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It will be greatly to the advantage of the GAZETTE for Students to patronize our advertizers.

WITH this issue the GAZETTE finds itself on the threshold of another College year. The years come and go, editors come and go, (and the last of them took the keys of the GAZETTE office along with them) but the GAZETTE remains to do its well-defined work—to be a faithful reflex of our student life, and to serve the best interest of both college and students.

We are aware that this journal has in the past maintained a fairly high standard as a college paper, and that the duty of its present editors is, not only to preserve that standard, but, if possible, to raise it still higher. Our consciousness of these facts gives rise to a certain diffidence on our part. For all our present editors, save one, are altogether new to editorial work. Naturally enough the responsibilities which attach to our position press somewhat heavily upon us at the first. We must then crave the indulgence of our readers for a while, until we shall have become familiarized with the duties that devolve upon us, and until we have grown acquainted with the best means of performing them.

The prospects of the College for the session now opened are unusually bright. The freshman classes, both in arts and in law

greatly outnumber those of last year, and, when the Medical College opens, it is expected that its incoming class will be quite as large, if not larger than the average. The philosophical chair, vacated by Prof. Seth, is filled by Prof. Murray, who bids fair to win from his students that high respect and esteem which his predecessor held in an almost unprecedented degree. Sodales and Mock Parliament are already exciting more than usual interest. The athletic club, too, enjoys even more than its wonted popularity. Football is participated in with a vigor and zeal which show that the boys mean business this year. Lamé legs, black eyes and bloody coxcombs are the order of the day. But what signify these? This is a rough world, full of hard knocks and kicks, and football seems well fitted to prepare our youth for the buffets of fortune. And besides, *man's* face is not his fortune. It is to be hoped that Dalhousie men will never shrink from the charge, as did those high-born, scented youths of degenerate Roman days, at whose lily cheeks the spears of Cæsar were pointed, and who thought more of their beauty than of their honor.

In closing this article we would address a word to our young friends who have just entered upon their Arts course. It takes the average Freshman a long time to feel thoroughly at home in his new sphere, and to realize that he is part and parcel of the institution,—no natural son, but a real, legitimate son of his alma mater. We should like to see every man, and every woman too, within the college walls take an active interest in college affairs. Every arts student in the college should be present at the Sodales and take some part in its debates. It is a shame to see this most useful of all college societies neglected by so many. For there one gains collectedness of mind, a ready habit of mind, and ease of expression. There one's shifting, floating, half-formed ideas are fused in the heat of debate, settled, steadied and compacted. In such societies what is *original* in the student is best developed. Students! you may plug and grind in close and musty garrets, or anywhere else, till you grow blear-eyed and wan-visaged; you may deny nature her rights, until the vital current creeps sluggishly thro' your veins; you may lead your classes throughout your course, and finally graduate with your blushing honors thick upon you, and amid the fanfare of trumpets and

the stupid applause of the people; all this you may do, but, be well advised, you will find all this a poor preparation and a poor equipment for real life. When first you become conscious of this fact it will be a sad awakening. He is the best man, he has extracted most out of college life, who has learned to move with ease and freedom among his fellows, whose conceit (the natural enemy of man) has been worn away by the friction of familiar student life. On the other hand, he is the worst man, he has extracted least from college life, he is most unfitted for successful after life, who, by exercise of the plugger's art in seclusion from his fellows, has amassed to no purpose great stores of knowledge, and in doing so has restricted the development of his natural and original self, who lacks the power of adaptability to environment, which is the *sine qua non* of real success.

PROF. SETH.

NOW that Prof. Seth has left us for Brown University, Dalhousians gladly join in a grateful expression of their appreciation of his life and work while amongst us. We feel that Dalhousie has sustained a real loss; for Prof. Seth wielded a mighty and peculiar influence. His students left him filled with nobler views of life and higher aims. In his "Apologia," "Phaedo" and "Crito," Plato gives us a delightful picture of the "Socratic circle," of the ideal teacher, and of the master's relation to his pupils. "Friends," Socrates was wont to call his pupils. And here it is not too much to say that every student instinctively felt that Prof. Seth was an ideal teacher, and that master and pupil, one and all, were "friends." As teacher Prof. Seth's *method* was Socratic, leading the pupil to think for himself; his *ideal*, the "culture" of the person—*i. e.*, culture in the large sense of the ancient Greeks, as embracing both the practical and the theoretical. In the "class-room," when a question was raised, it was truly a pleasure to look around upon the various faces, expressive of mighty wrestlings for a solution; a pleasure often doubled by an inappropriate answer. And just here a fine quality in Prof. Seth's character betrayed itself: His deference to one's feelings, removed all diffidence on

the part of the student, and no matter how "wild" one's answer, Prof. Seth endeavoured to find "something in it," thus leaving the student unabashed. Now add to all this, Prof. Seth's philosophic insight, his comprehensive grasp of the literature of philosophy, his earnest endeavour to make the most of any author under elucidation and criticism, together with the very fine literary charm of his lectures and writings, and one must feel the truth of Prof. Murray's words, that if not the first philosopher in Canada, Prof. Seth was at least one of three.

If Prof. Seth was such "in class," he was much more "at home:" there one found him to be the impersonation of his ideal—a man of "culture." The graciousness of his personality was manifested by his manner of receiving one, by his entering most sympathetically into one's interests, plans and intellectual difficulties. After an evening tête-à-tête one felt uplifted and strengthened. For, in all his relations with his students, Prof. Seth manifested the true spirit of man, and one instinctively felt compelled to believe in the dignity of human worth. To be in Prof. Seth's company was to be impressed; to sit at his feet was to be influenced for good; to know him intimately was to love and reverence him.

In the hearts of his students the graciousness of his personality lives like "the imperishable memory of a dream;" and it is the grateful appreciation of his life and work while at Dalhousie, that calls forth this simple and meagre tribute of ours. Dalhousians, one and all, join their congratulations to Prof. Seth, and their heartfelt wishes for his continued success and welfare in his larger sphere of labour.

WHILE in one breath we take leave of Prof. Seth we must in the next welcome his successor Prof. Murray. While any illustrious scholar would be welcomed to this university, we perform this duty with enthusiasm when we have a Canadian to greet. Prof. Murray's college course has been exceptionally brilliant. He won a bronze medal and the Douglas silver medal in the Fredericton high school. He entered the University of New Brunswick in 1883, and graduated B. A. in '86. While there he won the Governor-General's gold medal for

classics, and silver medal for mathematics, the alumni prize for a Latin essay, and the mathematical scholarship in the senior year. In 1887 he won the Gilchrist scholarship, ranking 3rd on the honor list. He studied in Edinburgh, and received M. A. in '91, with first rank honors in philosophy. He also received medals in natural philosophy, logic and psychology, moral philosophy and metaphysics, and prizes in mathematics and political economy. Last year he was appointed professor in the University of New Brunswick.

Prof. Murray has already entered upon his work with marked enthusiasm, and we hope he will long remain to grace Dalhousie with his presence.

CONVOCATION ADDRESS.

BY PROF. MACDONALD.

TO-DAY I am expected, and even by the traditions of this College, required to give you our annual opening address. In what I shall say, I take it for granted that you know, our College is making sound, if somewhat slow, progress in public confidence and support; and that we have been recognized by the highest authorities in Britain as ranking among the few foremost educational institutions of British North America. All this I pass over. I pass over also the important and, by many of us, regretted fact, that our dear friend Professor Seth has left us, than whom, I suppose, no one in this College had won such golden opinions, or could carry away more earnest wishes and prayers for his prosperity in his new sphere of work. We expect, with some confidence, that the philosophical mantle which has fallen on Mr. Murray's shoulders will be gracefully worn; while we at the same time hope that he will not be encumbered by its folds. And we believe from the record of his antecedents, that he is well competent to direct and to help the studies and aspirations of those of us who desire to understand the *true inwardness of things in general*. I pass over all this; as I desire to talk to you for a little on the subject of education, and chiefly of University or Higher Education. The subject is indeed a hackneyed one: nor have I anything actually new to say. I must trust therefore to the combination and re-adjustment of old and oft-repeated ideas for any interest that I may be fortunate enough to arouse in your minds.

For education, like another subject, Metaphysics, is one on which talk can never be exhausted. And on the supposition that *talk* is in itself an object or end, irrespectively of the practical benefit that may result from it; that, in fact, talk is one of

the chief ends of man in this our brief existence, surely we may say that the subject of education is one of the very highest social utility.

It were long to recite even the names of Greek and Roman writers, whose writings are now, for the most part, happily lost to us, that have talked and written about education. But,—confining ourselves to our own times,—think of what a vast literature, as well as *ill*literature we have on this battered topic; magazines, periodicals of longer or shorter period, ostensibly devoted to this vast central theme. Essays, speeches, conventions (you can do nothing now-a-days, you can forward no great cause without a convention; in England it usually takes the form of a general dinner)—to which teachers and educational *doctrinaires* flock from the ends of the earth to hear, and especially to speak. The gentlest thing we can say of it is, that by far the largest part of this literature is wearisome in its monotony. Often it has a pretentious air of psychological profundity. The Hegelian philosophy, as explained and simplified by Professor E. Caird, is alone fit to be compared with it in the qualities of the profound and the obscure.

Other parts of this literature are clear enough, but ring the changes on platitudes that every one knows, or ought to know. Of course there is mixed up with all the chaff or sediment, sound useful grain of real value; and the effect of the whole—turmoil and “fuss,” as I may almost call it—is to produce in the average public mind, the notion that great advances, even discoveries, in respect both to the methods and the substance of education, have in recent times been achieved. This I doubt. You cannot improve your teachers by lecturing them on *How to teach*; at least to any important extent. You may furnish them with some general principles, or rules, or hints,—these can soon be told. There is the art of the teacher, as there is the art of the tailor, or the art of the poet. But no man ever came nearer being a poet from reading Horace’s “Art of Poetry,” or Matthew Arnold’s criticisms of the British poets. No tailor could be very much helped in his handicraft by listening to a course of lectures on the sartorial art, including special instructions on the application of the goose. So, I think, tho’ lectures and essays and speeches may amuse—for doubtless there are some minds amused by them,—they count for little in the efficient business of education.

