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"ORA ET LABORAM."

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

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WITH this number begins the 26th volume of the GAZETTE. The new board of editors feel a little timid in entering upon the onerous duties of the office. All, with two exceptions, are inexperienced men, having never worked on the GAZETTE staff before. They feel, what the students in general should feel, that entrusting the management year after year to an entirely new set of men, is not a desirable thing. This evil should be averted in future, and as many of this year's board of editors as intend to be at Dalhousie next winter, should, willing or unwilling, be retained in office, unless they give, during their present tenure, conclusive evidence of incompetency and of general unfitness for the charge.

Last winter the GAZETTE attracted notice by the brilliancy of its editorials. We fear that we will be unable to attain the high standard of literary excellence, to which the facile pen and graceful style of the ex-editor-in-chief raised that department. Another member of last year's board, whose equal in many respects it would be hard to find, was the indefatigable and irrepressible representative from New Brunswick, who was always on hand when 'copy' was called for. We know that, though absent from us in the body, he is still with us in spirit, and we hope that he will occasionally favour us with a contribution. We hope, too, that other editors of last and former



years, will not forget the time when they trod the primrose paths of journalism, and will enrich the columns of the GAZETTE with the product of their riper wisdom and experience.

The GAZETTE last winter was not without faults. A few scarcely allowable jokes, and certain free expressions, which aroused the censorious spirit of the *Recorder*, found their way into it through carelessness. For the benefit of the *Recorder*, we may say that such editorial peccadilloes will not occur this year, and we hope that for the future it will usefully employ its time in plucking the beam out of its own eye. We have seen in the college paper published by the Harvard students, and in many other college papers, expressions far stronger and more objectionable than the ones which drew down upon us the wrath of the *Recorder*.

We are determined this winter to rule out anything that savors of party-politics. This has not been done in the past with that strictness which might have been expected. The GAZETTE is a non-partizan paper, and we will not offend its readers by obtruding upon them our views on political subjects.

We will do our best to make the GAZETTE a faithful portrayal of student life in all its phases.

WE see in the recent papers that W. C. McDonald, the wealthy tobacco manufacturer, has given \$50,000 to McGill to endow a chair in Science. McGill owes much of its usefulness to the liberality of the millionaires, McDonald and Smith. The people of Montreal fully recognize the advantages accruing from the presence of a thoroughly equipped university in their midst. They consider that the money lavishly given to McGill to raise it to the highest rank among educational institutions is not misspent.

The only university in the Lower Provinces is Dalhousie. It has been severely crippled of late years by lack of funds. It has beheld with sorrow and regret some of its ablest professors resigning and accepting more lucrative positions abroad, unable to retain them by the offer of a larger salary. The Science Faculty is in urgent need of money for apparatus, and for the appointment of new professors. And to whom is Dalhousie to look for the needed assistance? Of denominational support it receives little or none. It has thrown off the props of sectarian-

ism, and appeals to the generosity of public-spirited men of means, who should, and who would, if they would but take the matter into consideration, rally loyally and manfully to its support. As the *Chronicle* of a recent date says:

"The Presbyterian College, Acadia, Kings, Mount Allison, (in New Brunswick) and St. Francis Xavier must naturally look for support to the respective denominations which support them, but our provincial university, Dalhousie, must look to the wealthy men of the province at large. We have no millionaires in Nova Scotia, but we have a considerable number of fairly wealthy men, who could afford to assist in placing the higher institutions of learning on a better financial basis than they now are."

#### TECHNICAL CLASSES IN DALHOUSIE.

According to a circular issued by the Faculty of Science, the following technical classes are offered during the present session:—

##### CLASSES FOR ENGINEERING STUDENTS AND OTHERS.

*Heat Engines and Dynamos*, (twice a week)—by PROF. MACGREGOR.

*Mechanics of Machinery*, (twice a week)—By PROF. MACGREGOR.

*Civil Engineering*, (once a fortnight)—By DR. MURPHY, *Provincial Engineer*.

*Mining*, (twelve Lectures)—By Dr. GILPIN, *Inspector of Mines*.

*Hydraulic Engineering*, (once a fortnight)—By MR. DODWELL *Resident Engineer, Public Works of Canada*.

*Municipal Engineering*, (once a fortnight)—By MR. DOANE *City Engineer*.

*Surveying*, (once a fortnight)—By MR. MCCOLL, *Assistant Provincial Engineer*.

The first six of these classes will be conducted by means of lectures, illustrated by visits to factories, work-shops and engineering works. The surveying class will carry out surveying operations in the fields, and elaborate the results under the supervision of the lecturer in the drawing-room. A classroom on the ground floor of the College is being fitted up with drawing-tables and other appliances for the use of students.

The University and the public generally, are under great obligations to the lecturers mentioned above, for their public spirit in undertaking to conduct these classes; and we hope the engineering students and young engineers of the city, may shew their appreciation of the opportunity offered them by crowding the class-room.



## EVENING CLASSES FOR ARTISANS AND OTHERS.

A class in **ELEMENTARY MECHANICS**, meeting two hours a week, will be organized by Prof. MacGregor, if there is sufficient demand for it. No mathematical knowledge will be assumed in this class, principles being established by experiments, and applications of principles to practice being carried out by graphical methods. The fees of the class will be devoted to the provision of illustrative apparatus, and certain improvements in the appliances of the Physical class-room have been authorised by the President, to facilitate the work of the class. The object of the class is to give to artizans such a knowledge of mechanical principles, as will enable them to read works on their applications intelligently.

A class in **ELEMENTARY MATHEMATICS** will also be organized, provided a sufficient number of students apply. It will be conducted, we understand, by Mr. J. W. Logan, whose career as a student, and well known ability as a teacher give every assurance of success. The work of the class will be determined by previous knowledge of its members, three branches of mathematics being studied which are useful in the mechanical arts.

Other evening classes may be announced at a later date.

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**EDUCATIONAL IDEALS.**

AN ADDRESS DELIVERED BY PROFESSOR MURRAY AT THE CONVOCATION,  
SEPTEMBER 20, 1893.

