



# The Dalhousie Gazette.

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# The Dalhousie Gazette.

"ORA ET LABORA."

Vol. XXXIV. HALIFAX, N. S., - NOVEMBER 8, 1901. No. 2.

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### DR. MacGREGOR'S FAREWELL WORD.

MORE editorial space has been consumed by the GAZETTE on the question of University consolidation than on any other subject, and it has been almost wasted. For though probably no one would now dispute the great advantage, and the great need, of such a union as has been discussed, practically it seems as far off as ever.

But the subject has again been mooted by the statement of Dr. MacGregor, as reported in the *Montreal Star*, regarding the future of education in Nova Scotia:

"Well, I think things are at a turning point now in this regard. I think that there are many things which might be improved in order to permit us to get better and more practical results from our educational system. We want, for instance, technical education, and it is time now that money should be spent upon this line of work. *The first thing, however, which must be done is to consolidate the colleges already existing in Nova Scotia. Until this is done, very little genuine progress can be made.* It will be a task of some maguitude, but I am of opinion that the time is about ripe for this to be done, and there are no really insuperable barriers. Dalhousie would be willing, the University of New Brunswick is already under Government control, and I think King's and Acadia would enter the scheme. There might be some objections urged by the governors of some of these institutions, but I am sure that they would see, when the

subject was thoroughly investigated and discussed, that consolidation is most desirable—nay, indispensable, at the present time, if genuine progress, consistent with the age we live in, is to result.

“Consolidation once accomplished, a scheme of technical education might then be introduced and made a feature of the University curriculum. It would hardly be worth while, or, indeed, practical, doing this while the Universities remain isolated.”

And again at his farewell banquet :

“What we must encourage is research work. We must not work only with examination in mind. We must have appliances. I would like to put in a word for my successor. Give him some appliances. Give him a decent equipment. The equipment in Dalhousie is poor. It is not sufficient. No one section in Nova Scotia can afford a large equipment, and we must admit that we cannot have a proper system of education unless we amalgamate our colleges.

“We have been trying in Dalhousie to run a faculty of applied science. We have had no appliances to cultivate the important power I have referred to. Unless sufficient appliances are given for a school of engineering, it will be a sham. If we are determined to have a proper school, we must organize a movement to induce the colleges to unite their forces and to gain the Government’s assistance.

“When I hear from the other side that the colleges of Nova Scotia have consolidated, there will be one man on the other side who will throw up his cap and cable you, ‘God speed.’”

Of course, the admitted fact that union must be the forerunner of any successful introduction of the higher technical education here, has always been the strongest argument advanced by the friends of a single central University, but its force is now felt more clearly than ever, in view of the increasing development of the resources of the sea Provinces, particularly Nova Scotia, and the demands for deeper technical knowledge in every branch. So it is hoped that our Edinburgh professor’s declaration may be the beginning of a discussion of the problem more fruitful than those previous have been.

Dalhousians have always been in favor of consolidation, but very often, we fear, in a much mistaken fashion. Feeling, as they did, that Dalhousie was superior in the number of its students, and in training, and unsectarian in sentiment, they regarded union as a surrendering of the other colleges to Dalhousie, which, in any case, time would bring about.

But we now see that without decisive and concurrent action on the part of all the colleges, the present state will continue indefinitely, and Dalhousie is willing to do her share in reaching an agreement.

The advantages are so patent, and so well agreed on by all, that they need not be discussed here.

The difficulties, like the gains ensuing, are very great. Much tradition and sentiment has grown up around each college, and in the others there is centered a deep denominational pride, which is very sensitive, and which we Dalhousians have always misunderstood. Of course, no college could expect to bestow its name on the new creation, (though “Acadian,” perhaps, would be the most suggestive title,) but the denominational colleges might perpetuate their names in their respective divinity schools, and Dalhousie surely has good claims to name the Law school. Situation would be an important problem. In our eyes, Halifax, though it has always been an unwilling host to us, or at least some provincial capital, would be the proper location—“the seat of the legislature, of the courts of justice, of the military and mercantile society,” as Lord Dalhousie had it. The medical school, at least, must be where the best hospitals are.

Perhaps the distribution of the professorships, without injustice to the present instructors, would be the most troublesome obstacle. But such impediments as this, and others that would doubtless occur, have been overcome before, and can be overcome by us. By all means let a trial be made.

#### TWO PICTURES.

In that thou wearest the promise of long years,  
For hopeful fancies play upon thy face,  
And, 'mid those fancies, kindly humours grace  
Deep lines of thought that laugh at distant fears!  
In this how changed! For now thy look appears  
As of one struggling, weighted in the race;  
And the sad eye and firm-set lips give trace  
Of strength all spent in pressing back the tears.  
So near are joy and sorrow—but a breath  
Between. Ah, wise we know not all! For then  
The shadow of the coming doom would blight  
The beauty of each waking morn; and men  
Would never feel the Day for thoughts of Night.  
But now, where life is true, a glory lustres death.

—THOMAS A. LEPAGE.

## DALHOUSIANS ABROAD.

## IN HAWAII.

HAWAII, Feb. 18th, 1901.

On June 14th, 1900, American law abolished contract labour on these Islands. Previously, while still in their own country, foreigners had contracted to labour on the plantations for three years for stipulated monthly wages, more than they could get anywhere else, and certain other considerations such as a house with a plot of land for each family, fuel, medical attendance, good schools for children, etc., free. It was no uncommon thing for a man who proved particularly valuable, for example a skilled labourer, to be paid much more monthly than he contracted to work for. In those days a *luna* or overseer took a group of men to the field, directed their work, and saw that they were not idle. If he abused any of them in any way they could always have recourse to the law courts. They well knew that the law protected them. In those days a Jap would work twenty four or twenty-six days a month. Now he will work barely enough to provide the necessary rice supply. The number of days he will work varies inversely as the amount of wages he receives, unless he plans a speedy return to Japan, in which case he is diligent enough.

Sometimes the labourers grew discontented, fancying that they could make more as free men. Such was the case with the people who came here from a mining district in Galicia about two years ago. They had dire grievances, most serious of which was perhaps, that at home they had always lived in stone houses, whilst here only wooden ones were provided for them.

At the end of three years they were free men and could make terms and hire again on the same plantation or go elsewhere. They seldom moved.

Now almost all the planting and harvesting is done by contract. A party of labourers combine and send one of their number to the head overseer to contract for a piece of work, and then each labourer is doing piece work. If a labourer were to work here as he has to on the Continent of America he could make \$45 or \$50 a month. Trains come to camp for the labourers at ten minutes to six every morning, and at 4.30 p.m. they get on the trains to come home. The plantation provides bath-tubs, and keeps a man whose business it is to have water hot for the Japs on their return from work; also a man to cook for each gang of twenty-five or thirty Chinese or Japs.

Notwithstanding our ideal climate, splendid wages for every man and woman willing to work with the above-mentioned advantages formerly enjoyed by the contract labourer, scarcity of labour is a great difficulty.

Early in January Porto Ricans came here. Men, women and children smoked, and very few of them could read or write. They seemed an ill-fed people, dirty, ragged and abounding in diseases.

A little later a party of negroes came from Alabama, and they report that more are coming. They are a jolly crowd, clean, fat, sleek, and all of them are able to read and write. Several of them are skilled mechanics. The planters of Alabama were much annoyed at their leaving that state.

Sugar-cane alone gives sufficient returns to the acre to pay for the cultivation of most of the lands here. Though Koua coffee is second to none, coffee planting is being abandoned. Picking coffee, at the present rate of wages, costs too much. It costs from \$75 to \$200 an acre to clear the best lands here. One of the plantations paying the largest dividends paid from \$75 to \$150 an acre to have the land cleared of glue bushes. After the glue comes off the stones must be removed. Other land in the same district was cleared of stones at a cost of \$200 an acre. The ploughing, planting, and ditching for irrigation will cost \$100 an acre more, using the most modern appliances, the most scientific methods, and with all the advantages of combined capital.