If the person set to teach have affluence of knowledge, extending beyond the subject he is engaged in teaching, if he be willing to take pains, and if he have enough of sympathy and imagination to enable him to place himself at the standpoint of the learner, a little experience will do the rest. Such a teacher is best left to pursue his own individual way, unfettered by other people’s systems, or modes or crotchets, and not haunted

by the spectre of periodic written examinations, mechanically conducted; by which he and his work are mechanically, perhaps erroneously, estimated. Whom nature and education have fitted to teach, they will teach best in their own unrestricted style. College professorships of education, with their lectures long drawn out, even Normal Schools,—with their multifarious knowledges, which from their quantity, come so near to being *dangerous things*,—will do such teachers little good, tho’ they may benefit those who have little natural fitness or other adaptation for their work; to whom the class-room presents a round of unlovely tasks, and the teaching profession a temporary employment, a mere stepping-stone on which they at present impatiently stand. Nor until this profession comes to be regarded as a sufficient, final, and honourable one, and to be recompensed accordingly, can anything other than a great deal of inferior educational work be looked for. In older and wealthier countries, talent and accomplishment of the highest order will be found permanently employed in educational work. The time will come when education with us will be more satisfactory than it is. Meantime, it will be little improved by talking about it.

Whatever we may think about the value of educational talk, there is one important department in which in recent times a considerable and distinct improvement has been reached; *i. e.*, in the matter of both School and College text-books. We of an older generation had to struggle with difficulties in the matter of books unknown to the generation of to-day. To-day there are so many excellent treatises on the various subjects, both of Elementary and Higher Education, that the teacher is at a loss what to recommend, and the student working all by himself, what books to take as his guides. To the general observer, the books are all alike, according to the common saying, “as pease.” There is in fact an *embarrassment of riches* in the matter of good educational books. But as curses come often in the wake of blessings, so here. The simplification of difficulties has been overdone. Subjects adapted to a more mature condition of mental development, have been minced down and diluted to meet the capacity of babes and sucklings; and the young mind is prematurely crammed with indigestible information, in order that it may successfully meet the fallacious test of *written exams.*, and answer puzzling questions. Such books are not truly educational works. They offer a substitute for education, a substitute which satisfies well enough the great God Dagon, the *written examination*, with numbered values of questions, before whom we modern Philistines bow down in awe.

If this sort of thing goes a little further, I expect soon to hear of publications like the following:—

Just published: *A Complete System of Ethics*, in words of one syllable—for Junior Classes.

Shakesperiana Infantilia: selected plays of Shakespeare simply rendered, plots explained; with special suggestions for Head-hurses.

Logic: The Aristotelian System of, without going beyond the A. B. C.

Manual of the Integral Calculus; adapted to undergraduates of the Kindergarten.

And so on through the whole gamut of science and literature. The ingenious and able writers of such booklets as I refer to, are I should think, for the most part *doctrinaires* in education, and in their zeal to simplify knowledge, forget that different studies are adapted to different stages of mental growth and acquirement, a fact which can be neglected with impunity, but not with advantage.

And now let me speak for a little on Higher, or University Education, hoping that my talk will not be altogether of the nature of that chaff to which allusion has already been made.

The older system of education, in the Universities of Britain at least,—which American Universities have hitherto largely followed—transmitted to us with modifications from medieval times, was simple and uniform; and has, from its wisdom, some claim to our respect.

University education, as I understand it, included four main subjects, which constituted the Undergraduate Course:

(1.) The Classical Languages, Latin and Greek, which formed the gateway to all the best literature in the world. These were accordingly styled "*the more Humane Letters*." In the Scotch Universities, perhaps with the exception of Edinburgh, the Professor of Latin was, and is to this day, entitled *Professor of Humanity*: such was the pre-eminence assigned to that language, in which not only was nearly all the literature of an Academic kind contained, but also class lectures and instructions were up till recent times conducted. The study of Greek did not come into prominence till after that series of ecclesiastical events we sometimes call the Reformation. *Classics*, then, were the first and fundamental subject, and the study of them continued thro' the course, tho' after the first year they were remanded to an inferior place. Next in order came Mathematics. As the Classics open up the sources of knowledge and culture, so Mathematics give discipline in continuous reasoning and the exact expression of exact ideas. Here, it was Geometry, that furnished by far the largest part of the training. Algebra had not then been so much developed as in this century it has been; displacing now-a-days, with doubtful advantage, to so large an extent the mental athletics of Geometry.

Furnished thus, the student was supposed able to go on to the study of Physics, called in the Scotch Universities Natural

Philosophy: which study without some Mathematical furniture is weak, unsatisfactory, and degenerates into the childish. This is specially true at the present day, tho' once it was less true. And lastly, the fourth branch of the Liberal Arts, expressed by its name as that which comes after physics, *i. e.*, *Metaphysics*, *i. e.*, the study of man, as a sentient, intellectual, and moral being. (I know that the word *Metaphysics* is used at the present day in a somewhat more restricted sense, but that restriction is not to my purpose now.) Such, in rough outline, is the older idea of a University course, leading to the first or lowest degree, and it is not the arrangement of chance. It anticipates and provides for the gradual, growing mental development of the student; it proceeds from the lower, more definite, more concrete, to the higher, more abstract, discursive, difficult subjects of thought. It is wise, though not superhumanly so, and has remained unimpaired, and almost unchanged to the present day. It did not pretend to teach much: it gave elements merely: it had no encyclopædic character; but it opened the way and cleared off the main obstacles in the path of further advance. It did not distract the opening mind with a confused and confusing heap of knowledges. Two subjects, at most, of main study, with a subsidiary one, were enough for the profitable disposal of time and attention, in the same session or year. The superior ability of the youth of the present day enables them to grapple at the same time with half a dozen.

After the studies of the undergraduate course, the student is supposed to specialise his studies. Hitherto there has been nothing special, but only a general initiation into the Liberal Studies*. But now professional education begins, the three great departments being Law, Medicine and Theology, each with a fresh curriculum of its own, scarcely less extensive in quantity than that which the undergraduate has passed thro', and covering not less than three or four years. Thus we see, without loading ourselves with details, that the older system of Academic education was distinguished by method, by the small number of subjects or studies that had to be taken up, and by the fitness, or adequate mental development of the student to engage profitably in them as he went on in his course.

For the last generation, I may say ever since the establishment of the London University, in 1838-9, this system has been undergoing practical modifications. Indeed, the London University owed its origin to two chief causes; the exclusiveness of the Church of England in retaining educational advantages to itself, and the general demand for some educational system constructed on lines different from the old medieval ones. And it is

* In later Latin "Art" means "Study," in an educational sense.

not far wrong to say that these are changes in Academic education going on at the present time, continued since fifty years ago, that amount to something little short of a revolution. These changes may be grouped under three heads:—(1.) Shortening the curriculum required for the chief professions. (2.) The introduction into it of numerous subjects, and the adoption of a "go-as-you-please" system of studies. (3.) The diminished importance of Classical Studies.

And the end of the proposed changes is not yet. Now I have a great respect for the people that were before us. Wisdom is a thing that neither is born nor dies with any one of the flowing ages of men. The medieval idea of education was a good one, nay, more than that—go back to Plato and Cicero and Quintilian; they spoke as wisely and well about the education of youth, as most college presidents and school inspectors of our own time could do, or at least usually do. Neither were our ancestors of *three or four centuries ago*, fools. When you hear a man dabble on the immense enlightenment and progress of this "our Nineteenth Century," you may be assured he knows little of any other centuries, and may accept his talk as a certificate of ignorance and conceit. There is only one department of knowledge, so far as I know, in which we of more modern times surpass all our predecessors, and that is *physical science*, or the knowledge of *material things*. Here, the advance has been so extraordinary that the study of physics, in some one or more of its sub-divisions, threatens to displace, and almost to obliterate all other studies whatever; a result I consider deplorable, so far as liberal education is concerned. For if such education intends anything, it intends to produce general capability, to make a man, so to speak, "*handy*" with his mind. For this reason it is accepted as a truism among all educational authorities that the value of education consists far less in the particular things learned, than in the mental exercise of learning them. This is just the reverse of the popular belief, which values studies according as they are directly applicable to some visible and manifest material use. So, we hear from time to time such questions as: "What's the use of Latin? Nobody speaks Latin now. French or German is far more to the purpose. Or Logic! What is it but a learned jargon about what we all know practically well enough? Surely, we are reasonable beings! Give me mathematics, navigation, land surveying, book-keeping, or chemistry, in which I can know about the make-up of material things, specially about oil, and iron, and soap, and sugar, and such like practical realities. Studies like these are worthy of our Nineteenth Century." Even in the high school of our time chemistry gets precedence over classics, or at least stands on the same respectable platform, and the youth who refuses the foil of

learning, the inflexions, say, of the Greek verb, but proves his ardour in the pursuit of chemistry, by astonishing and terrifying his sisters, in his attic laboratory with brilliant and explosive experiments in gases, is considered to have chosen the better part, and to give promise of future scientific distinction. The truth of the matter however is, generally at least, that he is an idle fellow, shirking hard work in an easy and plausible way, sure to be approved of, like many other follies and falsehoods, by a majority vote. These are examples of a certain popular opinion that makes one sad. Let me repeat here what I have just quoted as the universally admitted truism, or axiom, among educational experts, whatever other differences they may exhibit, that the exercise and invigoration of the mental faculties is of greater consequence, by far, than the *quantum*, or the kind of knowledge conveyed to the learner.

But to return to my subject:—I have classified under three heads the changes in college education that have been accomplished in recent years, and those into which we are still drifting. Let me impress on you that *change* and *progress*, although many people seem to think them so, are not synonymous words. Some of the changes in question are undoubtedly cases of *progress*, there are others to which I have grave objection, and which I hold be, in Irish phrase, *advance backwards*. Let me specify. Every one will agree that with the progress of time, the area of human knowledge is growing not *less* but *more*. Advancement here is as if an observer were to rise above a great sea-plain, where the higher he ascends, the circumference of the horizon grows vaster and vaster. And so, as time goes on, and new areas of knowledge and enquiry are opened up and have to be surveyed by the educated professional man, at least in so far as they have a bearing on his own profession, the studies preparatory to the professions would demand more time and attention, and therefore a more extended curriculum; certainly we should not expect the curriculum to be shortened. But what is the fact? Take theology and medicine into consideration. Not many years ago it needed eight, or at the least seven years of college study, counted from the time he entered, to turn out and equip a young man for the discharge of clerical duties. This was the case in the chief Protestant Churches, (Britain at least.) I do not indeed know if this requirement held good respecting the Church of England clergy, but that most respectable body—whatever it may expect in its higher clergy—like the great Roman Catholic Church, seems mostly to have more confidence in the sanctity, than in the mere "human learning" of its ordinary priests. Well, within the last few years this period of eight or seven years has been reduced to six; and, I understand,

by the latest wisdom of some of our Churches, the six year period may be still further abbreviated. This change means nothing less than that the standard of educational attainment required for the Christian ministry has been, and may still further be, lowered. It necessarily follows that whatever unsatisfactory results may have issued from our older system of theological education, these will be more copious and intense under the new and improved (?) system. We may soon—for who can tell?—reach the time when theological education will count as nothing, and when the inspired tailor or the converted prize-fighter, will be considered a surer expositor of moral and religious truth, than the most able, learned, and laborious bishop of the Church of England!