NOTE.—It was thought best to give an account of the course in Education, recently organized by the College, before taking up the subject of the address.

Two years ago the Faculty of Science was organized. At that time provision was made for a course in Technical Science, a course in Engineering, in addition to the long established course in Natural and Experimental Science. Our Science Faculty is confronted with what appear to be almost insurmountable obstacles. Our equipment is inadequate; our staff overtaxed. To overcome the friction of the administrative machine, a liberal application of the great lubricant—money—is needed.

This year the Faculty of Science has moved along the line of least financial resistance. Provision has been made for a course in the Science of Education. Provision for such a course has been made possible by the generous aid of Mr. Alex. McKay, who has been appointed Lecturer on Education in the Faculty of Science. To-day, as in the past, Dalhousie has been very fortunate in securing able men, thoroughly conversant with their subjects, to aid the staff by volunteer courses of lectures in the different branches of Law, Medicine, Science and Arts. The

Dalhousie of the future will look back with gratitude to the men, whose deep interest in the welfare of the University, led them with considerable inconvenience to themselves, to undertake work which formed the beginnings of the work of a great University.

The work of this class in Education consists (1) Of Lectures on the History and Theory of Teaching; (2) Of the Practice of Methods. The details of the work of the class as well as a description of the various courses recommended for those preparing for teaching, may be found in the Calendar.

The class in Education has been placed among the electives for the third and fourth years in Arts. This is quite in harmony with our practice in allowing undergraduates, who intend to take a course in one of the professional schools, to take, in their third and fourth years in Arts, a limited number of classes in professional subjects. In this way, Arts students who purpose taking a course in Law, may take enough law classes in their third and fourth years, to allow them to graduate in Law in two years instead of the three required of other candidates. In the same way, through our affiliations with the Halifax Medical School and the Pine Hill Theological Hall, men who intend to study Medicine or Theology, may save a year in their Arts and Professional courses. Those who look forward to the teaching profession are, in the future, to have this same privilege of beginning their professional studies during the last years in their Arts course.

Many have objected to this curtailment of the course in liberal studies by the admission of professional studies into the concluding years of the Arts course. They say that a course consisting of four years in Arts, and three or four as the case may be, in some professional study is short enough. A year's reduction would leave the course in liberal study incomplete, and would hurry the student in his professional studies. In the one, the desired mental power could not be developed; in the other, the leisure necessary for the application of theory to practice could not be obtained. One strongly sympathizes with those who bring forward these objections; but one feels that they do not appreciate the difficulties of the great majority of our students who are ambitious to have a liberal as well as a professional education. As a people we are not rich enough to afford the luxury of an extended course of preparation for the business of life. The majority of Canadian students must, after three or four years spent in higher education, support themselves. If they wish to continue their studies, they must first procure the means of doing so. Our colleges are unable, like some of the richer British and American universities, to aid the deserving student with scholarships, fellowships and prizes. Until our people and



our Universities become richer, our universities would be doing the nation a great injustice by making the higher education so costly that only a very few could avail themselves of all its privileges.

Perhaps it is needless for me to attempt a justification of the Senate's action in introducing the study of Educational Science into our college course. In this Dalhousie has placed herself in line with nearly all the principal British and American universities. The educational departments in these universities have done good work. To be convinced of this one has only to glance over the excellent work of Professors Laurie of Edinburgh, Meiklejohn of St. Andrew's, Fitch, Quick and Browning of Cambridge, and others.

But there is another reason—a reason peculiar to our country—why we should make provision for the study of Educational Science in our universities. Our common school system demands it. For in our system of national education, the decision of educational questions of great importance is placed in the hands of those who elect our legislators. In addition to determining the nature of our educational legislation, every ratepayer is called upon to take part in the practical management of our educational machinery in the school districts. Is it not then a matter of national importance that every college should be able to think intelligently and clearly on all questions which involve educational principles? Our university, because it professes to meet as far as possible the wants of our citizens, should make provision for a course in Educational Science. A few years ago the School Inspectors in a neighboring Province were required, in addition to the ordinary work of inspecting, to explain the School Law at every possible opportunity, to the trustees of the different school districts. Necessary as was instruction in the principles and details of the management of the educational machine, surely still more necessary is instruction in the principles and methods of the work which the educational machine is expected to accomplish. Only with an intelligent appreciation of the principles and methods of a sound education can the educational machinery of the country be intelligently managed.

If another plea be needed there still remains the highest and noblest plea of all for instruction in the Science of Education. Every man or woman worthy of respect is trying to live his or her life well, to make the best out of his or her talents, and so leave the world a little better than he or she found it. But the foundations of such a life are laid in the home and in the school. As the foundations are laid well or ill, so is the building of the superstructure rapid, easy and excellent, or slow, difficult and poor. Often the school has to tear down and rebuild what the home has built awry. Very often the man himself, or when he is incapable, society has to undo and do over again what home or school or both have done badly. Of supreme importance

is it then, for boy or girl to have that part of his or her life which is in the hands of others, shaped and firmly built as the ideal of a noble and useful life requires. Our duties to others require us to be most eager and active to deal wisely and thoroughly with the young, since we hold in our hands the success or failure of their lives. Education then becomes the most important branch of the great Art of life; and as such cannot be despised by parent, guardian, citizen or statesman. Let me cite Mr. Spencer's opinion. In the eighth chapter of his book on Education he says:—

“The subject which involves all the subjects, and therefore the subject in which the education of every one should culminate, is the Theory and Practice of Education.”

We have, then, introduced the study of Education into our college course, because we have felt that it would be a great benefit to those of our students who intend to enter the teaching profession. This is perhaps the greatest immediate benefit which we have wished our students to secure. But we have also felt that our university, because it professes to be a university for the people, should discharge its duty to our students who some future day, as citizens, are to be called upon to take part in the country's educational legislation and administration.”