Mr. Wilson, our representative in Washington, and many others, advocate a land law for Hawaii modelled after the land laws of the United States of America. They claim that the interests of the country demand the parcelling out of the government lands for homesteads in small lots and a very low price. As soon as one crop is taken off another may be planted, therefore, they say, ten acres would suffice for a homestead. Fifty thousand people might thus be added to the population and the cost of living much lowered, instead of allowing the plantations to hold such exceedingly large tracts of very valuable land.

Only a capitalist could clear ten acres of land and the best of it is worthless without irrigation. In low lands the growth of glue is tremendously heavy. It cost \$600 to clear the glue from one acre near here. Vegetables grown here are inferior to those imported. Asiatics carry water on their shoulders to water their gardens, except the plantation labourers, who grow all the vegetables they care to along the plantation ditches. Rent for land suitable to grow vegetables on is high because almost all such is under rice. Hence the high price of vege-

tables. One thousand acres of land on one of the best plantations would not furnish feed for two cattle before irrigation. Poultry and eggs will never be cheap here for feed costs too much.

When land is being selected for a plantation the water supply is of first importance. A million and a half of dollars was spent in starting one plantation to find that fresh water was wanting. They had to sell as much of their plant as they could for what it would bring. Sinking wells costs from \$50,000 to \$60,000, pumps from \$80,000 to \$100,000, pipeline from \$25,000 to \$60,000. Artesian water rises twenty feet above sea level; 600 feet above sea level is not high land. Without such pumps one cannot get water up there. These pumps irrigate a thousand acres; but for a hundred acres the wells must be as deep; the pipe must stand the same pressure, and the pumps must lift the water as high. True, one-tenth of the wells would suffice, but the pumps would cost at least half as much.

Some land does without irrigating, but it costs quite as much to cultivate an acre of cane, and the yield is less than half. When it rains it is too much; dry, it is too dry.

Often, instead of pumps, ditches carry water from rivers for irrigation. The Lowrie Irrigating Canal, on the Island of Ulai, crosses numerous gulches and high ridges, through which 20,850 feet of tunnels had to be dug, and carries fifty millions of gallons of water daily a distance of twenty-two miles, thus reclaiming six thousand acres of cane land.

Steam ploughs, each of which turns four furrows sixteen inches wide and twenty inches deep, are used. One plough drawn by two engines turns over from two and a half to twelve acres daily. A small farmer could never pay \$15,000 for a steam plough and then hire an engineer and five men to run it. Ploughing with mules is too expensive, for fodder is so dear. The steam plough engines draw cultivators through the ploughed ground. Then the moldboard, drawn by eight mules, makes furrows two feet deep and five feet apart for seed. Gangs of men clean out the furrows after the moldboard. Then the water-courses are marked out thirty feet apart at right angles to the furrows.

Sugar-cane, like Indian corn, under favourable conditions, roots at the joints. Pieces of cane stalk containing four or five joints each are planted in the furrows. Portable tracks are laid in the field to carry carloads of seed. Fertilizer, costing \$12 per acre must be applied, and the labour of putting it on costs \$12 more. When cane is not irrigated it must be culti-

vated as corn is, till it gets too large. After it grows tall the lower leaves are stripped off to allow the air to get through the enormously heavy crop. The yield of cane is from eighty to one hundred and ten tons per acre, and it takes from seven to ten tons of cane to make a ton of sugar.

It is desirable to let cane have the longest possible period of growth and thus secure the greatest returns from a given outlay; therefore, if the labour supply permits it, all planting is done in July, August and September. Cane planted any time between July, 1900, and June, 1901, will mature by December, 1901, and then it needs to be harvested. Cane planted at an elevation of two thousand feet or more may be left indefinitely without deteriorating. This is a great advantage owing to our labour conditions.

Roads are cut through the cane-fields at intervals of one hundred and fifty feet for cars to carry the cane to the mill for grinding. As soon as the cane is taken from the field the tops are burned and the land is prepared for irrigation. Another crop grows from the roots left in the ground. This is called *ratooning*.

All visitors to the Islands make it point to visit a sugar mill.  
M.

#### QUID MIHI ADFERS.

“What dost thou bring me, O Sun, that risest so grand in the East,  
Flinging afar thy radiant beams that enrapture the sight?”  
“Day I bring thee, for soon these mist-born colours that feast  
Thy wondering waking eyes shall all be lost in the light.”

“What dost thou bring me, O Day, with thy glory of sun-swathed  
air,  
All the earth revealing, its beauty of form and dress?”  
“Golden hours I bring thee, which thou with Nature can’st share,  
Helping to fashion the world to a fairer loveliness.”

“What dost thou bring me, O Night, with thy star-pierced mantle of  
gloom,  
Dimming the shapes of Earth, as the glow dies away in the West?”  
“Thoughts and visions I bring thee of the world of immortal bloom,  
Linking thy soul to Heaven, and soothing thy body to rest.”

—THOMAS A. LEPAGE.



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“Golden hours I bring thee, which thou with Nature can’st share,  
Helping to fashion the world to a fairer loveliness.”

“What dost thou bring me, O Night, with thy star-pierced mantle of  
gloom,  
Dimming the shapes of Earth, as the glow dies away in the West?”  
“Thoughts and visions I bring thee of the world of immortal bloom,  
Linking thy soul to Heaven, and soothing thy body to rest.”

—THOMAS A. LEPAGE.

## MATHEMATICS FOR UNDERGRADUATES.

(Conclusion.)

We will now revert to the question of mathematical instruction. As already stated there is at present a decided difference of opinion between the theoretical Greeks and the practical Egyptians with respect to the scope of elementary mathematics and the methods of teaching the subject. This difference is due in part to the immense activity shown in the pursuit both of the pure and the applied science. Although in a few individual cases there may be a narrow professional spirit and a consequent certain impatient depreciation of the aims and endeavors of workers in the other department, yet this is not common. Each side firmly believes that its own methods are best adapted to its own ends, and, accordingly, desires its own interests to be specially safeguarded in elementary mathematical instruction. The practical man wants students to get such a *drill* in a small part of elementary mathematics that they can apply their knowledge readily and accurately; the theoretical man, in general, wants students to be devoted to the pure science. The one is interested mainly in particular concrete practical results and their applications; the other in discussing general methods and making abstract generalizations. Their students vary between two extremes. At one end are those who work by rule of thumb but do not understand the reasons for the rule; at the other extreme are those who have some theoretical abstract knowledge, mainly acquired by memory, which they cannot apply even in the simplest cases. There are also many students of good ability who, to quote their own words, "really do understand the theory," but, when confronted with a simple practical problem, become sicklied o'er with the pale cast of lack of thought and are incapable of applying the theory correctly.

The questions arise: Should there be such a wide difference of opinion between the theoretical man and the practical man with respect to the elementary stages of instruction? Can they hope to reach a mutual satisfactory understanding? Can the mathematics requisite for discipline, the mathematics needed for beginning the study of the other sciences and for use in practical life, and the mathematics which will serve as a good preparation for further study of the pure science,—can all these be satisfactorily combined in the elementary work in school and college? In the first place, the theoretical and the practical man, it seems to me,

differ so widely concerning the teaching of mathematics because they have too much neglected the advice, "Look not every man on his own things, but also every man on the things of others." The pure mathematician looks only at his own subject; he sees that it has many branches, and that each branch is far pursued; and he wishes to advance his pupils in the pure science as quickly as possible and as far as possible. Moreover—and this is to be specially noted—he is fired with the ambition to be *perfectly rigorous* in all his methods and to be *absolutely correct* in all his statements. Now this laudable ambition may prevent him from most efficiently serving his pupils.