Now, look for a moment at the medical profession, and in the matter I am about to refer to, English speaking countries appear to be pretty much on a level.

No such general education is required of the medical neophyte as is imperative on the young theologian; and that is not very much. Having passed an examination differing but little, if at all, from Arts Matriculation, he gives, if he pleases, the *go-by* to all liberal education, and is plunged at once into a course of multifarious studies, all professional and essential, which to be successfully grappled with, demand not only some maturity of mind, but also some acquaintance with the subjects of an Arts course. After four or five years he is turned out an M. D., warranted and ready to perform the gravest experiments on the "vile body" of the general public. Unless he is a man of unusual ability, he can hardly be expected to stand above the rank of a second or third class doctor. I believe that the reason why German or French physicians, with perhaps a few English and American exceptions, are now-a-days taking the lead in this noble profession, is largely this, that they come to their medical studies better prepared; prepared, *i. e.*, by previous liberal education. All our best physicians, with very trifling exceptions, are "College-bred," as the phrase is. That many of our young doctors still preface their medical education by an Arts course, is also true, and is honourable to them. But, observe, I am now speaking of the lowest requirements, or what is held to be sufficient for admission to professional studies; since these form the standard of attainment of the greatest number of candidates for admission. If you think this criticism severe, it is not mine only. The rawness and juvenility of the majority of our young medical students in the vast medical classes of London or Edinburgh, is often commented on and in quarters that ought to be influential. For myself, I consider a doctor who has not had a liberal education to begin with, merely a superior kind of tradesman; and while injustice

may be done to some by such estimate, there is no reason to doubt that it is generally right.

When this deterioration in medical education began, I am not informed, it must be a good while ago, and the deterioration would, no doubt, be greater than it is, were it not that public sentiment, instructed by tradition, still prefers that physicians should be *educated men*. In the United States, however, the sentiment cannot be so strong as it is with us who still live under the baleful influences of an effete old world, or it may be that these people live and think at so superior a pace. There are in the States, I am told, institutions where a youth fresh from school or academy, can be "put thro'," as it is called, and reach his doctor's degree in two years, or little more.

How far, or in what way, the curriculum of legal studies has degenerated, I cannot so well say, but I doubt not that the standard of necessary attainment of the lawyer has in recent times fallen, like that of the physician. Of course, here too it is still true that our best lawyers have in all cases prepared themselves by a liberal education for their professional studies. Indeed, I can recollect no case of a distinguished lawyer, judge, or jurist, who has not also been a distinguished student in his undergraduate classes; and many of them are among the foremost scholars and scientific men of our time.

The low standards of admission to these professions, lower than they have been in time past, has the natural consequence of drawing young men away from paths of honorable industry which they might have adorned, into professions for which nature and circumstances had not fitted them. Hence, we have, in the language of the late Mr. Spurgeon, theological duffers, legal duffers, medical duffers, in plenty; and the cry goes up accompanied with a stout counter-cry, that the professions are overstocked. It may be so; but if so the remedy lies not with individual colleges, but with the legalized authorities who have power in each case, to bid and to ordain what amount of discipline and attainment shall form the *minimum* qualification for entrance to a learned profession.

My second point of question or doubt, whether some modern advances in education are not really retrograde, refers more particularly to the arts course. No doubt the oldest system of studies, which were comparatively few, was too restricted, made too little allowance for the tastes and natural affinities and predispositions, if any, of the students; and a system which admits of choice on his part, and is flexible to his needs and wishes, has much to say for itself. But this pliancy ought to be contained within definite limits, and I have some fear lest in this country, which is if anything *free*, just liberty may be degenerating into

license. No one yet, I believe, has had the hardihood to propose that a student should be permitted to make up his undergraduate course quite after his own fancy as to subjects of study; but the tendency is to extend unwisely the area of choice.

If a youth come to college merely to gain information in such subjects as he is specially interested in, let him by all means choose as he pleases. Classes are open to all. Let him make of them what he can. But if the college undertake to send him forth with a degree, certified to the public as possessed of at least a definite *minimum* of mental training, the college ought, in justice to itself and to the public, to prescribe his course of study and jealously to guard the room left for his own choices. The theory that a subject is a subject, and one is as good as another if only the requisite number of studies be taken up, is as worthy of discussion and exposure as the other theory that one man is as good as another. Most students, except those of superior mental calibre, if left free to choose, will, like other moving bodies, choose the path of least resistance, and prefer what is called in the graphic lingo of some colleges in the States, the *soft* subjects to the *hard* ones, thus throwing away to a large extent the benefits of academic training; and popular misconception of what education truly is, would approve of their choice. There is another common error responsible for much of the liberty of choice of study that is now being accorded to students and still further demanded by them. Many persons labor under the idea that there are mental aptitudes fitting a person for one study and incapacitating him for another, and they urge that a student should be fitted in his college course accordingly. "He can do this, but he is incapable of that." Now there is very little in this contention. My experience, both as a co-learner with others, and as myself a teacher, is that there is next to nothing in it at all. A person of fair ordinary ability can learn one thing about as well as another, *if he try*. His taste for any given study may induce him to work harder at it, and therefore to excel in it; but for one to say that he is incapable of this study while he could so easily excel in the other, is to contradict experience. I, at least, have never known a student of distinguished scientific attainments, that had not been, or shewn that he could have been, at least a fair classical scholar, or a good classic that had not passed muster in his mathematics or metaphysics. But if this alleged mental inaptitude resolves itself, as it generally does, into sloth, or prejudice, or dislike, so much the more needful is it that the prejudice should be dissipated, and the dislike, at least in so far, conquered. It is one of the best preparations for practical life to discipline ourselves to overcome dislikes. To learn to endure and do what we had

rather not do, and to do it fairly well because duty bids; what better outcome of education is there than this? Or do you expect that in your future life duty will never point one way, while inclination invites you another? Then ought you to seek an early and happy despatch to another world, for assuredly you can do no good here.

Strange are the ways and choices of students when left to make up their courses, or select their studies, according to their fancy. They do not keep before their minds that the old curriculum, on which such serious inroads are now being made, was sound in principle. The order of studies was arranged to fit the progressive mental growth of the student, and each at least, of the main studies, assumed some acquaintance with what had gone before; but some of our young friends do not understand this. They seem to ignore the interdependence and progressive character of studies and knowledge, as if they were unrelated things. Hence we hear of such selections of subjects proposed for a session's study, as Elementary Latin and Senior Philosophy, Practical Chemistry and New Testament Greek, Hebrew and Botany, Ethics and Junior Mathematics. These and like combinations are incongruous and would be amusing if education were a trifling matter. Surely there ought to be some correlation, as well as progress in the subjects we take up. Else, it is like trying to ascend a ladder commencing at the seventeenth rung from the ground, or like building a house, starting at the third story. Of course you can, in the one case, get yourself hauled up by pulley, and in the other you can under-prop your structure as the work advances. But the method of procedure would not be held judicious or economical.

It may be owing to my own feeble understanding that I say so; but how you are to begin the study of the physical sciences without some capital of mathematical knowledge beyond a book or two of Euclid and a dim conception of simple equations; or the study of logic and the mental sciences, or even the choicest English literature without such classical acquirement as enables you to breathe the classical air and to consult, upon occasion, original authorities for yourself—nay, I will add even such subjects as history, law, in its ramifications: how you are effectively to study these things, *thus unfurnished*, I do not understand. Of course you can get information: but you are at the mercy of your teacher or your text book; and your knowledge is of a second-hand school-boy kind; it is a decided lapse from what has so long been held up and striven after as the standard of sound and thorough education. Education carried out on these meagre lines, common and popular tho' it may be, is perhaps not useless, but it is paltry, only it may serve well enough for those to whom all college work is a weariness to be suffered for a time and then forgotten; and who signify their appreciation of it by burning or, burying, or, with more thoughtful economy, selling their college books.

The third great feature of the undergraduate course, as improved in recent times, is the lessened importance assigned to classical study. This change has in it excellent reason. When all of literature, or nearly all that was worth, was wrapped up in Latin and Greek, the study of these languages was necessarily preëminent over others. But the growth of modern literature, especially English—perhaps I may say also, French—is such that modern languages now claim a share in the needful outfit of a liberal education. The old languages contain still if not the best literature, at least much that is unsurpassed in human thought; but it is at the same time only just that the claims of modern languages to some attention should be recognized. This change in the relative value of the ancient and modern languages has influenced to some extent the curricula not only of colleges but also of our high schools and academies; and while Latin has been retained as a necessary study, Greek has become mostly optional: and a variety of knowledges, more attractive to the average juvenile mind, have been presented in its place. Whether this change, the current of which we, in this university, have admitted and yielded to, bending willow-like before the breeze of a popular opinion which need not be wise, is for the better, is susceptible of argument; without entering into which, we may however say that the position of Latin as an integral part of education, beyond the common school, is universally affirmed by those whose opinions on educational matters carry any weight: and it is challenged only by the ignorant and those whose microscopic eyes can see only the narrowest and nearest utilities. Under the old system as experienced by many of us, Latin, begun not later than the age of nine or ten, formed for five, six, or seven years the burden of a boy's education, and as much school time was devoted to it, with a little Greek, as to all other subjects together. Such devotion was excessive and needed some mitigation, which in most advanced schools it has received; but in my time Latin and Greek were the sole studies of the first year of the undergraduate course. That is changed now, I believe and hope, everywhere. But even under *that* antiquated system, men left college with a knowledge, and a culture, and a power of forming sound judgment on the practical affairs of life which made them perhaps not so hopelessly inferior to those of modern training whose lot has been cast amidst less thorny and more flower-strewn paths of study.

