will be slight compared with the work of the new institutions for the education of youth and adults.

The fact is that we are here facing a revolution which is taking place in our whole conception of the meaning of education. The old idea of education as a thing of the schools, to be taken in a big, long and rather disagreeable dose before the active life of work, and in isolation from it, is beginning to fade away. The new conception, which will become the universal fashion, as universal in all our minds as the wearing of clothes on our

bodies, will be that education is a lifelong process and opportunity and that its best comes after childhood and during the working life. The part played by education during childhood will come to be thought of as lightly compared with later education as the tasks of childhood seems trifling compared to the work of adult life.

The truth of this view is emphasized by the fact that the master which education is to serve, democracy itself, is fast supplying leisure for the common man in which to enjoy his opportunity. Nothing is more certain than that the immense increase in productive power which inheres in modern industry is destined to shorten the hours of labor more and more. Leisure for the mass of men is a condition of future society. No one who knows the essential idealizing tendency of the human spirit believes that this leisure will be given up to riotous living or to mere pleasure seeking in a lower sense. Christianity itself, rising out of the corruption of the Roman Empire, is the sign of man's inborn disposition to look upward.

Now, what are the chief features of this life-education which is to be the safeguard and privilege of democracy? I have already referred to the fact that an aspect of the conservation movement is found in the development of agricultural science and its application to the business of farming. It happens that a further glance at this field of education affords the best clue to general educational drift.

Because of the comparative simplicity of rural life, and particularly because in the country, the old educational institutions were not highly developed and were little systematized, it has been easy for the new forms of education to get a start. Already, in the West, the new education is well under way. And beginnings have been made in the South and East.

The country school of the past left the boy and girl blind to the possibilities and satisfactions of farm life. The lure of the city had no competitor. The new country school, through nature study, elementary agricultural science, practice in gardening, seed selection, animal judging, experiments in soil chemistry, corn growing, crop rotation and so forth, is opening

the eyes of country boys and girls to the life about them, and filling them with zeal and ambition to live it to the full. The agricultural high school bridges the gap between the common school and the state college, and thus provides educational opportunities for those aspiring to be leaders.

But this remaking of the country school is the smallest part of the revolution. The new movement actually proposes to reach and is far on the road to reaching every man, woman and child on every farm. It plans that in school and out, boys and men, girls and women, shall live in an atmosphere of education. While yet in school the boy is a member of an agricultural club. Through the co-operation of the state colleges, the farmers' institutes and the state and county superintendents of schools, thousands of boys are at work in these clubs. By corn-growing contests, seed testings, visits to the best farms, participation in farmers' institutes, excursions to the state college, crop studies, stock judging, and experimental work, these boys are pupils and farmers at the same time. Leaving school means not an end to education, but the most zealous pursuit of more and more of it. The boy continues to be a member of the club. Having his eyes opened and his spirit quickened, for the rest of his life he pursues the business of farming under the constant stimulus and guidance of the educational leadership of his state. He visits the nearest experimental farm, or makes his own one, he attends the Grange and state college lectures. He takes short special courses at the college. He avails himself of occasional itinerant instruction from the college. He sees the latest methods of spraying and the newest machine demonstrated. He joins the farmers' reading clubs or correspondence courses. He belongs to the Experimenters' League. He attends the Farmers' Institute. He is beginning to organize buying associations and to co-operate in marketing his products, and in making butter and cheese. His keen interest in the agricultural press and his connection with the National Department of Agriculture, his dependence on the Post Office and the Express Companies make him a close student of politics and an intelligent voter. His

whole practical and educational environment tends to make him physically and morally sound, socially dynamic and efficient. The new conception of education as a life-long process and opportunity, of school as life, and life as school, has come in the country, here and there. It is coming, just as surely, in the city and universally.

The less rapid development of the new education in the city is accounted for by two facts: 1. City schooling is organized in great masses rigidly systematized. Tradition and educational vested interest have a correspondingly powerful hold upon it. Even when ready to move great bodies move slowly. 2. City life and city occupations are varied and multitudinous. The program of the new education will be correspondingly difficult and confusing. But in its main characteristics the new city education must conform to the same laws as the new rural education. The elementary school must have the breath of life breathed into it. Life in school must be made more moral and more social. The child at school must be a junior citizen. Somehow the school must aim to discover for the child what sort of occupation he is fitted for and at least make beginnings in training him for it. High school and college are certain to become more efficient in training men for leadership and for the professions and the highly skilled trades. But as in the country, the great work of society in training the common man will be done after he has left the common school and gone to work. Simply because it cannot be done sooner. 1. He must be trained for his work, to do it honestly and efficiently. 2. He must become the right kind of American citizen and a wise ruler. 3. He must use his leisure in getting a liberal education and in participation in the legitimate social functions and institutions of democracy.