The last statement may seem strange, and an explanation of it is in order. The discoverer and the early pioneers of a new land cannot get complete knowledge of the country. They do find out something, however, perhaps a great deal, concerning its leading features, its chief rivers and principal mountains. This knowledge is passed on to others who are chiefly interested in developing the country. Finally, modern careful surveys, topographical, geological, and other, supplement, modify, and, it may be, correct the reports of the first pioneers. The period of discovery has been followed by one of rapid development; and at last the stage of close examination is reached. The case is similar in any intellectual field. Truths are discovered; but a long time may pass before their meaning is fully grasped and they are placed upon a foundation of solid reason. Thus, in mathematics there are discoveries and inventions, made usually by means of intuition and induction. There follows a period of great interest in their use and development, although they are not clearly and completely understood. Then arrives a time of close examination and criticism. Prof. Klein has pointed out that this is a critical period in mathematics. For instance, when Newton and Leibnitz invented and used the calculus, and when their immediate successors employed and developed it, they went forward without a thought of several present-day questions concerning the foundations, methods, and theorems of the calculus. These questions have been raised and answered by the great mathematicians of the last hundred years from Gauss to Weierstrass. The aim of these men has been to make mathematical demonstration more rigorous than it had been in the preceding century of rapid development. Now some pure mathematicians in elementary classes make the mistake of explaining the conceptions and giving the demonstrations with too much completeness and rigour. They

forget that one may fail to be clear through trying to be too complete. Their pupils cannot understand them and, through sad experience, become ready to admit that "mathematics may be defined as the subject in which we never know what we are talking about, nor whether what we are saying is true." Teachers of mathematics, like teachers in other sciences, often have to choose between intelligibility and absolute correctness; to combine the two may be impossible. For instance, we tell children that the earth is round; this is intelligible but not correct. The determination of the shape of the earth is an exceedingly difficult, and as yet an unsolved problem. It must be admitted that something is wrong when a student of average mental ability has good and sufficient reason to say on coming out of a mathematical class room,

" For myself, I'm in hopeless doubt  
As to why we were there, who on earth we were,  
And what this is all about."

The teacher has not given the students a fair chance to get a good, clear, *working understanding* of fundamental principles; because he has either hastened too much at the beginning (the all-important time), or has taken up too many topics in rapid succession, or has confused the beginner by discussing too many modern subtleties and overlooked the fact that, in mathematics, as in other departments, "the letter killeth but the spirit giveth life." The evil may be daily aggravated by the teacher pushing ahead too fast for students who have had a bad start and are poorly equipped for the advance. A teacher and his students fail, in general, because he does not confine himself at first to only a few, and these the most important, of the fundamental principles of his subject, and because he does not set clearly before his pupils the salient points in the discussions; because he has not the eye, as our late Professor Macdonald had, if I may quote Professor MacGregor, "the eye of a mathematical general, quick to recognize the heights that must be scaled and held, and the minor points which might be left to be subsequently taken."

Many a teacher of pure mathematics is tempted to cover too much ground and to go too fast. Now time is required for the principles of a subject to become rooted in the mind. Moreover, they become rooted more quickly and more firmly, if concrete illustrations of these principles are given; illustrations that require accurate numerical computations. Exercises of this kind will also help the student to understand more clearly and completely the meaning of the abstract formulas. This will bring him nearer to the practical man.

Many practical men, on the other hand, are content if students can use formulas in a rule of thumb way, or as a child uses a slot machine. Those, however, who do not understand the principles underlying the formulas, cannot attack problems which differ a little from those of a certain set type. I am acquainted with some engineers who, knowing the formulas of the calculus, but never having clearly understood its fundamental principles, are so afraid of trusting themselves to these formulas, that they prefer to go through long arithmetical calculations which could easily be avoided by using the calculus. It is evident that the practical man will be better equipped, if he takes time and pains to get a firm grasp of the principles upon which his formulas depend. This in turn will bring him nearer to the theoretical man. It appears, therefore, that the elementary courses in mathematics which are best for the theoretical and the practical man respectively, are the same in kind. If the disciplinarian and the theorist fear that either the training of the pupil or the honour of the subject will suffer, they may find comfort in the remark of Ruskin: "No study that is worth pursuing seriously can be pursued without effort; but we must never make the effort painful merely for the sake of preserving our dignity."

The student's knowledge of the theory is increased by bringing it into contact with practice; and his skill in going through mathematical processes will be improved. He will become both a thinker and a doer. The mutual reaction between theory and practice will be helpful to both. If the teacher of pure mathematics knows and employs the methods of practical men also, he will greatly benefit his elementary pupils. There are various ways of treating questions and problems in mathematics. The engineer generally prefers geometrical methods, the use of diagrams and intuitive reasoning, to algebraic methods and long deductive processes. For some pupils graphical methods have a special force and charm; these pupils should not be left in ignorance of what is for them the most effective way of attaining to and appreciating mathematical truth. Besides, when a truth enters the mind by more than one way, it is likely to become fixed there. Further, the training of students in several methods will be more likely to lead them to see and to think for themselves, will give them greater breadth of view, will develop their intelligence, and increase their capacity. They will thus be better prepared for their future work, whatever that work may be.

Judging from the reports of their meetings and various addresses, there is evidently a growing opinion among the leaders in technical education that the basis of instruction

should be broadened and strengthened, and that the indispensable forerunner of practical work should be a thorough, scientific training in fundamental principles. And some of the pure mathematicians acknowledge the claims and the aid of practical men. Thus, Professor Klein, in a lecture to members of the Congress of Mathematics at Chicago in 1893 said, "It is my opinion that in teaching it is not only admissible, but absolutely necessary, to be less abstract at the start, to have constant regard to the applications, and to refer to the refinements only gradually as the student becomes able to understand them. I am led to these remarks by a consciousness of a growing danger in the higher educational system of Germany—the danger of a separation between abstract mathematical science and its scientific and technical applications. Such separation could only be deplored; for it would necessarily be followed by shallowness on the side of the applied sciences, and by isolation on the part of pure mathematics." This also seemed to be the trend of the opinions expressed in the discussion on *The Undergraduate Mathematical Curriculum* at the summer meeting of the American Mathematical Society in New York last year. For example, Professor Morley of Johns Hopkins said, "Thus in my view the first half of a college course would be the same for the future mathematician as for the future physicist. And in fact there would be direct gain for the mathematician, if the work were better adapted for the physicist than at present. Lastly, we must take hints from the technical schools, for instance with regard to drawing diagrams and the use of integrators or of abaci." A teacher of undergraduates has, therefore, good reasons and some support from both practical men and pure mathematicians, when he tries to arrange an elementary mathematical course which will be a compromise between the extreme courses now given in some institutions.

It is my firm conviction that there should be as close connection as possible between our colleges and the schools. It is the duty of a college not only to teach, but to make teachers. Accordingly, in the arrangement of courses and in the character of the instruction in mathematics considerable attention should be paid to those who intend to teach in the secondary schools. If one may judge correctly from reading the educational journals, it is now the opinion in a number of the states of the American Union that the mathematical equipment of the high school teacher of mathematics should include elementary courses in analytic geometry and the

differential and integral calculus. At Cornell University, for instance, the young men and women in Arts and Science who wish to become teachers of mathematics in high schools, take the elementary classes in these subjects; and many of them take several advanced courses in these and other branches of higher mathematics.

"No subject loses more than mathematics by any attempt to dissociate it from its history" says Mr. Glaisher. Although there may not be a regular course in the history of this subject, yet something may be done in the ordinary work in the class room, by making historical notes and giving references for reading. The pupils will be interested and stimulated in this way, and they will be helped to see that mathematics is a living science. A knowledge of the ways in which mathematical truths have been discovered and of the order of their discovery, is exceedingly useful to a teacher; for it affords him valuable suggestions as to the best order and way of presenting the facts and theories of the subject. The names of the great men who have helped to improve and extend a science which has done so much for the good of man, should be kept in remembrance; and, certainly, something of the history of the origin, the development and the diffusion of the ideas of that science, should be known by those who devote several college terms to the study of these ideas.