There is however little controversy respecting Latin: the debate circulates around Greek. Shall Greek be retained as a necessary subject for an academic degree? And in spite of the energy and valour of its defenders, I suspect that modern notions must prevail: and our older universities must yield, and Greek must be remanded to a *secondary* or *optional* place in the curriculum. The arguments for keeping it where it is are such as do not readily weigh with the popular mind. Its more intelligent opponents say—and with some truth—that it is difficult as compared with any other civilized language: that few students make such progress in it as to be able to read its literature with ease; that there are other and modern languages of interest and of immediate use, and that there are whole territories of scientific knowledge bearing on

the business of life—all which must be postponed or inadequately learned, for the study of this tremendous tongue, or rather group of tongues, called Greek. What people want, they say, is plain, palpable, visible results. "Let your college studies have a direct bearing on the business or employment you intend to pursue; or, if not that, let them produce some plain, palpable faculty; but the study of Greek does not produce this. After the study of a year or two, you are still nearly as helpless in Greek as the mere beginner. Human life is too short for such a study. We admit, though with some hesitation and objection on minor counts, Latin: but Greek—no." And the accused stands silent before this bar all too severe, and appeals to a wiser and serener judge. (There are some of its advocates who defend it on the ground of its being a *useless* study; and that such studies are the appropriate and distinguishing field of higher education.) I shall here enter no defence of Greek, but merely express my own opinion—that there can be no high literary culture without it; that it holds, and long must continue to hold the foremost place of honour among educated men: and that the student who declines it for more accessible studies, debars himself from communion, except through the coarse medium of translation in the case of a few authors, with the most intellectual race that has ever appeared among the varieties of mankind. What Milton says about his own sightless eyes, *that* student deliberately makes true of himself—"wisdom at one entrance quite shut out." But young people, men or women, that come to college, if we except a small minority of high-minded and able ones, do not come to obtain the very best culture. They mostly come with a specific purpose: to get as much instruction as may enable them to pass certain educational tests: or because their future studies for their profession will be shortened, if they have the stamp of a college degree: or because it is "the thing" to have been at college, and to have the education of a gentleman, or recently also, of a lady. For such students I admit that satisfactory substitutes for Greek can be had.

But whatever selection of studies within the permitted limits you choose, do not be misled by the vulgar cry of "practical knowledge," as opposed to that which is useless; as if any kind of knowledge could be truly useless. In a sense, undoubtedly, scientific knowledge is more practical than literary knowledge; i. e., it can be applied more readily to material things. And if we regard only the outward life and appliances for living, disregarding our intellectual and moral nature, then of course science is more important than literature or philosophy. But while of course the sordid view of science is always possible, and can be strongly defended by the Atheist, and the Agnostic, yet science may be pursued in a spirit as worthy as philosophy itself; but when it is so pursued, when its purpose is to explore in wonder and awe, those processes and adaptations of nature, which we call its laws and their complex workings, then the so-called *practical* applications bear the same relation to science itself that the shunting points and the sidings of a railway bear to the main line. They are connected with it, they are of it, but they are not the thing itself. Science, liberally followed, leads

up into the ideal, the speculative, the *non-practical*, as surely and truly as philosophy does. Otherwise it could be of no satisfaction and no stimulus to the best human intellect. Let me instance,—mathematics which is popularly supposed to be a study intensely practical. Well, most of you know that we pursue our mathematical studies here, as I suppose elsewhere at colleges, far outside the limits of any “practical” applications. These we point out and attend to, but without disdaining them, we march cheerily past them to higher things, and we get into regions of ideas pure and simple; as much so as if we were trying to render into idiomatic English a chapter of the Annals of Tacitus, or contending with the involved Choral Ode of a Greek Tragedy, or peering thro’ Metaphysical fog into the Infinite and the Absolute. To a mind at once generous and vigorous, it is the severities of our studies, when the *practical* is transcended or forgotten, that most attract and fascinate. (And here let me parenthetically and respectfully inform our young men—that in mathematics—which from the severity of the discipline and the difficulty of its more recondite conceptions, is supposed to be less formidable to the masculine mind—they have no monopoly of either ability or intrepidity. Their supremacy in this, their favourable field, is yearly, and, as I consider, successfully disputed by our young ladies.) But to return, and to end this talk which is already quite long enough. I should never think of advising you to ignore the relation your college studies ought to bear to your intended future profession or employment. It will be right to adapt your present studies, to some extent, to that future. But professional and specific studies ought properly to come after a liberal course. If a certain combination of the two kinds is permitted, or recommended in our time, this is only in compliance with, or deference to a popular demand that is more clamant than wise, and because the young people of this generation, impatient of pupilage, are so eager to start in life on their own account.

There is a higher view of the benefits of education than its application to material uses, and this I trust you will not undervalue. And how can I signify this better than by saying *Life is Thought*? Not in the sense claimed by the chemist and the physiologist, but in the highest, the spiritual sense, *life is thought*. No thought, no life; much thought, much life; high thinking, high life; low or mean thinking, low life. Whatever enlarges our thinking powers, enlarges our life and gives it added interest. Every new knowledge, presenting us with a new field for our thoughts to range over, increases our life in quantity and intensity. A great king said that every new language learned is like the gift of a new sense. But, without saying so much, we may say that at least it is like the removal of a cataract from the eye, so that you new see clearly where before you could scarcely distinguish day-light. The same may be substantially said of the main studies we here address ourselves to. We come chiefly to learn, to use the eyes of our understanding, to learn something of the wide field of human knowledge and thought, to see things in their proper size and proportion and relation to each other, and perchance, taking special interest in some single area of this field, to descend into it, and help to explore some of its places hitherto untried and untrodden.

To rise to this high idea of education is of course difficult, especially in a society that identifies *well-being* with the possession of *material things*. For we are all influenced by the society we live in, and tend to grow after the pattern of our surroundings. But the nearer we can rise to it, the better it will be for us; the more likely is it that we shall act our part worthily in the work providence may give us to do. Worthily, but not necessarily with greatest tangible and pecuniary success. I do not think that high education will help you to realize a fortune, or to grow to the status of a *millionaire*. If that be your aim, the technical school, or the desk and the ledger and cash-book, or the counter and scales, ought to secure your earliest attention. The *millionaire* who said of education—“Education indeed! it’s all fudge; I’m going to put my son into business as soon as he can read and write:”—he is a type of a certain kind of wisdom—not heavenly. And for such as think with him the place is not here. Nay, I go so far as to say that for the purposes of life as understood by such minds, the culture that attends liberal education is quite as likely to be a drawback as a help. The tortuous ways and sharp practices, blotting out the line that separates righteousness from unrighteousness, which too often characterize the astute man of business or the crafty politician in his passion for success, are generally distasteful to the man of cultivated mind. Still, no education whatever is in itself a safeguard against narrow-minded selfishness and sordid rascality. I only say that for success of such ignoble kind, the man of education is more or less heavily handicapped. I am not far from agreeing with those who connect the declining standards of integrity and honour in our commercial and political classes, with the decline of liberal education, and especially of classical learning. But be that as it may, at another place and time I think this matter could be argued.

Meantime I give you, my young friend, the advice, *not to think too much of your future*. Let your studies be sufficient for you now. Enter on them generously; and while choosing for special attention that which interests you most, let no specialty induce you to give the *go-by* to the cardinal subjects of a college course, for in so far as you do, you are giving up for the highest purposes in life, the advantages that now offer themselves to you.

I know that much of what I have been saying is contrary to the drift of present public opinion. I can believe that some of my respected colleagues even may differ from me in part. But I am telling you the best I know. It would be much easier to say things adapted to please, but it is better to speak out frankly what one considers true. To please, indeed! That is often more easy than wise. You remember what Phocion the Athenian orator, warrior and statesman, said one day to the quick-witted Athenian multitude who had burst into applause at a passage in his harangue to them. When the laudatory din had so far subsided that he could be heard, he resumed his speech with—“Now, now, Athenians, what foolish thing have I said that you praise me so much.”

OBITUARY.

PROFESSOR JAMES S. TRUEMAN.

On the 23rd of March last, there passed away another of Dalhousie's sons, who was just beginning to make for himself a name. Professor James S. Trueman was born in Westmorland Co. N. B., April 2nd, 1858. When three or four years old his family moved to Carleton, St. John, where he attended the St. John Grammar School, winning the Corporation gold medal in 1875, also the Dufferin Bronze medal. In 1875-76 he attended the Provincial Normal School at Fredericton, passing creditably all his examinations and obtaining a second class teachers' license. He taught school for a little over a year, and then entered Dalhousie College in the Fall of 1877. There, from the very beginning, he took a high rank, winning in his junior year a first-class certificate of merit, prize in classics, 1st classes in Latin, Greek, Metaphysics and French. He graduated B. A. in 1882, winning the Governor General's gold medal, and second rank honors in classics.

For the next two years he held the position of Munro Tutor in classics, and at the expiration of his engagement, entered Johns Hopkins University, in order to prosecute his classical studies. Here he pursued classes in Greek, Latin, and Sanscrit, under Drs. Gildersleeve, Warren and others. During his residence in Johns Hopkins, he made Greek his special study, and spent much time in original research, investigating the dialect of Pindar.

In 1888 he was appointed to the fellowship in his department, which he held to the close of the following year, when he received the appointment of to the "Bradley Chair of Greek and in Latin," in Alleghany College, a position which he occupied with great success and growing popularity until laid aside by sickness.

Professor Trueman was a man of sterling integrity and devotion to duty. The longer one knew him, the more one came to appreciate his many excellencies of character. He was a steadfast friend, and manifested a high sense of honor in his intercourse with all men. As a scholar and teacher, thoroughness was his most striking characteristic. Throughout all his course as a student, he showed the same wonderful perseverance, and when he came to occupy the position of teacher, he exacted from his pupils the same pains-taking accuracy in their work which had become habitual with himself.

The tribute paid to him by his fellow professors in Alleghany after his death, affords some indication of the estimate in which he was held by those who had the best opportunity of observing and judging his work. One of them, Dr. Wheeler, dwelt specially upon the touching example to be drawn from a life such as was Professor Trueman's. "It should furnish to all of us," he said, "an incentive towards zealous work and the attainment of high ideals. It is true, he erred in too closely applying himself to study and continuing his arduous duties long after the body was not in condition to go on, but it is better to err as he erred than as many do; to toss a life away in strenuous effort to attain a high ideal than to keep a life devoted to worldliness, frivolity, and the pursuit of pleasures."

During his residence in Meadville, Professor Trueman was an active member of the "Round Table," a literary club of that place, whose appreciation of his character and abilities was shown by the resolution which they inscribed upon their minutes with regard to his death.

About two years ago Professor Trueman was married to Miss Newcombe, the first lady graduate of Dalhousie College, and who for some years after her graduation so successfully occupied a position in the "Halifax Ladies College."

In the death of Professor Trueman, Dalhousie has lost one of her most distinguished alumni, one who, had he lived, would doubtless have continued to rise in his profession, for qualities such as he possessed are bound to win success.

To his sorrowing widow and friends we extend our most sincere sympathy; and though cut off apparently at the very beginning of his life's work, we can feel that his life was not lost. He has brought only honor to his Alma Mater, and has inspired others with noble ideals which will bear fruit for generations to come.