There must be the greatest variety of attraction, stimulus and opportunity. For the new education, for the most part, will not be compulsory. It will not be crushed in spirit by red tape and standardization. Every hopeful experiment must be welcomed and tried out. The program must be wrought out by the co-operative wisdom, enterprise and devotion of all classes

of people and under private, semi-public and public auspices, as expediency at the moment prompts. It will all be done in public spirit and with social motive.

To train boys and men for efficiency in their work, there will be new apprenticeship systems. It is often said that apprenticeship is gone. But it has been proved that new and better forms of apprenticeship are practical under modern conditions. Our manufacturers will experiment with these and adopt the best. There will be half-time and part-time systems of apprenticeship in combination with school and college courses. There will be special trade schools established by employers and others by trade unions. There will be public trade schools, and sub-trade schools leading to them. There will be supplementary classes and courses in the great shops and factories for the instruction of the employees in the design, mathematics and science involved in their trades. There will be similar classes in the big stores, designed to add to the intelligence and efficiency of all classes of employees, from errand boys to superintendents. There will be an increasing number and diversity of evening schools and classes, in public, philanthropic and endowed institutions. These in themselves will constitute a people's university in scope and influence.

Undoubtedly a large part of this work will be done through extensions and differentiations of the existing schools and colleges,—the more, the better for them and for the progress of education. The Young Men's Christian Association and similar institutions will play a large part in the new education.

For some time to come the emphasis will be upon industrial and vocational training, and upon those studies which will increase earning power and the chances of promotion. The pursuit of efficiency will become contagious.

At the same time another process will go on. The effectiveness of education for industrial efficiency will popularize the coming conception of education as a continuing and lifelong process. Classes and courses, clubs and forums, lectures and discussions will take up forms of educational work more and more remotely connected with vocations. Business men and

manufacturers, social organisations and trade unions will institute educational agencies for their own improvement. University and high school extension lectures and reading courses will become democratic and effective. Literature and history, economics and civics and politics, music and art and science will flourish in the schools and elevate the life of the average man. The time will come when a liberal education will be easily within the reach of every working man and he will have the leisure and the disposition to get it.

How much of all this will be done at public expense? A great deal of it. In time, most of it. When the lesson of industrial efficiency is learned, public money will be invested in industrial and vocational education, with the certainty of abundant returns in the wealth-producing and tax-paying power of a multitude of efficient producers, and in the increased number of high grade skilled industries which will gravitate to centers well furnished with trained and efficient workers.

When productive education had been thus developed, the public purse can and will bear a vast increase in the load of unproductive, cultural or liberal education. Private initiative may very well experiment and lead the way in new educational enterprises, but there is no limit to public duty and social profit in education. There is no room in this country today for individualistic notions regarding education. In a democracy, education, of all grades, throughout life, is a public function.

The evolution of education, then, as the chief function of democracy, has really just begun. The present system of over-organized, over-standardized, unattractive compulsory education is destined to be reformed, enlivened, simplified, humanized. A new and wonderfully diversified and attractive aggregation of educational agencies is growing up, unsystematic and unstandardized, but democratic, stimulating, alive with reality, and all—including. This new education is the means progressively created by democracy in the process of making itself efficient, industrially, socially, politically. And by this means democracy will come into its kingdom, safe, sane, and beautiful, the flowering of civilization.

VICTOR FRAZEE.

College Notes.

Meeting of Editors, '10-'11.—On April 8th, the editors of the *Gazette* for next session met to appoint an editor-in-chief. On motion of Mr. A. D. MacDonald, seconded by Mr. Lebbetter, Mr. C. L. Gass was elected to that position. Other matters were talked over, and it was decided to offer, for next session, first and second prizes for the best prose article or story submitted by an under-graduate. Two prizes are also to be given for the best cartoons relating to college life. The conditions of these contests will be publicly announced at the first of the session. Under-graduates, make use of your spare moments during the summer vacation, by writing a good story or an interesting article. Exercise your drawing talent and try to win a prize for a cartoon.