On this occasion you may allow me to give you a few articles of my belief as to what should be the duties and the aims of a teacher of undergraduate mathematics. For one thing, such a *teacher should also be a student*. He should be continually adding to his own knowledge of his subject. And he should do this, not merely by reading about and absorbing what others have discovered, but by trying to get knowledge by making it himself. It matters little, so far as his teaching is concerned, whether this self-made knowledge is already known to others, or whether it is actually worth little or much. Except in the case of a very few great investigators, it can only be worth little. The main thing for any teacher, in school or college, is to take regularly and steadily the kind of intellectual exercise that is involved in trying to make knowledge. He will thus cultivate the knowledge-making power concerning which Professor MacGregor, whose recent transfer from our faculty to that of the University of Edinburgh is to us at once a source of great regret and pride, discoursed so thoughtfully and forcibly in his opening address in this place two years ago. This

cultivation will keep up the teacher's enthusiasm and will help him to be a source of inspiration to his pupils.

Since, owing to the gradual changes both in mathematical thought and in the preparation deemed necessary for practical life, there can be no curriculum in elementary mathematics which shall remain absolutely the best for all persons and all purposes, *the teacher should not let his courses become stereotyped*; but he should continually try to reach the best possible compromise between the various courses advocated by disciplinarians, theorists and practical men.

He should allow no other work or interest to interfere with his work as a teacher; and *he should heartily and conscientiously give his best to his pupils*. To do less than this would be not to act in accordance with the principles of ordinary, every-day business honesty. For this he is engaged by the college authorities, and this is no more than what the students and their friends have a right, a virtual right of contract, to expect.

Regarding the work of the college in general, *he should not look upon his subject as in a position of isolation, either dreary or splendid*. Good training in mathematics will make his pupils better fitted for work in their other studies. But, apart from this general and highly important connection with all other college studies, mathematics has certain special close relations with several of the courses. The connection of mathematics with logic, physics and various practical sciences, has already been referred to. The teacher of mathematics should regard himself as an assistant to the professor of English, and like our late Professor Macdonald should pay marked and careful attention to the spoken and written language of the members of his classes. A knowledge of the origin and development of mathematical ideas and an acquaintance with the lives of the great mathematicians of various races and nations and periods, will furnish no small stock of knowledge about the history of the world. Philosophy and mathematics have certain associations in common. Indeed space and time and the foundations of mathematical concepts and methods, can be properly discussed and adequately treated only by the greatest mathematicians and the greatest philosophers.

The students in mathematics in college usually range from those who unwillingly take the subject as a part of the prescribed work in the first and second years of the course in Arts to those whose interest in its study leads them to elect special work in the third and fourth years. *The teacher should*

*continually keep in view* the benefits of mathematical training for all his pupils, the needs of those who will make practical use of the subject later, the careful preparation of those who will teach mathematics in the schools, and the interests of those who may intend to pursue their mathematical studies further in the greater universities. Above all, while the teacher should always be ready and willing to give judicious encouragement and necessary aid, *he should aim to develop in his pupils intellectual sturdiness and independence and the power of mental initiative*. That is, he should try to induce in each of them that mental attitude in which propositions are tested by each one for himself, in which truths are accepted by the individual, not on authority, but because they appeal to his own reason; and, in short, he must aim at inducing that spirit which will make the student see and think for himself, and will make him willing and able both to set about the discovery of truth and to find it, independently of the direction and aid of others.

If the college teacher will do his work, steadily pursuing these aims and earnestly trying to perform these duties, he may indulge in the reasonable, the encouraging, the inspiring hope, that in after days, when years have done their part in maturing the judgment of his pupils, they will look back with feelings of appreciation and thankfulness to their undergraduate courses in mathematics.

#### HARVEST NIGHT.

The time for rest has come, and Nature lays  
Aside her work. On distant hill-tops nod  
The pines; down in the vale the wizard elms  
Sway drowsily their slumber-dropping hands,  
Charming to sleep the flowers in their shade.

A sense of plenty. Burdened with the rich  
Odours of Harvest moves the air and stirs  
The golden grain. The hills seem bursting vaults  
That wait only a magic word to yield  
Their wealth. Red wine the river is; and Earth  
Pleased with her lavishness, drinks mightily,  
Then sleeps.

## HEROES AND HERO-WORSHIP.

CARLYLE ON HEROES, HERO-WORSHIP, AND THE HEROIC IN HISTORY. Edited by Archibald MacMechan. Boston. The Athanæum Press Series, 1901.

A few years ago Dr. McMechan became favorably known as a Carlylean by his excellent edition of "Sartor Resartus;" and this volume on "Heroes" will decidedly enhance his reputation. Already, indeed, it has been warmly commended by some of those who occupy the seats of the mighty, both in Britain and America. And with good reason: for it has rarely been our fortune to read a better introduction than that with which Professor MacMechan has supplied his edition. It is most valuable for this particular work of Carlyle. Unlike so much work of this kind, it is free from extraneous material. The editor does not pad his essay with a great deal of correct, possibly even useful, information, that might be given for any of Carlyle's writings. We are never allowed to forget that "Heroes" is the book under review. So there is unity in the introduction.

"Heroes" first took shape in a series of lectures delivered in London in May, 1840. At that time lecturing was a favorite literary custom, and we are shown in particular how Carlyle was launched on this career. We are introduced in an interesting way to the lecturer and his select audience; and to-day we caught an echo of his greeting, of the stir he caused in London circles, and of the thrill that beat in 5 Cheyne Row, and gladdened the heart of that wonderful woman, Jane Welsh Carlyle, who was an hungered for her husband's fame. It was impossible for any reporter to catch the genius of those lectures, for as Dr. McMechan says, Carlyle was a born preacher, and it needed nothing less than his genius to transfer the life of the utterance to print. His winged words when fettered in the columns of a newspaper were tamed almost beyond recognition.

The early forties of the last century were a time when thought in England was in a swirl. On looking back we can trace the confused currents overleaping one another, which to-day are running in a full and steady stream. Carlyle was one of the strong tendencies that made for righteousness. What with evolution newly welling up from the discoveries of science, Utilitarianism as the philosophy of commercial England, and theology setting again towards mediævalism in the backwater of Oxford life, the common man might indeed be overwhelmed. And it was this common man whom Carlyle caught and swept along in his unmistakeable appeal to righteousness, the fixed

laws of right and wrong, and the eternal world. His books sold by the thousands. Dr. MacMechan tells us that "Heroes" still is issued at the rate of five thousand a year, more largely than most standard novels.

Our editor explains how Carlyle made his selection of heroes, what he meant by the hero, and by hero-worship. In our judgment his interpretation and defence of Carlyle against some recent critics is the best part of his introduction. He has a clear hold on what his author means, and he sets it forth uncommonly well, with vigour, acumen, nay brilliancy. Dr. MacMechan shows that Carlyle is interpreting history, that his hero is not selected according to an absolute ideal of character, but by the work he did for his contemporaries, though at times, as in the case of the poet, his work is a permanent possession.

We, in this new world, have learned the lesson of equality so over-well that we are inclined to marvel at Carlyle's praise of the hero. Our deficiency is probably to be found in the dead-level, high though it may be, of our thought of life; and it is to be feared that we have not yet come to value aright the opposite virtue of our common humanity, the essential heroism of the average man. The study of heroes is a healthy exercise for Canadians. The Greeks and Latins had a fine word to express the quality of the hero—*ἀρετή*, or *virtus*. Every great man's manhood did not consist in the same thing. Each fulfilled his function. So we may be prepared to find with Carlyle in the hero not one whom we imitate for his moral qualities, but one whose prestige has been earned because he had a great function in the history of the world, and fulfilled it well.