SCIENCE SCHOLARSHIPS.

INSTITUTED BY THE ROYAL COMMISSIONERS OF THE LONDON EXHIBITION OF 1861—NOMINATIONS PLACED AT DISPOSAL OF DALHOUSIE UNIVERSITY, HALIFAX.

A large surplus having been left in the hands of the Royal Commissioners of the first great exhibition, held in London in 1851, it was resolved to devote it to certain useful purposes in further promoting objects akin to those aimed at by the promoters of that exhibition, the main purpose of which was to encourage science and art, and their applications to the industries of life. A portion of this money has been set aside to provide science scholarships, to be held by students of not less than three years standing, in certain universities and colleges at home and in the colonies, who have indicated high promise of capacity

for advancing science or its applications by original research. Major General Ellis, Secretary to Her Majesty's Commissioners, in a letter to the Secretary of the Senatus Academicus of this University, after explaining certain necessary business details, proceeds to state that the commissioners have placed the nomination to one scholarship of the annual value of one hundred and fifty pounds sterling, at the disposal of the Dalhousie University for the year 1894. The recommendation of the university will be referred to a committee of eminent scientific men, who will advise the commissioners upon it, and the nomination will take effect on its being confirmed by the commissioners. The commissioners will be guided by the opinion of the same committee in determining whether the report to be furnished of the conduct of the scholar during the first year justifies them in continuing the scholarship for the second year.

The commissioners desire especially to point out that the intention of this scheme of scholarships is not to facilitate attendance on ordinary collegiate studies, but is to enable students who have passed through a college curriculum to continue the prosecution of science with the view of aiding in its advance, or in its application to the industries of the country. There is no restriction as to the place of continued study and research to which the scholar may resort, provided that it be properly equipped for the prosecution of science, but a scholar is expected to spend at least one year of the term at an institution other than that by which he is nominated.

The commissioners hope to place a similar scholarship at the disposal of the Dalhousie University for the year 1896, and thenceforth periodically. They have already made appointments to science scholarships for 1892. The scholars have been students of science for at least three years, and have been recommended by the authorities of their respective universities or colleges, as qualified in accordance with the stipulated requirements.

College Notes.

THE freshman class is a remarkably large one, and, from a physical stand point, they are able men. In ignorance and conceit they are not inferior to their predecessors. We have no doubt that with a few months judicious training something may be made out of them.

THE football season has begun, and a keen interest is taken in the game by all our students. The college team will be every bit as strong as in previous years. Though we have lost Webster, McIntosh, Bill and Crosby, we have good men to fill their places. We have with us again D. K. Grant, who, during the whole period of his arts course, was a member of the first team. Among the first year class there are men, such as McKenzie, who, though new to college life, are veteran football players. It is too early yet to predict the result of the trophy matches. Perhaps the military men may surprise both Dalhousie and the Wanderers.

A CANVASS is being made of the students to have a glee club started. The idea is a good one. Professor Doëring has offered to instruct a class gratuitously, or on such easy terms as virtually to amount to that. It is to be regretted that these last few years hooting and yelling have taken the place of college songs in the halls. Let us have no more, then, of these hideous night-mare cries. Let us rather strive, by making the glee club a success, to bring back the old order of things.

A MEETING was held on the evening of the 7th inst. in the college, for the re-organization of the "sodales." A considerable number of students attended. Some lively discussion on various matters of vital interest took place. A proposal to change the night of meeting from Friday to Saturday was considered but not adopted. A committee was appointed to revise the constitution. It is to be hoped that the "sodales" will this year be in a more flourishing condition than in former years.

IT is a pity that the benighted vandals of the first year and the semi-civilized sophs can find no suitable place to scrimmage except the reading room. The thing will have to be stopped. It is a disgrace to the college. Paper-racks are broken, papers are torn, chairs are smashed, and the table, which was made for other purposes, becomes a platform for the interested spectators. If the frisky juvenals who participate in these struggles would resort to the basement to work off their superfluous energy, and there indulge in, to their heart's content, the horse-play of scrimmaging, no harm would be done, at least to college property, and those who wish to see the papers would be unmolested. The seniors and juniors, instead of fomenting this nuisance, should exert themselves to put it down. Perhaps, if the young ladies of the college would summon courage to visit the reading room more frequently the nuisance would abate.

Exchanges.

THE August number of the *Merchistonian* was awaiting us on our return to college. Its articles, as usual, are short and spicy, and not a little space is devoted to the subject of cricket. We learn that the *Merchistonian* eleven won the cricket championship this year.

PROMINENT among the exchanges are two copies of *Outing*, those of September and October. A notable feature of the October number is the first paper, a "Review of the Football Season," by the great authority on the game, Walter Camp. Needless to say, Mr. Camp writes entertainingly and practically on his favorite subject. A number of illustrations embellish the article, which will be concluded in November.

WE acknowledge with much pleasure the receipt of a copy of the *Toronto Weekly Empire*, accompanied by the premium, produced this fall for its subscribers. The attention of a visitor to our sanctum is at once attracted by this excellent work of art, which consists of a picture of the conservative members of the Canadian House of Commons, being

a reproduction in photogravure of the picture presented to Sir John Thompson last session by the members of the House. In the centre sits Premier Abbot; directly below, in the attitude of addressing the house, stands Thompson. Round these circle the cabinet, and on either side the photos of the individual members, tastefully arranged, complete the picture. It measures 3 ft. 6 in., by 2 ft. 4 in., and when framed is an ornament for any room. The whole is a work executed with great skill, and one on which the *Empire* cannot be too highly complimented.

WE acknowledge with thanks the receipt of the following:—*The Pennsylvanian, O. A. C. Review, Medical Student, Knox College Monthly, Hartford Seminary Record, Physical Education, Young Men's Era, The Collegian, High School Star, Cornell Era.*

School Journal, published by E. A. Kellogg & Co., 25 Clinton Place, 8th St., New York.

New Books.

GRADUATED PASSAGES FOR FIRST-SIGHT TRANSLATION. Part IV, Difficult. Bendall & Laurence, Cambridge University Press.

We are indebted to the Syndics of the Cambridge University Press for this, the final volume of the series. The volume contains 63 Latin, and 64 Greek extracts, culled from the best classical writers. The great utility of practice in sight-translation is recognised in its increasing prevalence. In these days when "Ponies" are so much in requisition, and Classical Texts so freighted with notes, there is a tendency for the student to become indolent and dependent. For this progress downwards sight-translation is an excellent corrective, inducing originality, self-reliance and spontaneous effort. The selections of Messrs. Bendall & Laurence are judiciously and carefully made. Part iv, being ranked difficult, is without notes. An appendix, gives the author, particular work, &c., from which each extract is taken. Price 2 shillings.

EXERCISES IN FRENCH COMPOSITION. Kimball. D. C. Heath & Co., Boston, 1892.

This pamphlet contains in the compass of twenty-four pages thirty-five exercises, of reasonable length and difficulty, based on Dandet's "La Belle-Nivernaise." It is intended for pupils in their third and fourth year's study of French. Price 12c.

PUPILS' SERIES OF ARITHMETICS, PRIMARY BOOK. Sutton & Kimbrough. D. C. Heath & Co., Boston.

As its title implies, this hand-book is intended for beginners. It treats only of the four fundamental operations. Practice predominates over theory. Oral work is interspersed throughout. It is to be followed by "The Intermediate Book" and "The Higher Book."

Ginn & Co. announce a series of PROGRESSIVE PAMPHLETS FOR LEARNING TO READ LATIN. Edited by Professor J. B. Greenough, of Harvard University.

This series will give in consecutive numbers selected passages adapted for all grades of advancement in preparatory schools, and some intended for college use, with suggestive remarks and notes. The first number, Eutropius, designed for beginners, will appear early in October.

WE have received the following books, which will be noted in our next: "English Grammar, with selections." Mathews, (D. C. Heath & Co.) Milton, Paradise Lost. Books v and vi. Verity, (Pitt Press Series). "An Elementary Treatise on Plane Trigonometry." By Hobson & Jessop. Cambridge University Press. Also, Statutes of Canada, 55 and 56 Victoria, 1892, Vol. I and II.

Dallusiensia.

PROF. MACGREGOR lectures on the theory of *beams*, not *beans*, as an evening paper has it.

AT the entering for the recent sports, a Freshman was heard asking for a handicap in the pole-vault.

WHO'D have thought he lost his cane? But he threatens to take the law soon on the guilty Soph.

"SPREAD the joyful *noose*," sang a couple of Freshmen at a meeting lately. Young men you are not ranching.

CLASSICAL professor to stamping Freshmen: "That noise may do credit to your feet, but not to your head." K—y collapses.

A FRESHMAN complains that Sophs. "chucked sulphurgated hydrogen" amongst them while they were in solemn conclave on the matter of 'organisation."

A COUPLE of Freshmen on their way to Pine Hill were taken into the Infants' Home as fit inmates for that institution. Another pair inquiring for Pine Hill were sent to the Industrial School.

FRESHIE: That Professor we have can't teach classics. He may know a little about *the cases*, but I looked at the key and found the translation different from the one he gave us in class.

URBANE STUDENT: "How do you do, Professor, what kind of a class have you?" PROF.: About the same as usual. U. STUDENT: I presume they don't know too much? PROF.: Oh, no, they are not over-burdened with knowledge. I suppose that in four or five years they may pick up a few disconnected facts. This is not "very good" of the *first year freshmen*.

There is a little Freshman and his name is Murray,
Just from his mammy to be sure;
He longs for the pantry, where he used to have free *entree*—
So now is growing lean and poor.
He loves the bill of fare, of course is always there,
And absorbs the "grub" without restraint or curd,
His scent is wondrous keen, an epicure he's been;
The menu he was reared on was *soup-herb*.

(N. B.—More to follow, if, etc.)

Personals.

ARCHIBALD, MISS S. E., has accepted a position in the New Glasgow High School.

BAKIN, F. W. M., after spending the summer in business at Digby, has entered upon the study of theology at Wycliffe College, Toronto.

CAMPBELL, R. S., has abandoned his former intention of studying law this winter, and is now engaged in teaching.

FRASER, J. G., studies law at Dalhousie. We hope to see more of his tackling in the trophy series this fall.

GRAHAM, R. H., is attending the Law School. We have noticed his sturdy form on the football field.

GRATZ, H. G., is teaching school at Great Village.

HARRINGTON, MISS E. B., is home in the city and intends studying for M. A.

HILL, A. R., has secured a fellowship at Cornell, where he will study during the coming winter.