Here we may fairly be asked to be more explicit concerning the nature of that instruction in Education which we say is to prepare the student for teaching and for citizenship. Can these apparently diverse aims be reconciled? Would not our course necessarily be strictly technical, if it is to give adequate preparation to teachers? And must not our course, since it prepares for citizenship, partake more of the character of a liberal education? The objections implied in these questions would be perfectly valid, if we regard the teacher as a kind of educational machine, which day after day, is to go through the same routine and to turn out the same results. Then a training which should prepare for teaching would be strictly technical. The student teacher would be required merely to become proficient in the technique of teaching. But surely machinery is more helpless in teaching than in any other profession. The material the mechanic works upon is subject to rigid laws. His work is to shape, form, mould the passive motionless block. The material which the teacher, on the other hand, works upon is mind. What the teacher is to do is to arouse in mind an inward activity. Mind does not remain passive like clay or putty in the moulder's hand. But mind is active. It seeks myriad outlets for its activity. The teacher's work is to stimulate that activity and to direct it. The late Mr. Thring, the famous headmaster of Uppingham, has beautifully expressed the opening of mind to the sweet influences of the nobler mind which educates. “Love,” he says, “must woo love, the loving mind of one willing to be



led gets closer and closer to the object of its love, ever clasps with reverent affection the beauty it would fain make its own, and strives to interpret every great work, be it in stone, or a painting, music, poetry or prose, or any form which noble thought of God or man has taken, by the same law of interpretation—the law of Love—the only law that thought-creations obey.” Can this be accomplished by motive alone? Is machinery or technique all-sufficient here? Are not intelligence and sympathy essential? Are they not the life which makes the machinery efficient? If so we must *first* secure intelligence and sympathy before our educational technique can accomplish anything worthy of the name of education. But this same intelligence and interest is what we wish to awaken in our future citizens. So then, for the first steps in the study of Educational Science our student-teachers and our student-citizens need not part company. The aim of this part of our course is to enable our students to think intelligently on educational topics, to awaken in them an interest in educational questions, and to familiarize them with the best educational literature. This is the aim of our courses in the History and Theory of Education.

But we have not overlooked the peculiar needs of our student teachers. We have provided them with an educational laboratory in which they may familiarize themselves with the practices and methods of experienced teachers, and in which they may verify their own educational theories and methods. This part of our course is strictly technical. It is under the supervision of one who has been a successful teacher, and who has had for several years exceptional advantages for the study of different methods, as practised in our schools. This the technical section of our course consists of the observation of the practice of good teachers and of practice by the student himself. It extends over three months. At least six hours every week of this period must be spent in observation or in practice.

I thought it proper that this somewhat detailed account of the purpose and character of our new course in Education should be submitted to you before I began to consider briefly the main subject of this address—Educational Ideals. What I wish to accomplish in the treatment of this subject is, after showing the confusion in educational opinions concerning fundamental principles, to work out clear conceptions of at least three ideals which, in more or less confusion, seem to be current among educational writers.

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THERE is implied in every expressed opinion of the value of any study, of any method, or of any result of an educational system, some standard, criterion or ideal. Those who express such opinions may not be aware of the ideal implied in their judgment, and yet if the confident judge be subjected to a

Socratic examination, he will, in his search for reasons, stumble on the characteristics of an educational ideal, which he has unconsciously received from tradition. For instance, nearly every man interested in education entertains some pronounced view of the value of Greek as a college study. Of these a few may give excellent reasons for their opinions, but very few are able to estimate the value of those principles which they summon to the support of their opinions. One man condemns Greek because it does not bring bread to the possessor; another lauds it because of the excellent mental discipline it affords; a third approves of it because of the excellence of its literature; while yet a fourth condemns it because of its remoteness from all that interests the Anglo-Saxon. The battle wages long and victory seems to rest, now on the standards of the modern, now on those of the ancient, as some valiant and witty knight joins now one host, now the other. Yet few stop to consider the truth of their cause; few seek a sure foundation on which they may base their hopes. One man starts with the assumption that education should equip man for life. By equipment he means information as to how to make a living. Another heartily agrees with this assumption, but he interprets equipment to mean training. Thus education should so train, should so harden, man's mental and moral, as well as his physical muscle, that he will find the world soft. Both accept a plausible, because ambiguous, maxim, and without further criticism proceed to formulate opinions on all matters.

One, to return to our example, condemns the study of Greek because Greek does not equip man for life, *i. e.* does not give him the information necessary for a successful career. Another approves of Greek because it does equip man for life, *i. e.*, develops in him a certain strength of mind and fineness of taste that places him far before his fellows. Thus each contestant asserts that the great god, Utility, is fighting for him. As creeds the most diverse may be derived from the same scriptures, so educational ideals, the most antagonistic may appear to derive their authority from the same excellent truisms.

Again, two men find themselves bitterly opposed to each other in a discussion on the right method of teaching arithmetic. One insists that a child should be well drilled in working examples and applying rules, so that no problem in daily life, however intricate or remote from text-book examples, should baffle the young expert; another maintains that rules and dexterity may be useful but become quite insignificant when compared with the increase in power of analysis and of deduction which is produced by a sound training in reasoning out the principles implied in these arithmetical rules. The advocate of each method would shelter himself under the imposing statement that the “function of education is to prepare man for complete living.”



Or again, the same principle would be invoked both by him who would recommend that the facts of history should be thoroughly committed to memory, and by him who would claim that history is nothing but dry bones until the student be led to clothe the facts with the flesh and blood of imagination, and to interpret the acts of the men of the past by those of to-day. One would say that only by memorizing can the knowledge which aids man in the struggle for life be available. The other would maintain that such knowledge is but useless baggage, curious inventions whose use men know not of, unless the student is skilled in the interpretation of such facts, the interpretation of how they arise and of what they issue in.