Dr. MacMechan's criticism of Carlyle's style, and occasional want of both style and grammar, is sane; his estimate of the value of "Heroes," as compared with his later works, is very just. The looseness and desultoriness of such a lecture as Mahomet in "Heroes" shows poorly beside the intensity, the brilliant expression, and the passionate sympathy of his introduction to the letters of Cromwell.

We have often admired the clearness and beauty of Dr. MacMechan's own style of writing, and in his introduction we have it at its best. His fertile memory enriches it with delicate allusion from a wide range of literature; it has both grace and verve. The notes, also, do not overburden the book, and are largely illustrative through apposite quotations from other works of Carlyle. Altogether Dalhousians may be proud that the title-page of this edition of "Heroes" bears the imprint of the name of their college.

R. A. F.

## FOOTBALL.

On Wednesday, October 16th, we played our second game of the Senior League series—our home game with the Navy. There was a small attendance of spectators, a one-sided game being looked for, considering the ease with which Dalhousie won when the teams had met before. It turned out, however, to be one of the most closely contested games of the season, our team winning by the comparatively narrow margin of five points, the Navy failing to score.

The make-up of the team was slightly changed from that of the former game, Hebb taking Campbell's place in the half-line, the latter going to to his old position at full-back.

While Dalhousie's play was not up to her usual standard, she certainly had the best of the argument, the ball being in Navy territory for the most of the game. It was only, indeed, the phenomenal tackling and general defence work of the Navy's back-division, which saved them from being defeated by a larger score.

The teams lined up as follows:—

NAVY—*Full Back*, Lyon *Half Backs*, LaPage, Wells, Muntz, Horne. *Quarter Backs*, Pendleton, Dennison. *Forwards*, O'Dogerty, Raikes, Alexander, Berne, Waterlow, Bainbridge, Bryer, Hertford.

DALHOUSIE—*Full Back*, Campbell. *Half Backs*, Cock, Slayter, Hebb, Cameron. *Quarter Backs*, Stairs, Dickey. *Forwards*, Hall, Cheese, Potter, Rhodes, Malcolm, Young, Borden, MacDonald.

*Referee*, Mr. Cocq.

After the kick-off the game soon settled down in the neighbourhood of the Navy's 25 yard line, where it remained practically throughout the first half. From the many scrimmages our quarters were getting the ball out well, and it was repeatedly passed out to Cock on the right wing of the half line. Time and again did this doughty player assail the Navy's goal line, but invariably without success. The Navy were evidently on the look out for his strong dashes, which had done them so much damage in the previous game, and he was marked much more closely than on that occasion. Cameron, over on the other wing, fared no better than Cock in his attempts to score, and it began to look as if Dalhousie had her hands full. Especially was this so when Muntz broke through with an intercepted pass, and, after a long run, kicked into touch at Dalhousie's 25 yard line; and when LaPage and Wells started a dangerous dribble down the field, which was only stopped at our 25 yard line by a good play of Campbell's. In such cases our forwards, by their superiority in the scrimmage, would steadily work the ball back into Navy territory, where the half-time

whistle found it. The first half thus ended with no score for either side.

The second half also was in Dalhousie's favor, so far as the question of territory went; but the defence put up by the Navy seemed even stronger than before. Lyon's work at full-back being especially noticeable. The charges of our backs were as strong and as ineffective as before; Campbell tried a drop for goal and failed, and it seemed as if the game might end in a draw. Finally Malcolm, who had been playing a brilliant game all through, managed to pass Lyon with a dribble, and to fall on it just behind the goal post, thus securing the first and only try for the College. Cheese kicked an easy goal, and the score stood 5—0.

The ball was kicked off at centre-field, but soon returned to Navy territory, where the same conditions as before prevailed. Slayter had his ankle badly twisted and was lamed for the rest of the game. No further score was made, and with the call of time, Dalhousie knew that she had won probably the hardest victory of the season.

"NINETY-SIX" is avenged, and no longer will the words—"sixteen to nothing" ring sadly in Dalhousian ears.

On Saturday, October 26th, the yellow and black scored its greatest triumph of recent years, defeating the Wanderers by the above historic score.

The game was played upon the Wanderers' grounds, and was witnessed by about four thousand spectators, of which all Dalhousie were gathered on the northern, and the Wanderers' supporters on the southern bleacher.

It was generally conceded that Dalhousie would win, but the comparatively poor showing which she had made in the last Navy game had given the Wanderers confidence. But it had also put our men on their mettle, and so a good contest was looked for, and a good contest it was; for the Wanderers, although heavily scored against, did not give up until the last whistle blew.

It was Dalhousie's lack of team-work which was blamed for our big defeats in years gone by, and it was her excellence in this respect which had most to do with the retrieving of at least one of the big scores which the Wanderers then piled up against us. Our team outplayed their opponents at every point of the game, with the single exception of quick formation of the scrimmage, where the Wanderers had the advantage. We think we may say, without undue pride, that the passing, punting and general work of our half-backs on Saturday might well be copied by any team in the league.

As a prelude to the greater victory, our second fifteen went on the field, and without difficulty piled up thirteen points against the second Wanderers, who failed to score. This put the Dalhousie bleacher in good humor, and when, shortly before four o'clock "the tigers" came upon the field, they were greeted with a better-given Dalhousie yell than has been before heard this season. At this stage of the game the Wanderers' "Rah rah, rah!" was also in evidence.

We were without Slayter, whose injury in the previous game prevented him from playing. He was replaced in the half-line by Campbell, with Baillie at full-back, as in the first Navy game.

The afternoon was perfect from a spectator's stand-point, but a very bright sun and a slight wind favored the defenders of the western goal. The Wanderers won the toss and took advantage of this for the first half.

The teams were as follows:—

DALHOUSIE—*Full Back*, Baillie. *Half Backs*, Cock, Campbell, Hebb, Cameron. *Quarter Backs*, Dickie, Stairs. *Forwards*, Hall, Rhodes, Cheese, Potter, Malcolm, Borden, Young, McDonald.

WANDERERS—*Full Back*, McDonald. *Half Backs*, Bauld, Murray, Dobie, Stephen. *Quarter Backs*, Harrington, Grant. *Forwards*, Moffatt, Smith, DeMille, Cocq, Turnbull, Monaghan, Wood, Fenerty.

*Touch Judges*, Mr. J. J. McKenzie, Mr. Lyde.  
*Referee*, Mr. Garnett.

Dalhousie played cautiously for the first ten minutes. Shortly after the kick-off by Potter a free kick was awarded to the Wanderers at Dalhousie's 25 yard line. McDonald tried for goal, and Dalhousie breathed easier when he failed. After an exchange of punts, the ball was passed to Stephen from a scrimmage in the Wanderers' territory. He tried to go around the end but was stopped by Cock. Many scrimmages and much loose play followed, chiefly in Wanderers' territory. The chief feature of the game, so far, was the good punting and sharp tackling of the half-backs on both sides. The sun was bothering Dalhousie considerably.

Finally Dalhousie's halves got away well, and by a nice piece of passing Cock and Hebb carried the ball to the Wanderers' 5 yard line, where many scrimmages followed, our quarters generally being tackled before they could get the ball out to the halves. Harrington broke away from one of these scrimmages and dribbled back to the 25 yard line, where Baillie gathered up the ball and ran into touch. After the line out the Wanderers' forwards broke right through the centre from scrimmage and dribbled to Dalhousie's 25 yard line. Bauld here received the pigskin from a scrimmage and very nearly scored, being tackled by Campbell only five yards from our line.