U. S. C.—A meeting of the U. S. C. was held in the Munro room on Friday, March 18, with the President, Mr. Gass, in the chair. The purpose of the meeting was to make arrangements for Convocation, and receive the report of the Sweater Committee. Professor Macneill, on behalf of the Senate, reported that the question of whether there would or would not be an open Convocation this year depended very much on the action taken by the students at this meeting. It was, therefore, agreed that a "Police Committee" of twelve would be appointed to look after Convocation proceedings.

It was also agreed that the U. S. C. levy should after this be collected by the President of the College and the Dean of the Law School at the time of Registration. Mr. Forbes' report on behalf of the Sweater Committee was received and adopted. On motion of Mr. W. C. Ross, it was decided to give the Dramatic Club, the right to use the name, "Dalhousie Dramatic Club;" and to give this Club the privilege of playing for the University during the fall of 1910, on condition that the proceeds of the first night, less legitimate expenses, should be handed over to the Secretary of the U. S. C.

On motion the meeting adjourned.

Y. M. C. A.—The annual business meeting of the Y. M. C. A. was held in the Munro room, on Saturday evening, March 19th, with the President, Mr. Davis, in the chair. As the reports were not ready, it was agreed that they should be presented at a later meeting.

The following officers were then elected for the ensuing year:

Hon. President Dr. Robert Magill.
 President J. C. McDonald, Arts '11.
 Vice-President A. M. Johnson, Med. '12.
 Treasurer E. T. Parker, Arts '11.
 Secretary W. M. Nelson, Arts '13.

After a hearty vote of thanks had been unanimously extended to the retiring officers, the meeting adjourned.

Sodales.—The Sodales Debating Society held their annual meeting for the receiving of reports and the election of officers, on Thursday, March 24th, with the President, Mr. Coffin, in the chair. After the Secretary-Treasurer's report had been received, showing a satisfactory balance on the right side, the following officers were elected for the ensuing year:

Hon. President Mr. Justice Russell.
 President J. S. Mavor, B. A., Law '11.
 Vice-President A. M. Johnson, Med. '12.
 Secretary-Treasurer J. D. Vair, Arts '11.

Executive Committee—R. C. Burns, B. A., Law '11, D. A. McLeod, Medicine '12, E. T. Parker, Arts '11, and J. M. L. Johnson, Science '11.

Inter-collegiate Representative—J. P. MacIntosh, B. A.

Auditors—E. J. O. Fraser, Arts '11 and J. K. Murchison, Arts '12,

When this part of the business had been finished, retiring President Coffin presented the Inter-collegiate team, Messrs. MacIntosh, McLennan and Vair with gold medals, donated by Sodales. A medal for debating is certainly something worth striving for, and we hope that next year more of the students will be induced to try for Inter-collegiate honors.

After hearty votes of thanks had been extended to Colwell Bros., Limited, for decorating their window with Dalhousie colors before the Inter-collegiate debate; to the Inter-collegiate Committee for their untiring efforts to make the Debate a success; and to the retiring officers for the capable manner in which they conducted the affairs of the Society during the year, the meeting adjourned.

Dramatic Club.—The Dalhousie Dramatic Club held its annual meeting on Thursday morning, April 28th, with President W. C. Ross in the chair. J. S. Mavor was appointed Secretary *pro tem*. The report of the year's business could not be prepared in time for this meeting but will be presented by J. D. McLeod at the meeting in September. The following officers elected for the ensuing year. Hon. President, Professor Howard Murray; President, W. C. Ross, B. A.; Vice-President, Miss Margaret Ross; Secretary-Treas. J. S. Mavor, B. A.; Costumer, O. B. Jones; Executive Committee, C. L. Gass, O. B. Jones, H. B. Atlee, Miss Beryl Silver, Miss Jean MacGregor.

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The Secretary was instructed to write a letter of thanks to the ladies outside the College who have given so much of their time and energy to the successful production of "Cousin Jimmy".

It was moved seconded, and carried that W. C. Ross be empowered to spend as much as \$30.00 in procuring a play for next year. The meeting then adjourned.

Exchanges.

The *Acadia Athenaeum* first comes to hand, The excellent reading material is well arranged and displayed to advantage in the magazine, which shows the finesse of the printers art. The editorial is thoughtful and scholarly.

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We are looking for the old friends like the *Argosy* and *University Monthly* who have not yet arrived.

We acknowledge with thanks the following:—*Xaverian*, *Stanstead College Magazine*, *Varsity*, *Presbyterian and Educational Review*.

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