Perhaps it would prove wearisome were I to continue to illustrate the confusion concerning fundamental principles which prevails in educational discussions, and which, like smoke on the battlefield, prevents the educational warriors from distinguishing friend from foe. What is proposed to-day is to attempt to clarify our fundamental educational conceptions or ideals by drawing sharp and clear lines of demarkation between ideals which too often, in practice, are allowed, in lazy fashion, to melt into one another, until confusion reigns supreme. For that purpose I shall endeavour to contrast, as sharply as possible, what seem to me to be the prevailing types of educational theories. Many minor modifications, which might appreciably alter the practical bearings of the ideals, may seem to be overlooked. But my object is not to accurately delineate the ideal actually practised or advocated by any particular writer or sect. What I wish to do is to make clear and sharp the outlines of an ideal to which a particular system or theory approximates. No ideal is ever fully expressed in practice, but every system is dominated by some ideal or conception. Since our task is with these conceptions we may be pardoned if we select only the more prominent characteristics, and if we so emphasize these that they may appear to be the whole truth. It is only in this semi-dictatorial way that one can get vivid, clear ideas, which are at least impressive and suggestive, if not accurate and faithful to every detail that appears in practice.

In the discussions on the value of Greek, mentioned above, you may detect two antithetic conceptions of the nature of the work of education. The contestants in the Greek war took sides according to the colour of the banners. The modern placed himself beneath the sombre gray banner of Utility; the ancient vowed allegiance to the brilliant red of Power. We shall probably find that neither side was entirely in the right. Had not each army a shred of truth woven in its banner, the faith of its followers would have weakened and the contest proved an event of a moment instead of a struggle of years.

The one party believes that the aim of education should be to instruct, to impart useful information; the other that the

educator should try to develop capacity, power through exercise. One lauds knowledge; the other mental muscle. We may say that the first mentioned ideal is realistic, utilitarian. Its aim is Instruction. The other ideal, we may say, is formal, scholastic. Its aim is Discipline. The Instructionist would impart useful knowledge. The Disciplinarian would develop power, capacity to act.

The INSTRUCTIONIST would admit into his course of *studies* only those subjects which provide information, which tell the student how, in after life, he might avoid this danger, how attain that object, how secure this benefit. Those *methods* only would the thorough Instructionist use, which would facilitate the acquirement of useful facts, assure their retention and ready availability. He would think almost exclusively of a quick perception, and of a sure and ready memory. He would quote that familiar proverb, "Knowledge is Power," and fail to see the distinction between knowledge and wisdom, between an abstract knowledge of fact and the perception of the bearing of knowledge on practice. He would seek to turn out pupils learned in the lore of the wise, skilled in tracing the paths of the planets, wise in the mysteries of the living frame, deep in the secrets of the nations of the past and of the present, familiar with the life history of the great globe itself. His ideal, when realized, becomes little more than an animated cyclopædia of useful knowledge.

Prof. Huxley, in one of his essays, has very graphically described this view of life and the preparation needed for it.

"Suppose," he says, "it was perfectly certain that the life and fortune of every one of us would, one day or other, depend upon his winning or losing a game at chess. Don't you think that we should all consider it to be a primary duty to learn at least the names and moves of the pieces; to have a notion of a gambit, and a keen eye for all means of giving and getting out of check? Do you not think that we should look with disapprobation amounting to scorn upon the father who allowed his son, or the state which allowed its members to grow up without knowing a pawn from a knight?"

Yet it is a plain and elementary truth that the life, the fortune and the happiness of every one of us, and, more or less, of those who are connected with us, do depend upon our knowing something of the rules of a game infinitely more difficult and complicated than chess. It is a game which has been played for untold ages, every man and woman of us being one of the two players in a game of his or her own. The chess board is the world, the pieces are the phenomena of the universe, the rules of the game are what we call the laws of nature. The player on the other side is hidden from us. We know that his play is always fair, just and patient. But also we know to our cost that he never overlooks a mistake or makes the smallest allow-



ance for ignorance. Well, what I mean by education is learning the rules of this mighty game. In other words, education is the instruction of the intellect in the laws of nature, under which name I include not merely things and their forces, but men and their ways; and the fashioning of the affections and of the will unto an earnest and loving desire to move in harmony with those laws."

No clearer statement of the ideal education, as the Instructionist conceives it, could be desired. Perhaps the most consistent and thorough elaboration of this ideal of education, which we may name INSTRUCTIONISM, is to be found in Mr. Spencer's book on Education. There he seems to maintain that science is the best and only subject to be placed in the course of our schools and colleges, because science is knowledge, and knowledge is everything.

Let us now turn to the DISCIPLINARIAN'S picture. The aim of education, as he conceives it, should be development of power or capacity. This development he would secure through exercise. Those *studies* only would he place in his curriculum which arouse some valuable capacity into activity. The acquisition of mere text-book information he would treat lightly, for he aims at mental dexterity. As the physical instructor lays little stress on the exact performance of a particular movement, but on the regularity and thoroughness of the exercise, so the Disciplinarian thinks little of the technical knowledge acquired, but much of the increase of strength which thorough and regular exercise brings. The useful knowledge of hand-books the Disciplinarian shuns with horror. His *methods* of teaching also differ widely from those of the Instructionist. Where the Instructionist chooses those methods which favor quick perception, sure retention, and ready recall of knowledge, the Disciplinarian employs those methods which require the complete and regular exercise of the mind. For example, if he regards reasoning as the most important activity of the mind, his methods will be very different from those of the Instructionist, who relies greatly on memory. The Disciplinarian says *train the mind, develop capacity*; the Instructionist says *fill the mind with useful knowledge*.

The disciplinary system of education, which we may name DISCIPLINISM, was formerly best represented in the system of the Jesuits. Until 1832 their system remained almost the same as it was when instituted in 1599. Their education consisted almost entirely in the study of the Latin language. It had those two characteristics, thoroughness and repetition, which have made the educational drill-sergeant a force in the world. When in our admiration for the thoroughness of their training we censure the meagreness of their educational diet, we must not forget that the conceptions, in those days, of the ways in which the human mind could be developed were restricted, and that the instruments or studies then available were few when compared with the host of sciences, languages and literatures which the modern educator can command. In Locke, we find the Disciplinarian conception prominent. Instead of making learning everything, Locke "places learning last and least," subordinating it to virtue, wisdom and manners.