Campbell and Dickie dribbled back to centre field, but were stopped by the Wanderers' full-back, who punted to Dalhousie's line. From a scrimmage here Dickie again broke away with a dribble and started up the field at a terrific pace. Hall, Malcolm, and Young all took a share in it, and the ball swept down to the Wanderers' 25 yard line, where Borden, coming up swiftly from behind picked it up, and with a beautiful burst of speed passed everybody, and, carefully avoiding the touch line, ran around behind the goal posts and touched down. It was a sensational score, and the cheering which followed was given in Dalhousie's best style. Cheese kicked an easy goal and the score stood 5—0. Thus it remained until the end of the first half, which came in about two minutes.

Knowing the Wanderers' reputation in the second half, Dalhousie did not yet feel absolutely safe, but with the weather conditions now in our favor, our prospects were certainly bright.

After the kick-off a lively exchange of punts ended by the ball going into touch in Dalhousie territory. Campbell received the ball from the scrimmage which followed and punted to the Wanderers' 35 yard line. Here Stairs passed out from the scrimmage to Hebb, to Campbell, to Cock, who, after a dash of 25 yards, scored—over in the south-east corner. Cheese made a good attempt at a difficult goal, but failed. Score, 8—0.

Our team was now certainly outplaying the Wanderers at every point, and the hope which had been tucked away in the hearts of all Dalhousians since 1896, began to grow strong within us. The game continued in the Wanderers' territory, and after about five minutes of play, another fine piece of passing by Dalhousie's halves, resulted in Cock scoring again. Cheese this time kicked a beautiful goal and the score stood 13—0. With the advent of double figures Dalhousie's bleacher simply went wild. Plain yelling could no longer express the feelings of the Collegians, and "It's a way we have at Dalhousie" was sung for the edification of the opposite bleacher.

The Wanderers now realized that they were a beaten team, but fought gamely on to the end. Indeed, shortly after play was resumed, they seriously threatened Dalhousie's line. After a stiff fight here, Dalhousie dribbled back to centre-field, where Dickie secured the ball after a line out, and started for the Wanderers' line with no one but the Wanderers' full-back between him and a score. He passed to Cock, after drawing his man, and it seemed that Cock must score, but Murray tackled him from behind and saved the situation. Dalhousie was here awarded two free kicks in quick succession: one for an off-side play by Harrington, and the other on a fair catch by Campbell. From a scrimmage at the Wanderers' 25 yard line,



Dickie passed out to Cameron, to Hebb, to Campbell, who feinting a pass out to Cock, broke through our opponents' half line and scored a try, from which no goal was kicked, making the score 16—0.

After the drop out by Grant the Wanderers again rallied, and for a time the battle raged in Dalhousie's territory; but a brilliant dribble by Malcolm and Hebb, brought the game back into Wanderer ground, where it remained until the call of time.

An avalanche of students then poured across the field and the football giants went through the impressive and up-lifting ceremony of being bounced—and well they deserved it!

"For they're out on active service wiping something off a slate,  
And they've left Dalhousie's darkest days behind them"

#### THE ROYAL VISIT.

The visit of the Duke and Duchess of Cornwall and York to Canada has been the chief topic of the press for the last month. The reception accorded their Royal Highnesses by the people of Halifax, though undemonstrative, was none the less loyal.

Among the addresses of welcome Rev. President Forrest, Prof. W. C. Murray, and Mr. John F. Stairs presented the following address from the University:

*To His Royal Highness George Frederick Ernest Albert, Duke of Cornwall and York, Duke of Rothesay, Prince of Saxe-Coburg and Gotha, and Duke of Saxony; Earl of Carrick and Inverness, Baron of Renfrew and Killarney, Lord of the Isles, and Great Steward of Scotland, K.G., P.C., K.T., K.P., G.C.M.G., G.C.V.O., LL.D., D.C.L., etc., etc.*

MAY IT PLEASE YOUR ROYAL HIGHNESS:

We, His Majesty's dutiful and devoted subjects, the Governors and Senate of the University of Dalhousie, beg leave to approach Your Royal Highness as the representative of the King of Great Britain, and heir apparent to the British throne, with sentiments of the most profound respect and esteem, and to convey through you to our most Gracious Sovereign our warmest expressions of affection and loyalty.

We desire to extend to you and to Her Royal Highness the Duchess of Cornwall and York our most hearty congratulations and a most cordial welcome upon this the occasion of your visit to Halifax, the seat of our university.

We confidently believe that the tour of Your Royal Highness throughout those portions of the British Empire lying beyond the seas will serve to accentuate those magnificent and tangible evidences of Imperial Unity which have been shown forth to the world during the past two years.

We have noticed with the greatest satisfaction the deep interest manifested by Your Royal Highness in the educational institutions of other portions of the British Empire which you have visited; we trust, therefore, that it will be gratifying to Your Royal Highness to learn that the University of Dalhousie is doing great work for higher education in the Maritime Provinces of Canada.

It was founded by Lord Dalhousie, the representative of the King of Great Britain and Ireland here, and it crowns the system of public education free to all the people.

We beg to add our earnest and fervent prayer that the blessings of Divine Providence may be showered upon you, that you may be restored in safety to the Home Land, and that you may long be spared in the high position which you have been called to occupy.

Signed at Halifax, Nova Scotia, this 30th day of September, in the year of our Lord one thousand nine hundred and one, in behalf of the Government and Senate of the University of Dalhousie.

(Sgd.) JOHN F. STAIRS,  
*Chairman Board of Governors.*

(Sgd.) JOHN FORREST,  
*President of the Senate.*

(Sgd.) H. B. STAIRS,  
*Secretary Board of Governors.*

(Sgd.) WALTER C. MURRAY,  
*Secretary of the Senate.*

The Duke gave one reply to all the addresses from Halifax, as follows:

GENTLEMEN,—Our pleasure in coming amongst you is tinged with regret that we are on the eve of departure from the great country where during five weeks of our stay we have received so hearty and generous a hospitality, and found so many kind friends. Bearing in mind the many happy days which I have spent in your city and province, I am particularly pleased to find myself here again, and on this occasion the Duchess is with me.

It is perhaps fitting that we should take leave of Canada in the province that was the first over which the British flag waved, a province so full of moving, checkered, historical memories, and that embarking from your capital, which stands unrivalled among the naval ports of the world, we should pass through waters that are celebrated in the annals of our glorious navy. I am glad to gather from the address of the University of Dalhousie that in the midst of that material prosperity you happily enjoy, you have not neglected the interests of higher education. You recognize that nothing is so essential to the advancement of the people as adequate provision for a training which will keep the coming generation abreast of the march of intellectual progress and scientific knowledge.

We share in your regrets as to the shortness of our stay which will prevent us from judging for ourselves of the great mineral wealth and other resources for which your province is famed. We trust that the development of these resources already attained is but an earnest

of a still greater future. In bidding you farewell we wish to make known how greatly we have been impressed by the affectionate sympathy with which we have been received by the people of the Dominion, and we pray that the Divine blessing may rest upon them and theirs, and upon those in whose hands is placed the guidance of its destinies.

#### COLLEGE NOTES.

THE first lecture of the Sunday afternoon Lecture Course was delivered on Oct. 27th by Prof. R. V. Jones, of Acadia College. His subject was "The Greeks and Romans, and the Future Life." In a carefully prepared address, full of references to the classic writers, Professor Jones traced the development of the belief in the immortality of the soul. This was Professor Jones's first visit to Dalhousie, and his lecture was well received. The next lecture in the course will be delivered by the Bishop of Nova Scotia on November 10.

THE Reading Room has not been well looked after this year. The chairman of the committee in charge did not return to college, and the papers have not been placed in the room. Of course there is no money at the disposal of the committee, but a very small levy on the students of the University would enable the committee to put the room in good order. The College authorities ought to do something for the room, but the students also should do what they can. We hope the matter will be attended to without more delay.