JOHNSON, J. B., is now resting at his home in Pictou. We are sorry to learn that on account of failing health he was compelled to resign his position as principal of Baddeck Academy.

MCDONALD, ALVIN, is now a law man; he spent the summer "takin' notes" for a city paper.

MCDONALD, A. J., enjoyed as athletic exercise the preaching of Gaelic and English to a congregation in St. Ann's, C. B. He resumes his studies at Pine Hill this winter.

MCINTOSH, D. S., obtained "A" last summer. He is now principal of Port Hood Academy.

MCINTOSH, J. A., the efficient GAZETTE manager of last session, is now studying at the Theological Seminary of New York.

MACKAY, M. S., spent the summer as a missionary at Boiestown, N. B. He returns to Pine Hill this winter.

MCKEEN, G. W., studies medicine at Harvard.

MCNEILL, ROD., spent the summer teaching at York, P. E. I. He is now principal of New Glasgow (P. E. I.) High School.

ROBERTSON, S. N., looked long and wistfully at Cornell, but decided to teach. He is now principal of Alberton High School.

WEBSTER, K. G. T., is at Harvard. "The Philomathic" has not forgotten him, and hopes to hear of his researches among historical remains.

WESTON, MISS CLARA P., has been appointed assistant in the High School at White River Junction, Vt.

WESTON, R. A., holds the position of principal of the High School at Concord Corner, Vt.

T. F. WEST, B. A., '91, has been appointed Professor in P. of W College, Charlottetown.

JAS. BREHAUT, B.A., (Dal. '91, Harv. '92), has been appointed Principal of New Jersey High School.

WOODMAN, of the class of '94, has decided not to return to Dalhousie this winter.

DINGWALL, J. D., general student of last session, is pursuing his theological studies at Bangor Seminary.

J. D. MILLAR, freshman of last year, has entered Queen's College, Kingston; we'll miss his rosy countenance much, but it is said the ladies will miss him more.

JAS. C. SHAW, Classical Tutor at Dalhousie from '89 to '91, and M. A. of Harvard, has received the appointment of Classical Instructor to the Collegiate Schools of Vancouver, B. C. Mr. Shaw set out westward ho! in the beginning of September. The GAZETTE wishes him well.

EBEN MACKAY, one of the oldest of Dalhousie's graduates, and for the last 9 years principal of the New Glasgow High School, passed through Halifax on the 28th of Sept. *en route* to Johns Hopkins, where he intends to study Advanced Physics. The best wishes of the GAZETTE go with him. His place in the N. G. High School is worthily filled by D. M. Soloan.

AT Charlottetown, P. E. I., on September 7th, Hector McInnes, Barrister, of the firm of Drysdale, Newcombe & McInnes, was married to Miss Charlotte M. MacNeill, B. A., daughter of Rev. D. MacNeill. Mr. McInnes graduated LL. B., 1888, and Miss MacNeill B. A. 1887, with First Rank Honors in English and English History. The GAZETTE joins with their many friends in wishing them every happiness.

YET another of our graduates has succumbed to the dart of Cupid. K. G. Martin, B. A., '87, Attorney-at-Law, was wedded to Miss Lizzie Montgomery, of Summerside, P. E. I., Sept. 15th, 1892. Congratulations.

THE WEST LIGHT.

Far o'er the hills and the green mossy woods,
Way past the violet decked fields,
Down the rich slope in the merriest of moods
Flash out a thousand gay shields.
Each tiny grass blade, and each tiny bud,
Drinks to its fill of the beams;
Each rock and tree in the rich golden flood
Shines in the western light's gleams.

Slowly the day dies and slowly the light
Fades in the gathering grey,
Down from the cloud-land on wings of the night
Gathers the last of the day.
Yet it is glowing—that light in the west—
Shimmering over the wood,
Crowning the mountain with golden gemmed crest,
Telling us only of good;
For 'neath the light is a radiant land,
Sunshine eternal there plays on the strand.

RAH, '94.

Law Department.

IN his Convocation Address, Prof. McDonald struck some hard blows at our present educational systems and methods. Those who were present on that occasion, and who followed closely the professor's lucid and careful reasoning, would find it difficult, except, perhaps, in a few particulars, to resist conviction. Such at least was our experience. As the old and the new principles and methods of education were placed side by side and compared, we found ourselves in the position of the scriptural man, who, having had both new and old wine set before him to taste, straightway put aside the new with the declaration that the old was better.

And especially in the case of the three great professions did we find the professor's criticism equally just and irresistible. It is undeniable that within recent years these professions have well-nigh forfeited all right to the distinction of "the learned;" undeniable that from year to year there is a perceptible lowering of their standard of education. The clerical profession has so far suffered least in this respect. But that it has suffered greatly is beyond question. The old race of clerical scholars is fast passing away—a fact that is surely deplorable. For there is no calling which demands greater scholarship and broader culture than that of the minister. Broad culture means broad views, broad sympathy, cosmopolitan feeling—characteristics essential to the truest and highest religion. Narrow culture, on the other hand, means narrow views, narrow sympathy, sectarian feeling. Narrow culture is thus the fountain of religious prejudice and extreme denominationalism, which cannot but result in the decay and death of true religion.

The main object of this article, however, is not to deal with the educational standards of either Theology or Medicine, but rather with those of Law. Here the old idea of the necessity of a thorough preliminary training has been entirely given over, and no such need is now in any way recognized. A mere babe in knowledge is able to pass with credit our preliminary Law

Examinations. Formerly the Barristers' Society of this province pretended at least to have its own standards. Now the matriculation standard of the various colleges is taken, and in many cases a certificate from a High School admits whosoever will to the study of law. Then, if such person manage to stuff himself with enough legal lore to pass in due time the Intermediate and Final Examinations, he is received into the full communion of the Bar with all the rights and privileges that appertain to the "learned profession."

It is no defence of this system to point to the great names in the history of the Nova Scotian Bar and Bench; to point to such men as Haliburton, Young, Ritchie, Thompson, and many others who have shed lustre on this Province. It is no defence to point out the high place which many of our barristers hold at the present day. Such men will always be found in any profession. We must rather have regard to the principles on which the system is grounded. We stand face to face with the ominous fact that our system demands from those who begin the study of law neither scholarship nor culture of any kind. Now the study of law cannot of itself give culture. It trains but one of all the mental faculties—that of judgment or reasoning. But judgment is fed and controlled by thought, and thought is multiform. Thus the need of a broad and generous education becomes fully apparent.

We hold, then, that the dignity and best interests of the legal profession in this country demand that the preliminary standards should be greatly raised. The most exacting systems always get the best men. Low requirements mean a low professional status, an over-crowding of the profession (which is even now beginning to show itself), and a cheapening of law. But cheap law is almost invariably poor law.

KING'S COLLEGE SCHOOL OF LAW.

KING'S COLLEGE has opened a Law School this fall in the sister city of Saint John. The faculty consists of members of the Bench and Bar of New Brunswick to the number of nineteen. Chief Justice Allen is the Patron of the school, Allen O. Earle, Q. C., is Dean of the Faculty, and J. Roy

Campbell, LL. B. (Dalhousie) is Secretary and Treasurer. The lecturers are all able men, but we doubt if the majority of them will be able to find sufficient time to prepare and deliver regular courses of lectures. For instance, all the judges of the Supreme Court are lecturers, and during the school session they will have to be in Fredericton during the terms of the court, and in vacation they will have to go on circuit for part of the time.

Again, three of the Judges and Attorney-General Blair, who is also a lecturer, reside at Fredericton, and as their visits to Saint John are not at regular periods, it will be difficult for them to deliver regular courses of lectures.

The absence of other members of the faculty at Fredericton and Ottawa during the sessions of the provincial and federal parliaments, will interfere with their courses of lectures. The large professional business of others, and their attendance in term time at the Supreme Court in Fredericton, will not permit of their preparing or delivering lectures with the regularity necessary to make the school a success. The want of a library will also be seriously felt. But whether regular courses of lectures are delivered or not in all the subjects of the curriculum, there can be no doubt but that the school will be a great benefit to those law students at Saint John who are unable to leave the city to attend older and established institutions. We do not anticipate that this new school will interfere with Dalhousie to any very great degree; and if there is room for two law schools in the Maritime Provinces we are glad that the second one is to be under the fostering wing of the venerable institution at Windsor.

To the students of the new school, the students of Dalhousie extend the hand of fellowship.

SIR WILLIAM JOHNSTONE RITCHIE, Chief Justice of the Supreme Court of Canada, died at Ottawa on Sunday, the twenty-fifth day of September. He was a son of the late Judge Ritchie of this province, and his mother was a daughter of the late Judge Johnstone. He came of a family of jurists, and as a jurist did honor to his family. He was born at Annapolis in 1813, and educated at Pictou Academy. In 1838 he was called to the Bar of New Brunswick, and without

any influential backing began the practice of his profession in the city of Saint John, and soon stood among the leading legal lights of the province. But he did not devote his whole attention to the law. He felt that his adopted province had claims upon him, and in 1848 entered the political arena and represented the City and County of St. John in the House of Assembly. In 1855 he was given a seat on the Supreme Court Bench, and ten years later became Chief Justice of New Brunswick. His was a master legal mind, and his promotion to the Bench and then to the Chief Justiceship was but a fitting tribute to his ability, integrity and learning, as was his call to the Supreme Court of Canada in its organization in 1875. He soon proved himself to be the best judge in that our highest court, and when in 1879 he became its chief justice, it was felt throughout the country that the first jurist in Canada had now become the head of Canada's highest court. It is the most honorable position in the gift of our government, and in this instance was bestowed upon a man who not only did honor to the position but also to the country; for he was a man whose soundness of mind, whose vigorous intellect, and whose ripe scholarship, as well as his able grasp of constitutional questions, would render him an ornament to the bench of the highest court in the empire. Not only did Canada honor her worthy son, but in 1881 our beloved Queen, recognizing in him great ability, bestowed upon him the high honor of Knighthood. He spent a long part of a long life in the discharge of judicial duties, and in the high and important positions that he held, he proved himself to be "a man among men," and was held in high regard not only for his learning, but also for his high and incorruptible character. In his death the country suffers a great loss, but he leaves behind him a noble example to young lawyers and law students that is worthy their imitation. He has shewn them what perseverance can do, and that success will come to those worthy of it.

MODERN SCIENCE, as training the mind to an exact and impartial analysis of facts, is an education especially fitted to promote sound citizenship.—*Prof. Karl Pearson.*

THE N. B. FINAL.