So then, the Ideal of Instructionism, which aims at imparting useful knowledge, seems quite antagonistic to the Ideal of Disciplinism, which advocates development of capacity. To render our ideas more definite we have selected from our great English educational writers, Spencer to champion knowledge, and Locke to represent training. Yet we must not unjustly say that Spencer ignores training, or that Locke despises knowledge; for each was too great to overlook such an obvious truth; but Spencer quite subordinates training to the acquisition of useful knowledge, and Locke bestows only after-thoughts on knowledge. By its predominating characteristic is the educational work of each writer classified.

If the Disciplinary Ideal were realized in all its purity we would have a man "whose body is the ready servant of his will, and does with ease and pleasure all the work that as a mechanism it is capable of, whose intellect is a clear, cold, logic engine, with all its parts of equal strength and in smooth working order, ready like a steam engine to be turned to any kind of work and spin gossamers as well as forge anchors of the mind, and whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience." In a word, we would have the mechanism of man's physical, intellectual and moral nature harmoniously perfect in strength. Man becomes a perfect machine.

If the Instructionist Ideal were realized in all its purity, we would have a man "whose mind is stored with the great and fundamental truths of nature, and of the laws of their operations." By nature is meant "not merely things and their forces, but men and their ways." Man would become an animated cyclopædia of useful knowledge. Here we may set over against one another these two results: the animated machine, whose parts work in a perfect harmony of strength, and the animated cyclopædia of useful knowledge.

Those of you who are familiar with the types of ethical theories, may detect in the Instructionist in Education a kinsman of the Utilitarian in Ethics, and in the Disciplinarian in Education he may see the half-brother of the Ascetic in Morals. As in Ethics one feels inclined to arbitrate between the opposing theories and to give equal recognition to the truths of Utilitarianism and of Asceticism, and by blending their truths into a higher unity, which we may call Eudæmonism, to transcend their imperfections; so in education, one wishes to save the good in Instructionism, as well as the good in Disciplinism, and to blend these truths in a more comprehensive Ideal, which we may call Culture, and which we may attribute to Plato.

Let us now pass from the delineation of the Ideals of Instructionism and Disciplinism, to an examination of them. Their virtues are too well known to require emphasis. We shall restrict ourselves to noticing their defects.

Let us look at Instructionism first. Its result is, in our most severe phrase, an "animated cyclopædia of useful information." A cyclopædia is useful for the convenience of those who can apply its knowledge. Its use is derived from its relation to practice, but it is to be used by others, not to use itself. Is there not a danger that our animated cyclopædia may be so over-freighted with knowledge that he may become helpless? Much book-learning may render him mad, *i. e.*, render him blind to the relations which prevail in the actual order of things and of men. The



late Mr. Thring has graphically described this species of education as "pumping into a kettle." A capacious and rentless kettle is an excellent thing; so is a capacious and retentive memory. But knowledge like water is meant for use, and according to our accomodating maxim,— "Education is a preparation for complete living"—for the use of the possessor. Now, one fears, that since life is activity, creation, production rather than receptivity and retention, there can be no true preparation which is not a preparation for creative activity, for production. Unfortunately *Instructionism develops the receptive at the expense of the creative activity.*

Again, let us look at the *knowledge* that is possessed. Is this text-book knowledge, even though it be often verified by observation and experiment, exactly like the knowledge that is useful in life? Only those who have to teach it or reproduce it are secure against suspicion of its inadequacy. Can a system of education extending from the kindergarten to the university turn out a student thoroughly supplied with the greater part of the useful knowledge necessary for life? Is it better to try to give him all the information we can or to try to put him in the way of acquiring the information, so that he may be able to add to what he has already acquired, while learning the art of learning? No one, who has for a moment considered the rapid advance of knowledge within even a half-century, can hesitate over the answer.

Finally let us look at the dogma that "Education is a preparation for complete living." What is living? Is it merely to exist, to maintain one's existence in this world of enemies, human and natural? If so, knowledge of the means of existence may be a complete preparation. But is not life more than continuing to fill a certain space with momentary changes of posture accompanied by a rather obstinate attempt to satisfy an insatiable desire to see the how and why of things? The biblical sage hath said:—"In much wisdom is much grief; and he that increaseth knowledge increaseth sorrow." Life is more than knowledge, more than an attempt to enquire into the way of living and to acquire the means of life. These are necessary to life. They are conditions of life; but they are not life itself. They are but the scaffolding necessary to support the builder in making the Temple of Life, but they are not the Temple itself. So then, if education is to prepare man for complete living how can it do it best? Shall we assume that the process of education is something accessory to life—something that disappears and ceases to be after a time? Or shall we say that education is but the beginning of life—that stage of life in which we greatly rely on the guidance and aid of others, and that, in reality, education never ceases? What we call the education stage is but the foundation laying stage, but yet a stage as essential to the complete Temple as that of finishing the roof. If such be our conception of the relation of the stage of preparation or education to the remaining stages of life, shall we confine this education to the externals of life—to the means of living? Or shall we make it the beginning of life—a part and no mere preparation of life? If so, *education means more than acquisition of knowledge.* It means that and more. *It means the beginning of a complete life.* It means growth in perfection of the complete man—a growth in character.

Hence *Instructionism* seems to be defective, from an inadequate conception of the nature of the life, to which it professes to be a complete

preparation, and from a wrong conception of the relation of that beginning or preparation for life to life itself. It conceives of education too much after the manner of the whetting of the axe as preparation for cutting. A man's life cannot be divided in that mechanical manner. He must live—be living his life well or ill—even when he is being educated—*i. e.*, being prepared for the life that he is already living. Life is the realisation of man's capacities in accordance with reason or the Divine image in man; education is the early development of those capacities under the guidance and assistance of others.

Let us now pass from this examination of the defects of *Instructionism* to an examination of *Disciplinism*. We assume that the educational system called *Disciplinism*, has sacrificed everything for the sake of training, as *Instructionism* sacrificed all for useful information. We make the assumptions in order to see clearly the logical drift of conceptions, which, when seen in actual practice, are often neutralised by being forced, by that illogical but practical common sense and honesty of earnest educators, to share the supreme authority with antagonistic conceptions.