WAKE UP MEDICALS! There have been no meetings of the Medical Students' Society since the initial gathering two months ago, when the officers were elected. No piano has been procured as yet, and the music-loving disciples of Æsculapius have been obliged to give up singing and take to class-yells. This is not as it should be, needless to say. Last year's executive worked faithfully, and many an instructive programme was planned and successfully carried out by them. Let not their successors fall short of the standard thus set!

THE fall meeting of the D. A. A. C. was held in the Munro Room October 3rd. The jersey and sports' committees presented their reports, and the selection of grounds for our home games was left to the Executive. On account of the heavy cost of the new jerseys, which have not arrived, the meeting decided not to give them to the players, but to sell them at half-price. There was some discussion as to the advisability of entering a team in the Hockey League this year, but it was finally decided to call a special meeting when the season opened.

The President now called on Mr. John F. Stairs to present the medals won at the Annual Sports. Mr. Stairs, after a few appropriate remarks on the general outlook for the College, presented the prizes to the winners, and the caps to the football men entitled to them. A vote of thanks to the donors of the medals was passed, and after giving the six months' hoist to a motion ruling old first-team men out of the Class League, the meeting adjourned.

THE Inter-class Football League has terminated this season in another triumph for the Medicals. The Law team made a very strong fight for first place, bringing out Murray, Lockhart and Bill, old first-team men, but the superior condition of the Medical forwards won them the game. The Arts teams did very well, but were hampered by the fact that the burden of getting new men into shape always falls more heavily on their shoulders.

That this League is fulfilling the object for which it was created is evident to the most casual observer, and especially to our rivals. It brings out new material, hardens the old, and gives the Captain of the Second a reserve of some sixty men from which to pick his team, not to mention the facilities afforded to the hardy Soph. and rustic Freshman to get at each other unafraid of any "Deus ex Machina" with his two dollars and ten days. In fact, if there is anything the rival athletic clubs envy in us, it is our Inter-class Football League.

The schedule was as follows:—

- Sept. 28.—Seniors and Sophs. *vs.* Juniors and Freshmen. Won by the former, 3 to 0.
- Oct. 4.—Medicine *vs.* Seniors and Sophs. Medicine winning easily. Score, 17 to 0.
- Oct. 5.—Law *vs.* Juniors and Freshmen. Won by Law after a close game, a notable feature of which was Baillie's 75 yard run and pass to Miller, who scored. Score, 6 to 5.
- Oct. 9.—Medicine *vs.* Juniors and Freshmen. Won easily by the former. Score, 17 to 0.
- Oct. 12.—Law *vs.* Seniors and Sophs. Law winning by a narrow margin. Score, 3 to 0.
- Oct. 18.—Law *vs.* Medicine. The latter won after a fast game, which was perhaps a little too rough, but both sides were playing their hardest and doing their best to win. Score, 3 to 0.

SODALES.—The first meeting of the Sodales was held in the Munro Room, October 11th. Mr. Theodore Ross gave notice of his intention to move that a change be made in the constitution, providing for fifteen minutes' impromptu speaking at each meeting, on such topics as would be announced by the President.

The meeting then proceeded to discuss the following resolution:—

*Resolved*, That it would be to the best interests of higher education if the Colleges of the Maritime Provinces were amalgamated in one university.

Mr. E. A. Macleod, in moving, showed that such an University would mean an endowment of over a million, increased efficiency in staff and equipment, more students, and a Government endowment.

Mr. R. H. Stavert responded, pointing out that larger facilities meant increased responsibilities, that the advantages of personal contact between professor and student would be lost, and Dalhousie would lose her individuality.

Mr. Brunt, in seconding the resolution, sought to prove Mr. Stavert's fair argument to be built on shifting sand, the question not being would it benefit our Alma Mater, but be to the interests of higher education. He also showed that more private endowments

would be forthcoming to an undenominational college, and furthermore, that the degree granted by such a college would be more valuable.

Mr. W. H. Coffin spoke against the resolution, emphasizing his colleague's arguments, and showing that such a degree would not imply better mental training.

Several gentlemen now spoke on the question at issue, and Messrs. Stavert and Macleod closed the debate. On a vote being taken, the resolution was carried, and after Mr. Ross's able critique, the meeting adjourned.

At the second meeting of the Sodales, held October 23rd, the annual Freshman-Sophomore debate took place. Before the debate, however, Mr. Ross' motion was put to the meeting and passed *in toto*, without any discussion. The Sophomores supported and the Freshmen opposed a resolution, which stated that trusts were beneficial to the country.

A. H. S. Murray, M. A., representing Second Year Law, opened the debate. He defended the trusts, and pointed out the advantages in the way of cheap production which large aggregations of capital possessed. He quoted Lord Rosebery as crediting the trusts with the large increase in the export trade of the United States within recent years.

Mr. Murray was followed by Mr. Blackader, M. A., (Acadia), who represented First Year Medicine. Previous to his entering Halifax Medical College, Mr. Blackadar had been for years employed by the Sons of Temperance as their organizer and lecturer; consequently he was perfectly at home on the platform. Mr. Blackader denounced the trusts in the strongest terms, quoting to prove that they destroyed competition, centralized their employees, while nothing but the fear of competition of those outside their organizations led them to reduce the price of their products. Mr. Blackader also accused the trusts of using their gains to crush out opponents. The Standard Oil Company was instanced as an organization which was so powerful and audacious that it seemed to think that the earth and the fullness thereof belonged to it.

Mr. Gillis, Second Year Medicine, replied, making a forcible speech. He claimed for the trusts the credit of being less affected by commercial depression than smaller concerns, and consequently being able to give steadier employment to their workmen. He also endeavored to show that "when a man dies," who is at the head of the small business concern, his death is often followed by the discharge of the workmen and the discontinuance of the industry.

Mr. A. E. Forbes, First Year Arts, then opposed the resolution. He was followed by Mr. Scrimgeour, Second Year Arts, who, in one of the best speeches of the evening, emphasized the stability of the trusts. Mr. Carroll (First Year Law) then assailed the trusts, making, all things considered, perhaps the best effort of the evening. The debate was then closed by the respondent and proposer of the resolution.

On a vote being taken on the merits of the debate, the resolution was carried by a small majority, the Sophomores thus winning for the first time in five years. After listening to an admirable critique by Mr. G. H. Sedgewick, the meeting closed.

## EXCHANGES.

THE GAZETTE has two requests to make of its exchanges. First, we ask them to reprove our faults in the spirit of meekness; secondly, we ask permission to do as we would be done by.

To SAY anything fresh and worth while about the census at this late day is a hard task, but a critic in the *Ottawa Review* succeeds admirably in both respects. There is also an interesting piece about Glasgow University. The *Review*, to our mind, views things a little obliquely, but it is, as it ought to be, a paper thoroughly loyal to church and college.

THE *Argosy* comes propelled by "another crew of Argonauts, who dip their untried oars into the unexplored ocean of college journalism." To these "adventurous spirits" we wish "*facilem cursum*," which, we think, means something nice. Just one word of gentle criticism. The accounts of the Graduates are amusing, but suggest a "Dictionary of Local Biography" in length. Brevity is a quality of both life and wit.

THE *McGill Outlook* does not forget its traditions. It is still a paper for undergraduates first and only. Life at McGill is reflected faithfully, and a stirring life it is. But the staff should take care, lest goodness in this respect "grow to a plurisy," making the paper uninteresting to outsiders. We wish we could speak as calmly as the *Outlook* about gifts running into the hundreds of thousands. Truly, blessed is McGill, for she inherits the earth. And this is said in no spirit of cavil, for McGill's good, more than that of any other college, means the good of Canada.

A WELL-KNOWN face is pictured between pages 8 and 9 of the first *Student*, and opposite the picture is an account of its original—Dr. MacGregor. Their sketch is preceded by a eulogy of the late Professor Tait, the wording of which seemed so strangely familiar that we read it over again to be sure who was meant. We have been using the same thoughts, sometimes in the very words, to describe Dr. MacGregor. The portrait and the life-sketch are both faithful, but Dalhousians know well that the half has not yet been told.