OUR New Brunswick Alumni Association has requested the Barristers' Society of that province to recognize our LL. B. degree as equivalent to having passed in everything but practice. We can see no reason why this request should not be granted, for the examinations in the Law School are fully as difficult as those before any Barristers' Society in America. As it is at present the New Brunswick boys have to plug up the whole course for one examination, and be examined in three or four subjects every day. If they were to be relieved from examination as requested they could devote more time to getting up the practice of the courts.

AT the General Law Students' Meeting, held soon after the opening of the school this session, a committee was appointed to wait upon the Dean to see if some arrangements could not be made with some city barrister to give a course of half a dozen or so lectures in practical conveyancing. The Dean informed the committee that they were free to invite anyone they chose, and that the faculty would be ready to place a class room, light, etc., at their disposal. Mr. Ritchie, the popular new professor of real property, was waited on, and he kindly outlined the course of lectures he intended to follow this winter. He felt he would be unable to reach the subject of conveyancing this year, but would make a two year's course of his subject, and deal with that part next year. This was very satisfactory to first and second year students, but third year men would not be able to take advantage of it. A. E. Silver, B. A., LL. B., (Harvard) was then interviewed, and he has kindly consented to give a few practical talks on the subject after the Christmas vacation. Mr. Silver assisted Mr. Payzant by taking his class in torts last year during his illness, and made a very favourable impression. The students feel exceedingly grateful to Mr. Silver, and are looking forward to meeting him again with every satisfaction.

If Physical Science in strengthening our belief in the universality of causation and abolishing chance as an absurdity, leads to the conclusions of determination, it does no more than follow the track of consistent and logical thinkers in philosophy and theology, before it existed or was thought of.—*Huxley.*

OBITUARY.

CHARLES FRANCIS HAMILTON.

AMONG the very sad duties which the GAZETTE has had to perform in recording the deaths of our College graduates, perhaps none bears comparison with its present duty,—that of recording the decease of Charles Francis Hamilton, by a sudden and terrible death. Of the particulars of that event the public are already well informed. While attempting to get off a moving train at Grand Narrows, C. B., on the 17th of September last, he slipped, fell under the cars, and was instantly killed.

The deceased was born at Sydney Mines, 1765, and was the only child of A. G. Hamilton, Esq., Collector of Customs for the port of North Sydney. His educational career, which was throughout one of unusual all-round excellence, began at St. Francis Xavier, was continued at Ottawa University, where he took his B. A. 1886, and ended at the Dalhousie Law School, where he graduated LL.B. '90. The same year he was admitted to the bar of Nova Scotia. He then joined with Mr. D. L. McPhee in a partnership, and began the practice of law in North Sydney. There his energy, ability and popularity were rapidly bringing him to the fore, when Providence, in His own wise and omniscient purpose, stepped in and removed him from the scene of earthly success.

By his college friends and acquaintances, C. F. Hamilton will be long remembered. For to know him well was to love him well. Quiet, unassuming, generous, wonderfully kind-hearted, Christian in thought and Christian in act, he was peculiarly qualified to endear himself to his fellow-students. Hence the painful shock, the keen bitter regret, that tightening of the heart's feeling, which the news of his untimely death caused to all. As human thought and feeling run, death and youth, (and especially youth coupled with high talents and full of bright hopes) are an ill-matched pair. But to Providence belong the great issues of life and death; He is the arbiter of human destiny.

To the bereaved father and mother, into whose homes so great a sadness has come, sadness pathetic even to a stranger, the GAZETTE extends its heartfelt sympathy. The GAZETTE would beg of those parents to interweave with their own loving, tearful memories of the deceased, the tender thoughts of his Dalhousie friends.

MOCK PARLIAMENT.

THE law students lost little time this session in getting their Mock Parliament organized, and Saturday evening, Sept. 17th, saw the house open with more than ordinary ceremony. Shortly after eight o'clock Sergeant-at-Arms Anderson escorted Speaker Rowlings, clad in his robe of office, to his chair, the members standing in their places. Before taking his seat the Speaker addressed the house at some length, thank-

ing the members for the honor of his election, and outlining the course he intended to follow in his government of the house. His remarks made a very favorable impression upon the house, which his subsequent work in that responsible position has only served to deepen.

Before the order of the day was taken up, the Hon. R. P. Bennett, Premier and Finance Minister, outlined the policy of his government and introduced the members of his Cabinet :

HON. W. E. THOMPSON, Minister of Justice.
 " R. H. GRAHAM, " " Public Works.
 " D. K. GRANT, Post Master General.

The order of the day was then taken up, and when "questions by members" came, the government were subjected to a most pointed and searching catechism, through which ordeal they passed with more or less credit. Then came government bills and orders, and the Minister of Justice rose to introduce a resolution, favouring the union of the Maritime Provinces into one province under the Dominion.

He contended that such a union would materially advance the interests of the provinces by the sea, by curtailing the expenses attached to legislation, by giving them a more united voice in the Dominion house, and by bringing about a unification of the legal and educational systems.

Victor Frazee, member for Dartmouth, led off in opposition with a clear and forcible analysis of the arguments of the Minister of Justice.

Tilley (St. John), Woodworth (Annapolis), Graham (Brookfield), old members of the house, spoke with their accustomed force and grace, in opposition to the measure. Copp (Westmorland), another new member, spoke strongly against the resolution.

Hewson (Oxford), Sergeant-at-Arms Anderson, the Premier, and the Postmaster General spoke in support of the resolution, and at a late hour the house divided, the government being sustained by a majority of five.

At its second sitting Sept. 24th, the government brought in a resolution favouring the granting to the Dominion the right to make her own commercial treaties. This resolution was moved by the Hon. D. K. Grant, who contended that if this privilege were extended the Dominion, England would be released from many embarrassments in relation to our affairs, and that we would be able to quickly and satisfactorily settle long standing disputes with the neighbouring Republic, extend our commercial interests with foreign nations, and yet strengthen the tie which bound us to the Mother Land. Tilley (St. John), and Woodworth (Annapolis), spoke strongly against the measure. They viewed such a step with much alarm, and saw in it a move towards the severance of our connection with the Mother Land, rather than the binding into a closer union.

Cameron (Sydney), lately appointed Q. C. by the government for his able defence of the privileges of the house in the case of *Windom v. Shultz*, gave strong support to the measure. When the vote was taken it was found the government still had the confidence of the house, as evidenced by a majority of four.

Before the house adjourned, Premier Bennett gave notice that affairs of state called him away from the Capital, and that during his absence, the Minister of Justice would be acting premier.

The government took more trouble than usual in preparing their subject for the next sitting. They drafted a bill to bring Newfoundland into the Union, and had a large number of copies struck off and distributed among the members. As a result of this, a larger number than usual came prepared to speak, and a very interesting debate followed its introduction. The Hon. R. H. Graham presented the bill, and taking it up section by section, argued strongly for its support.

Woodworth launched out vigorously against the bill. He opposed it first because the house had not been informed that any negotiations had been entered into with Newfoundland in relation to the matter, and second, because the bill itself was imperfect, as it contained clauses dealing with matters over which the Dominion house had no control, and omitted to deal with other matters which should be there provided for. He moved the six month's hoist. Tilley (St. John), seconded this motion, on the ground that the action of the government was premature.

The Minister of Justice (Thompson) combatted the arguments advanced by the member for Annapolis, charging him with non-attendance to his duties as a member of this house, in not having been in his place on the first reading of the bill, when he would have learned that this bill was the outcome of a delegation representing the Dominion and Newfoundland legislatures, and that simultaneously with its introduction here, it was being introduced in the house at Newfoundland. He invited a critical discussion of those sections of the bill which applied particularly to the Dominion, and advised the opposition not to waste their energies in championing the cause of Newfoundland, whose interests were safe in the hands of her own representatives.

Anderson followed in opposition, with one of his eloquent and witty speeches, brimful of historical reference and humorous anecdote. McDonald (Hopewell), and Barnstead (Halifax), spoke in opposition.

The Hon. D. K. Grant gave his usual strong support to the government, pressing home his arguments in his own clear cut, quiet style. He was followed by Hudson (Oxford), and Payzant (Kings), in support of the bill. At a late hour the house divided on Woodworth's amendment, which was lost by a majority of one. The vote was taken on the bill, and it went through with the same small majority.

Saturday night Oct. 8th, the government brought in a measure to extend the franchise to unmarried women and widows possessing the necessary age, property or income, qualifications. The opposition mustered in force confident of an easy victory. They were victorious, but the government made a good fight, and contested every inch in what they felt from the start was a losing game. Each member of the government was in his place and spoke strongly for the bill; but in vain. Neither Bennett's flowing eloquence, nor Grant's cool logic availed, and the government fell, beaten by a majority of three. Premier Bennett tendered the resignation of his cabinet. Speaker Rowlings and clerk of the house Woodworth resigned with the government. Deputy Speaker Tilley will occupy the chair under the next administration, which will be led by Cameron, Q. C., (Sydney).

One pleasing feature of the debates this season, has been the entire absence of personal ill-feeling. Many students who in former years have taken no interest in the Mock Parliament, are now regular in their attendance, and the Freshman year has contributed several able debaters. Still there are many who fail to take advantage of this admirable institution, and we can only advise them to make use of it while they may, for it is an opportunity which many deplore having wasted, when they leave the University to enter upon the duties of their profession.

IN THE MOOT COURT—DALHOUSIE COLLEGE.

ISLES & CO. }
v. }
SMITH. }

September 15th, 1892.

Defendant made a promissory note in favor of Isles & Co., who afterwards assigned all their property to Murchison & Co. Isles & Co. then brought an action in their own name on the note. The defendant pleaded the assignment, and plaintiffs replied that the action was brought with the knowledge and consent, and for the benefit of the assignee. Judgment was given for the plaintiffs in the Supreme Court of N. S., from which this appeal is taken to the Supreme Court of Canada.

Kenny and Stairs for appellant: At common law the assignor of a chose in action could bring an action in his own name; but chap. 23, s. 47, of the Acts of 1855, took this right away from him. Haliburton, C. J., held in *Walsh v. Hart*, 2 Thom., 400, that this did not preclude the assignor bringing an action for the benefit of the assignee. McDonald, J., (McDonald, C. J., concurring), held in *Thompson v. Ackhurst*, 6 R. & G., 1, that statute meant the assignor could not bring an action in his own name, and overruled *Walsh v. Hart*. *Rumsay v. Cunningham*, 6 R. & G., 357, was to same effect. So that before the Judicature Act an action could not be brought in the name of the assignor.

The Judicature Act, Order 61, transfers the debt and all legal remedies therefore to the assignee, as though it had been his from the beginning. It leaves no right of action or otherwise in the assignor. *Read v. Brown*, 22 Q. B. D., 132, decided on the English Act, of which ours is a literal transcript, is most conclusive on this point. This is the only English case, since the Judicature Act, bearing on the subject.