The aim of *Disciplinism* is to develop the pupil's power through exercise. The school is a mental gymnasium; the studies are the exercises; the teacher is the gymnast; education consists in putting the pupils through these exercises; the educated man is the clever gymnast who performs his exercises with grace, speed and accuracy. Accordingly those studies are selected which present the greatest number of difficult exercises. An ancient language is nothing but a "briar patch," as Mr. Thring called it; algebra a set of problems about water-taps, watches and railway trains; logic a puzzle machine. The masters are those grim personages who shower blows on the shoulders of the awkward sluggard who is running the educational gauntlet. The school of *Disciplinism* is not a bower of bliss.

In *Sartor Resartus*, Teufelsdröckh's experiences of such a school are taken from the bag *Scorpio* and given to the public. The great essayist seems to speak from bitter experience. "My Teachers," says Teufelsdröckh, "were hide-bound Pedants, without knowledge of man's nature, or of boys; or of aught save their lexicons and quarterly account books. Innumerable dead Vocables (no dead Language, for they themselves knew no Language,) they crammed into us, and called it fostering the growth of mind. How can an inanimate, mechanical Gerund-grinder, the like of whom will, in a subsequent century, be manufactured at Nurnberg out of wood and leather, foster the growth of anything; much more of Mind, which grows, not like a vegetable (by having its roots littered with etymological compost), but like a spirit, by mysterious contact of Spirit; Thought kindling itself at the fire of living Thought? How shall *he* give kindling, in whose own inward man there is no live coal, but all is burnt out to a dead grammatical cinder? The Hinter Schlag Professors knew Syntax enough; and of the human soul thus much: That it had a faculty called Memory, and could be acted on through the muscular integument by appliance of birch-rods."

What is the great defect of *Disciplinism*? One can easily see that it fails to awaken *interest* in those who are being educated. Mr. Thring has vividly described this education as "useless pumping on a kettle with the lid on." Remove the lid, awaken interest by showing the boy the value of his studies is the theme of the fifth chapter of his book on the



Theory and Practice of Teaching. To Herbart we owe a great debt for insisting that education must develop "many sided interests." The Utilitarian character of the studies recommended by Instructionism awakens this all important interest. Instructionism does not develop the Power that Disciplinism does; but Disciplinism does not awaken the Interest that Instructionism does.

By ignoring the necessity of Interest *Disciplinism defeats itself*. Let us see how it secures its own destruction. It seeks to develop Power. But how? Through exercise. But it seems to fail in appreciating the nature of the required exercise. Disciplinarians are too often content with mere drill or performance of exercises. Such drill may be, and very often is, merely mechanical, external. The mind is conceived too often as a machine whose motive comes from without, and not as an organism, whose growth is from within. But the development of mental capacity—the professed aim of Disciplinism,—can come only as a growth—as an inward activity—a self activity. This activity from within is very different from the mechanical exercises into which Disciplinism too often degenerates. We may describe it as a spontaneous activity. It can be secured only through the interest the boy has in his work.

To realize more clearly the importance of this activity from within, let me recall with you some of our early school experiences in learning history. We read accounts of men and of events; we committed dates to memory; schematized the events of a reign or of a period; we were able to pass satisfactory examinations, and we thought ourselves promising historians. Perhaps we derived a little pleasure from the more interesting part of our work. Perhaps we felt our memory improved; we may have also become aware of increased power in arranging facts in a logical sequence, and in keeping a connected series of events before our minds. Yet how many of us ever felt even a momentary desire to find out something more about this man or that statute, this treaty or that reform. We were willing beasts of burden, entirely subject to our master's reins and whip. We, perhaps, did our work well, but we did not grow to our full stature, for our activity ceased when the external stimulus was removed. The reason of our stunted growth was plain. We had no interest in our work for its own sake. Our interest was extrinsic. We were interested for our teacher's approval, our success over a rival, or for the honour of a prize. Our studies were means to these. Perhaps at that time those were the only things which could interest us; but one would like to believe that, even then, we were capable of a higher interest, and one would like to see that belief tested by a persevering and intelligent attempt to awaken within us a living interest in the story of the lives and deeds of the men of the past.

Perhaps I have made a little clearer the importance of interest in study. Without interest—an interest which at first may be largely extrinsic, but which by degrees becomes intrinsic—without such interest that exercise or activity which issues in inward mental growth can not be secured. Disciplinism fails in attaining its object, because it fails in appreciating the significance of Interest.

Another objection may be urged against this Ideal of education. It is an objection which with modifications we brought against Instruc-

tionism. The defect in both Ideals arises from over-emphasis of the preparatory character of education. Both Disciplinism and Instructionism assume that education is a *preparation* for life. As was said before, one is inclined to maintain that education is the *beginning* of life. Let us suppose that we, in strict accord with the requirements of Disciplinism, confine ourselves to turning out pupils whose intellects are clear, cold logic engines, whose bodies are smoothly working machines, whose passions move without friction at the command of reason, have we made better men and women of them? We have done much for them. We have furnished their house and put things in excellent working order. But have we in perfecting the machinery of mind and body *made men of them*? Have we awakened in them a deep interest in "whatsoever things are true, are honest, are just, are pure, are lovely, are of good report"? Have they become captivated with pure and noble ideals? Have they made sensible progress toward perfect manhood—towards full and harmonious expansion of their whole nature by getting to know and by learning to appreciate the best which has been thought, said and done in the world? Or has the rigor of the drill sergeant benumbed the mind, chilled the heart, so that the bright, sympathetic and eager lad has become a dull, cynical and uninterested man? I fear *rigid Disciplinism produces machines not men*.