OTHER exchanges received are: *Acta Victoriana*, *Trinity University Review*, *Niagara Index*, *Educational Review*, *Educational Monthly*.

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**Personals.**


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**LAW GRADUATES, '01.**


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**MATHESON, DONALD FRANK.**—Few students have attained greater celebrity during their course here than Matheson. Few have been more popular. His bon-mots always brightened conversation wherever he happened to be. Nor are these admirable sayings likely to be lost. They have been carefully treasured in the true spirit of Boswellism by our worthy Librarian who is now hard at work on the tenth volume of *Mathesoniana*. In the lecture-room and in the exam. arena Frank was always prominent. Admitted to the Bar a short time ago he is now employed in the office of McNeil, McNeil & O'Connor. We feel sure his push and talent will make his name widely known.

**MACNEIL, MALCOLM GEORGE.**—During the three sessions he spent here "Mac" did not injure himself by too much work; but he was ever prepared to make a creditable showing whenever it was necessary for him to do so. With a plentiful supply of self-confidence—that "first requisite to great undertakings," and tolerably fair talents—he will no doubt achieve success in life. At present he holds a lucrative position in a government department in Ottawa.

**LYMAN HODGE CUMMING.**—That Cumming was a man of ability will be admitted by all, not even excluding that worthy librarian of last year himself. Politicians recognized the fact, and not unfrequently was "The Captain" called from his duties to turn the political tide in some doubtful section of the Province. He was a thorough Dalhousian, and took a deep interest in Mock Parliament, Sodales, and football. He led nearly all of his classes, and certainly ranks as one of Dalhousie's most brilliant graduates in law. At present Lyman is in the office of one of the leading legal firms in the city, where his worth is no doubt thoroughly appreciated.

**WILLIAM GAETZ PUGSLEY.**—After four years spent in honest study at Mount Allison, "Pug" came to Dalhousie to learn of springing uses and executory devises. He at once displayed an amazing capacity for hard work, and could always be found, either in the law library or in the quiet seclusion of Hotel DeBurke, deeply engaged in study. His labours certainly bore fruit, for few of the fellows made a better record as student than he. "Pug" was well liked by all except Watson, who never forgives a rival. He was recently admitted to the bar, and is at present in the office of W. T. Pipes, at Amherst.

**ARTHUR WESTON ROUTLEDGE.**—No more hideous sound has been heard in the north wing for years than the attempt of the irrepressible "Rut" at singing "My Tiger Lily." But, while he was not prominent in musical circles, in athletics "Rut" shone as the star forward of the Law School football team. In fact, he and "Wicky," as centre forwards, formed a combination that easily swept all before them. If he ever studied, it was certainly not in the library. He must have looked over his notes at some time or other, however, for his name was generally found in the first division. He is at present located in his native town of Sydney, where we trust he will do well in his profession.

**FRANK JAMES SUTTON.**—We have it on the authority of Routledge that "the quiet Mr. Sutton" came to us from a secluded hamlet on the banks of the Petitcodiac River known as Lute's Mountain. However, he is generally believed to have come from Moncton, N. B. As the warm friend of Hanson and the staunch upholder of the latter in all his deeds and misdeeds, Sutton will ever be remembered. Even the hard-hearted Reid shed copious tears as he witnessed the parting, at the end of the year, of the David and Jonathan of the Law School. Frank was a good student and a clever debater, and we wish him all success. He is at present in Moncton, endeavouring to absorb sufficient procedure to enable him to pass the final examinations at Fredericton this year.

**REGAN, OSMOND R.**—Regan came from Dartmouth. At a very tender age he showed journalistic propensities, and in time he came to be editor of the *Weekly Patriot*, a periodical in his native town. While discharging the onerous duties of this position he used to dream of a time when Dartmouth should surpass Montreal in size and prosperity. Regan still dreams, but Dartmouth has not eclipsed Montreal. As a student Regan wisely considered that overwork was not beneficial. He was not a noted frequenter of the Library. Still he made a very fair course and always stood well in his class. His record in Partnership was especially brilliant. At present he is engaged in his favourite occupation, being occupied on *The Herald* of this city.

THE Duke of York, when in Halifax, presented the medals for service in South Africa. The Dalhousians who received medals from the Duke were Major H. B. Stairs, B. A., '91, LL. B., '93; R. T. Keefer, B. A., '93, LL. B., '95, and Campbell Macdonald, of the class of '03. Lieut. J. C. Oland, LL. B., '01, of the South African Constabulary, and Norman Murray, B. A., '98, will also receive medals.

DALHOUSIE was very much in evidence at the recent Provincial elections. Messrs. George Patterson, B. A., '82, LL. B., '89, and E. M. Macdonald, LL. B., '87, were successful in Pictou; H. H. Wickwire, LL. B., '91, in Kings, and D. Finlayson, B. A., '93, LL. B., '95, in Richmond. Among the less fortunate were C. E. McMillan, B. A., '91, M. D., C. M., '99, in Inverness, and J. Arthur Roberts, LL. B., '90, in Lunenburg, and Dr. Geo. M. Campbell, in Halifax.

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**Dalhousiensia.**


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WHO said "Hip?"

J—H—N MCK—Y translates *bos eximia*—"a distinguished cow."

F. M—LL—R's golf-stockings excite feminine comment.

FRESHMAN D—v—s, when registering, in answer to the question about residence, put simply "No. 15."

SUGGESTED by a Sophette as a subject for Delta Gamma debate:—

Resolved, that a Blank is blanker than a Blankety—blank.

H—R—D translating Livy (after a slight engagement between Sophomores and Freshmen):—"Remus having been struck down in the scrim was slain."

FRESHIE BLACKADAR:—"Yes, Dr. L—, that brachial plexus will require a great deal of close study and observation." And the Doctor on recovering, bought a Webster.

LOST—or stolen—on Robie Street, between College Street and Jubilee Road, *one dark night*—a fur collar. Finder will be liberally rewarded (with ginger-snaps) on leaving at either 6 or 8 Jubilee Road.

"UNDER THE DISTINGUISHED PATRONAGE" of the Great Man the Freshmen did at last succeed in getting the photograph. What could the Sophomores hope to do against such odds? Inspired, no doubt, by the remembrance of his kind words on the day when he rescued them from the clutches of the Sophomores: "If the Sophomores attack you again send at once for me!" The picture committee waited upon him and asked if he would allow them to miss two classes on a certain day in order to elude the vigilance of the cruel Sophs. and get the picture taken. The Great Man graciously accorded his protection and gave the permission. It is said the Prof. D—n—ie is deep in the scheme, for the Freshmen were seen showing him the proofs and waiting anxiously for him to stamp one with the mark of his approval.

QUOTATIONS showing the rise and fall of a freshman:—

"Is there any nucleus in Cape Breton, Miss—?"

"Well girls, what did you do with that oil stone?"

"When dissecting, Dr. L—, always keep the back of the knife next the muscle."

"Took six Sophs. to manage one Freshman, Yah! Took six—" *splash!* *splash!* "Why do you duck me? I'm sure the others deserve it more."

FEMALE VOICE at Dalhousie telephone:—Give me Notman's Studio quickly, please!

STUDIO:—Hello!

FEMALE (excitedly):—Are the freshmen in your studio?

STUDIO:—Name, please!

FEMALE:—Are there many around the studio?

STUDIO:—Name, please!

FEMALE:—Is—is—is there any one in the studio?

STUDIO:—You *must* give me your name!

FEMALE (disappointedly):—Soph.—Soph.—Sophette!

### Business Notices.

Business communications should be addressed: Financial Editor, DALHOUSIE GAZETTE, Halifax, N. S.

Literary communications to: Editors of DALHOUSIE GAZETTE, Halifax, N. S.

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