Grierson and Crowe for Respondents: Chap. 23, s. 47, Acts of 1855, enacted that assignor could not bring an action in his own name; but Haliburton, C. J., in *Walsh v. Hart*, held that this simply meant that the assignor could not bring an action for his own benefit, and could bring it with the knowledge and consent, and for the benefit of the assignee. McDonald, J., (McDonald, C. J., concurring,) in *Thompson v. Ackhurst*, commented unfavorably on Haliburton's judgment in *Walsh v. Hart*, and refused to be bound by it. Rigby, J., felt bound by it.

In *Rumsay v. Cunningham*, McDonald, J., and McDonald, C. J., on it being drawn to their attention that the Act of 1853 had been re-enacted in the 4th series of the R. S. as chap. 94, after it had received Haliburton, C. J.'s, interpretation, and on the authority of L. R., 5th chap., app. 706, seemed

inclined to recede from their position in *Thompson v. Askhurst*. Thompson, J., agreed with Rigby, J., in *Thompson v. Ackhurst*.—Thus, before the Judicature Act, it is clear that both by statute and common law the assignor could bring an action for the benefit of the assignee. Now our law on assignments of choses in action is found in Order 61, and Section 15 (5) of the Judicature Act, which by Appendix O., No. 17, expressly repeals chap. 94, of R. S., 4th series. Order 61 merely confers upon the assignee the right to sue in his own name, without joining the assignor, and does not take away any right which the assignor previously had at common law, as to suing in his own name for the benefit of the assignees: *Chitty on Pleading*, Vol. I., p. 17; *Winch v. Kelley*, 1 T. R., 619; *Jefferies v. Day*, L. B., 1 Q. B., 372. Lord Esher, in his dictum in *Read v. Brown*, said that the Judicature Act gave the assignee the right to sue in his own name; but he did not say that there was not an alternative way of proceeding, and that the action might not be brought by the assignor for the benefit of the assignee. Again, if Lord Esher did intend to say that after an assignment the assignor's name could not be used in an action, still his statement is merely a dictum. Further, as being in the Court of Appeal, it is not binding on our courts, and it would be unwise to interfere with the settled policy of the law here.

Russell, J., (*Weldon, C. J.*, concurring): There is no doubt that, before the Judicature Act, 1884, actions could be brought in this Province in the name of the assignor for the benefit of the assignee. But since the Judicature Act that right has been entirely taken away, and by Order 61 the debt and all legal remedies therefore have been absolutely transferred to the assignee. The wording of the order is most clear on that point. The dictum of Lord Esher in *Read v. Brown*, goes right to the question at issue as being an Act of which our own is a literal transcript. In the face of that dictum, and on the clear and unambiguous wording of Order 61, judgment must be for the appellant.

IN the Moot Court on Sept. 16th ult., the case of *Schultz v. Windon* was argued before Dean Weldon. The case was virtually an appeal from the decision of Mr. Justice TOWNSHEND, delivered at Truro during the June term of the Supreme Court in the case of *Mayor Thomas v. The Officers and Members of the N. S. House of Assembly*. The question at issue was, can a Colonial Legislature clothe the House of Assembly with the like powers that the House of Commons of Canada possesses?

Cameron and Brown for appellants.

Bennett and Graham for respondents.

Brown contended that the Legislature could do so, under and by virtue of the B. N. A. Act, sec. 92, sub-secs. 1 and 4 and 16.

Bennett and Graham contra, argued that no Colonial Legislature had such powers inherent in it, and therefore in the absence of express or implicit grant, could not presume to legislate itself into the possession of such powers. Both counsel relied on the case of *Landers v. Woodworth*, in the Supreme Court of Canada, and several Privy Council cases, chiefly *Kieley v. Carson*, *Taylor v. Borton*, and *Doyle v. Falconer*.

Cameron in reply, contended that cases cited did not apply, inasmuch as they referred only to the powers of one branch of a Colonial Legislature; and further that a Colonial Legislature possessed the power in question by virtue of sec. 5, of "The Colonial Laws Validity Act."

The Court reserved judgment, pending the decision of the Supreme Court of Nova Scotia, on the appeal from the decision of MR. JUSTICE TOWNSHEND.

Medical Department.

THE Halifax Medical College opens on its Twenty-fourth Session on Monday, 31st inst. Lectures begin on that day, and it is very desirable that all students be in attendance at the opening lecture. The college will open with brighter prospects than formerly.

The additions to the lecturing staff, the increased facilities for the study of Bacteriology and practical Histology, and the establishment of a College Library, will be highly appreciated by every student.

Notable appointments to the lecturing staff are, Dr. D. A. Campbell to the Chair of Medicine; Dr. William Tobin, Professor of Laryngology and Rhinology; Dr. A. J. Mader, Assistant Demonstrator of Anatomy, and Dr. W. H. Hattie, Lecturer on Bacteriology.

A number of microscopes and other apparatus necessary for the more thorough practical teaching of Bacteriology, Histology and Pathology, have been received from Germany. The faculty are to be complimented in thus supplying a long felt want. During the last few months two large comfortable rooms, in the Halifax Dispensary, have been fitted up as a library and reading room for the Halifax Medical College, and open to all members of the profession. £1,000 stg., bequeathed by the late Dr. Cogswell, of London, is to be invested in developing this library. Donations of small sums of money and a number of books, from other sources, have been thankfully received.

The Victoria General Hospital has been very much enlarged and improved during the past summer. The operating room, with a large amphitheatre for students, is entirely new, and equipped with the most improved appliances of the present day. The new Laboratory will afford excellent opportunities for the study of urinalysis and chemical microscopy.

The hospital throughout amply supplies an extended field for observation and study of all forms of disease.

The number of students in attendance at the Halifax Medical College has gradually increased during the past few years, and the outlook for the ensuing session is encouraging, as a larger number than usual is expected. The number of female aspirants will be increased to four, which will add dignity to the already decorous Med. The grievances of former years in connection with the dissecting room have been seriously considered, and the condition of affairs greatly improved. Even the janitor promises to be more obliging in future.

Although the drudgery and anxiety of student life is soon to begin, there is after all a certain amount of pleasure and satisfaction in returning to lectures, books and scimmages. Again we meet face to face those with whom, day after day, we have wrestled for the hard college benches, and night after night wrought faithfully over that great bugbear anatomy. The profession, although arduous, is a noble one, and those who have decided to cast in their lot among us will encounter many difficulties, but perseverance will overcome much. All former students and students who are to enter the Medical College for the first time will soon cordially meet. The efforts of the faculty in making very important improvements will, without doubt, be duly recognized, and any indiscretion on the part of students avoided, for if sinners entice thee consent thou not.

“WHAT WE WANT.”

At the beginning of a new Term it is customary with many to review the past and make good resolutions for the future.

Such a custom would not be amiss with those who attend the Halifax Medical College—both scholar and teacher. We claim that it is within our province to make a few suggestions for the success of our school. Our institution should draw nearly all the students of medicine in the Maritime Provinces, but, as a matter of fact, we know that a large number of them go elsewhere, and of those who do come only a few complete their course here. This is a condition that should not be.

A few of the most important requirements of a school that will draw and hold students are easily recounted: First, a good general hospital, that will offer ample clinical advantages; second, a good number of ordinary general practitioners and specialists from which to select lecturers and professors; third, energy, enterprise and enthusiasm on the part of the teaching staff. We have the first,—Halifax, as one of the few large seaports on the eastern coast of the Dominion, presents in her hospitals all the varieties of disease found in and common to such seaports. The present Provincial Hospital, there situated, is one of the largest in the Dominion, and is surpassed by few in America in the quality of its accommodations for all classes of sick.

Regarding the second, we know that the medical profession of Halifax is of as good average skill and ability as that of any city, and the number is large enough to allow some of them ample time to do good teaching work.

Do the faculty as a whole try to get the best men of the city on our teaching staff?

Do the individual members of the teaching staff give the proper time and their best efforts to the task of fitting men for the responsible positions of practitioners of medicine and surgery? Undoubtedly some do.

The old saw, about the weak link in a chain, still holds good, for while one very brilliant man may build up and keep a school together, one or more poor ones will send it the other way.

Let our college be judiciously and properly advertized and it will draw the students; then let EVERY professor and lecturer show that he knows his work and wants his students to know it, and they will not be in a hurry to get away to another school.

Just now something in the way of college appliances would not be amiss,—diagrams, specimens, plates, etc.; while a man's anatomy does not change much from age to age, the plates and diagrams around a college do. Another point—the new “Act respecting the study of anatomy,” affords good chances for securing abundant dissecting material, yet last winter a number of students did not get their parts through.

We would not suggest that our Registrar establish a post mortem employment bureau, yet we believe if some of the caretakers of the Poor Farms knew how they could get rid of some of their defunct poor, advantageously, our supply would be better.

There are other points that might be discussed, which perhaps will be better left till a later period. We hope that those remarks will be taken kindly, as coming from those who suffer most from poor instruction.

PEDAGOGUE.

PERSONALS.

M. MCAULAY is weilding the birch in C. B.

DR. GRANT holds forth in North Sydney, C. B.

D. A. MORRISON, according to report, has gone to Baltimore.

DR. IRWIN is Junior House Surgeon in the Victoria General Hospital.

MESSRS. BYERS and MEYER are residing in the Victoria General Hospital.

FRANK RICE is enjoying the comforts of home life. We hope to have him answer the roll call.

ALL of the 2nd year students, we hope to see back in their places on the opening day.

OF our late graduates, Dr. R. W. McCharles joined the benedicts shortly after graduating. Congratulations Roderick! Dr. McCharles' shingle swings to and fro in Winnipeg.

DR. DRYSDALE is en route to Seattle, Washington State, where he intends locating. He was in the city last week and was looking well after a two months rest.

DR. TURNBULL is practising at Upper Musquodoboit, Halifax Co., and, according to report, is doing very well.

DR. WOODWORTH, at present in the city, intends opening an office in Kentville.

OF the 4th year students, P. Coady is attending a hospital in Mass. We hope to see him among the number the coming session.

OF the 3rd year students, Messrs. Arthur. Bennet, Murray, Simpson and Misses McKay and Hamilton are in the city, and we trust they will be among us the coming year. George Grierson will not be with us, report says he is studying medicine in Long Island College, Brooklyn. W. F. Cogswell is teaching in Glendyer, and A. A. Dechman is at his home in Sherbrooke. R. J. McDonald has gone to College of P. and S., New York.