Instructionism is defective because it fails to develop mental power. Disciplinism is defective because it does not develop interest. Those of you who are inclined to think in ethical categories may have already detected the similarity in the defects of Ethical Asceticism and Educational Disciplinism, and Ethical Hedonism and Educational Instructionism. The Ascetic Ideal is formal, unhuman, because it excludes Desire; the Disciplinary Ideal is open to the same objection because it ignores Interest. On the other hand, the Hedonistic Ideal errs in placing the end of human activity, in something external to the real man; and the Instructionistic Ideal fails because it makes acquisition of the knowledge of the means of life the end, instead of making the development of the man himself the end of education. Asceticism and Disciplinism are inadequate because they conceive of men as creatures of reason only, and not as creatures of sense and reason. Hedonism and Instructionism also fail from an inadequate conception of man. Their eyes feast on the outer man, on the paraphernalia of man, his pleasures and clothes, and are blind to the value of the inner or real man. Man is not, as they conceive him, a creature of sense alone, no more than he is a creature of reason only. His nature is spiritual as well as material, rational as well as sensible. He is human—a mysterious union of the divine and the animal.

Let us now elaborate more fully our conception of that Educational Ideal which we called CULTURE. Locke we selected to represent Disciplinism, and Mr. Spencer to champion Instructionism. Culture is best represented in the person and in the writings of Plato. Though we made a point of selecting our representatives from English writers, we might remain satisfied with Plato; for his writings have been rendered into beautiful English by the venerable Master of Balliol—Dr. Jowett, who represents English Culture almost as perfectly as Plato, represented all that was best in Greek life and thought. Fortunately, however, we have at least two prominent English writers to represent Culture. The



name of Matthew Arnold at once suggests itself. For it was he who made the name and the conceptions of Culture current in contemporary English thought. He, however, regarded Culture as a social remedy and thought of it more as a form of national development than as an Ideal for the individual. Yet, the growth in perfection of the nation is, in reality, the growth in perfection of the individuals as members of the body politic. So that, though his remarks on Culture were directed to the political and social problem, they lose none of their truth and force when applied to the individual. We have, also, another excellent representative of Culture among our English writers, in a writer whose life was spent in educational work. Mr. Thring's work has given him an honourable place near the great teacher of England—Dr. Arnold of Rugby. In Thring's book on the Theory and Practice of Teaching we have the Ideal of Culture presented as the practical educator sees it.

The watchword of Instructionism is information, that of Disciplinism, training. The most suitable single word to express the characteristic of culture is, perhaps, *intelligence*. As Instructionism professes to impart useful information, and Disciplinism promises mental power, so Culture aims at developing intelligence.

Let us look at the meaning of this word "intelligence." An intelligent man is one who is interested in many things. One of his characteristics is this "many sided interest." This "many sided interest" distinguished the cultured man from the disciplined man. But interest does not exhaust the meaning of the term "intelligence." An intelligent man is also a thoughtful man—one who observes and tries to understand whatever comes within his ken. Thoughtfulness and many-sided interest characterize the intelligent man. The aim of Culture, then, is to "arouse interest and excite thought," To make the boy intelligent.

But what do we mean by "thoughtfulness?" We do not mean dreaminess. Boys often have the reputation of being thoughtful, when, in lazy mood, they are building castles in the air. An active and a vivid imagination is useful to the thoughtful boy, but it is not everything. The thoughtful boy must also be an accurate observer. But observation, no more than imagination, exhausts the meaning of thoughtfulness. The boy who thinks is like Clerk Maxwell trying to understand the "go of the thing." He is trying to connect it with other things. He seeks to relate this new fact to something already known. He is satisfied when he has arranged in a connected system, facts which hitherto were quarrelling with each other. A thinking boy is happy when he has found the right place in a Latin sentence for a group of words, which hitherto were like the mob at the doors of a political meeting, howling, jostling and loudly clamouring for a place.

Perhaps no subject develops thoughtfulness better than the "briar patch" of an ancient language. The student of Latin or Greek must be alert to observe, be accurate in his observations of variations in the form of the words and in the construction of sentences, and he must arrange the chaos of nouns, verbs, prepositions and adverbs in a cosmos which means something. The thoughtfulness which the natural sciences stimulates must be this same endeavour to explain the accurately observed facts by connecting them with other well known facts. The thinking boy then is the boy who tries to obtain clear and complete conceptions by observing accurately, and who tries to arrange the

disconnected fragments of his knowledge into a well ordered whole. Culture seeks to induce the pupil to observe accurately and to relate things to one another. There is no sorrier spectacle of uncultured humanity than the man whose mind seems to be littered with a miscellaneous heap of the odds and ends of useful information—a heap in which there is neither form nor comeliness.

We said that Culture seeks to *induce* thoughtfulness. This word "induce" means much. It implies that the educator is in the hands of his pupil. He cannot turn the pupils out as educated products. They must co-operate with him. One hardly needs here to be reminded of the aptness of the Socratic simile to describe the work of education. How can thoughtfulness be induced? Surely through interest. Awaken interest in what now appears to the pupil to be unintelligible and he will try to see meaning in the confused. For if the boy is interested in any thing he will think about it and try to understand it. It is impossible for us here to burrow deeply into the mysteries of human interest. We must content ourselves with asserting that we have native to us impulses and instincts whose spontaneous and unimpeded exercise is pleasant; and whatever issues in this pleasurable result—be it merely the expression of a pent-up emotion, or the comfort that follows a long life of arduous enterprise—can seldom fail to interest.

But have we not ignored an important characteristic, that "interest" which Culture says is a necessary part of the Ideal of Education? If we have not, Interest is merely the slave of the educator, who uses it to excite thought and then turns it away to die on the moor. Does not Culture demand something more of Interest? Herbart speaks of "many sided interests." Is there not a deeper meaning in "interests" in the phrase—a "man's interests" than we have found in the term "interest"—in the phrase an "interesting object." A "man's interest" seems to imply something more permanent than the "interesting." "Interests" seem to be that which is permanently "interesting." If so, we may say that Culture aims not merely at using the interesting to develop thoughtfulness, but also aims at developing permanent interests. The cultured man is the man of broad interests. His interests are part of himself and are not entirely dependant on external suggestion. The development of interest means that man's feeling is deepened as well as made susceptible of more varied influences. If we narrow feeling to sympathy, at once we see the truth of the statement that one's growth in manhood may be measured by the increase in the depth and breadth of one's sympathies.

The ideal of human perfection which Culture upholds, Matthew Arnold has said "is an *inward spiritual activity having for its characters increased sweetness, increased light, increased life, increased sympathy*. Culture in contrast to Instructionism emphasizes *activity*; in contrast to Disciplinism it demands that this activity be an *inward* activity. It abhors the machinery of Disciplinism and deplors the want of spiritual activity in mere Instruction. He whose education has been the harmonious and complete expansion of his nature appears as a man whose intelligence is eager, whose interests are broad and whose ideal is high—a thoughtful man of wide sympathy and noble purpose.

Probably many of you have been censuring me for making no reference to physical and moral education. You do not regard education



as divided into three parts—quite separate, and you naturally ask why no reference was made to the physical and moral aspects of education. I thought it better for the sake of clearness to restrict myself to intellectual education. But in the development of the Ideal of Culture as well as in the examination of the other Ideals, I was led by the logic of the conception to make the moral the central element. Culture is almost first and last an Ethical Ideal. You, however, can easily see what kind of physical and moral education the Instructionist, the Disciplinarian, and the advocate of Culture would demand. *Physical* education for the Instructionist would consist principally in learning the technique of a trade; for the Disciplinarian in performance of drill exercises which are often honoured with the name of Calisthenics. Physical development Culture would secure through interesting exercises—the play of the kindergarten—the games or sports of the healthy boy. Disciplinism would develop the *moral* side of man by making the boy repeat again and again good acts so as to form good habits. Instructionism would demand clear conceptions of right and wrong—would endeavor to instruct the boy or girl in the laws of morality. Culture again, through this principle of interest, would strive to enlighten the practice of Disciplinism and to make the knowledge of Instructionism practical by awakening in the boy or girl a love of the right and hatred of the wrong and an enthusiasm for, and devotion to the noble and the good.

If time would but permit one would like to discuss the *studies* or means for realizing these ideals, and so draw up those courses of study or curricula which seem best fitted to realize the different Ideals. Nor would one forget to discuss the *methods* which harmonize with the demands of our three Ideals. And one would like to consider how the methods and studies required by each system should be modified to suit the different periods of the boy's educational life. We should probably find that in childhood the hunger of the boy's senses should be satisfied—the acquisition of sense knowledge must fill up the greater part of his mental life. In boyhood the mind should less and less become a mere receptacle; thinking should now become more important than acquisition. In the last days of youth and in early manhood, the active and intelligent mind of the growing youth should be turned into the richer and wider fields of knowledge, there to browse at will. Thus at first the greater part of the boy's mental activity should be spent in acquiring the data for knowledge; later in working up those data; and lastly in fresh discovery and exploration.

But time denies us entrance to these mountainous tracts. We must return and cast a parting look at Culture—that Culture which says that the work of the teacher is to arouse an inward spiritual activity, to develop capacities for thought, for feeling, and for decision, and so form character. But this character is more than the Power of Disciplinism. It has many-sided interests as well as strength. Its 'interests' are developed through studies, activities which leave the student with a surplus of pleasurable emotion, whether that feeling results from ministering to the wants of the body, or from the free exercise of those instincts and impulses which spring spontaneously into activity, or from the exercise of that love of the beautiful, the true, and the good, which literature or the humanities calls forth. Thus in Culture are blended the truth of Disciplinism—its

insistence on the development of capacity, and the truth of Instructionism—its appeal to interest. Yet Culture is not a collection of warring elements. It regulates the union of those elements by the conception of the complete development of man—a development which must be harmonious as well as complete. Nor is this harmony merely negative attained by repression or destruction of the bad; it is a positive harmony in which the true man—man as made in the image of God—is so developed that the baser elements are choked out of existence by the rapid and healthy growth of the good. It is a harmony of the true the beautiful, and the good, in which we see deep and abiding devotion to good clothing itself with sweetness and light.

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### Correspondence.

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*Dear Gazette,*—It is extremely gratifying to those interested in the welfare of the College to notice the recent improvements to which our "Campus" has been subjected. On coming through the hole in the fence on College street, the student's nostrils are assailed by a composite odour—a combination of the fragrance of decayed oranges and deceased felines. His eyes rest upon a scene of surpassing loveliness. Some art-loving Maecenas has, with prodigal generosity, strewn old boots, tomato cans, and other classic ornaments over the whole stretch of territory between the "Triumphal Arch" on College Street and the College itself. The present Freshman class ought to be especially thankful for the generosity of the Faculty, as these odoriferous improvements must have been elaborated, in order to satisfy their peculiar taste. Hoping that the "Freshies" will duly appreciate these honors, which we are sorry to say they do not deserve.

I remain,

DUMPUS.

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### College Notes.

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THE GAZETTE acknowledges with thanks the receipt of a choice box of "Bonny Scotland" Stationery from W. E. Hebb, the Hollis St. Stationer. He evidently has a fine stock of goods.

LECTURES have begun in earnest, and the winter's grind has commenced. Prof. Lawson commenced this year a month earlier than usual, as the Medical Session opened on the 4th of October.

THE College is evidently on a sound financial basis. It has been able to supply a beautiful uniform with large brass buttons to the Bell Boy. The next step will be the uniforming of the Professors.



At last the library time table has been rationalized, and we are promised that at any time from 10 a. m. to 5 p. m. admission will be possible. Two assistant librarians have been appointed. It remains to be seen whether the lavish promises will be fulfilled.

Now is the time for the re-organization of the Glee Club. Applications for the post of instructor have been received from excellent men. Aided by last year's experience the Glee Club should be a decided success this year. No College is complete without a good Glee Club.

THERE is in embryo a scheme for the formation of a Junior Football League, consisting of the teams of the Crescents, second Wanderers, and second Dalhousies. Apart from placing our second team among competitors whom they will almost certainly overcome, it would give them much more practice, and so give them a greater number for the first team to choose from.

THE attendance at the University promises to be larger this year than ever before. The Freshman Class in Law numbers 18, and in Arts about 50. This will bring the total number of registered students up to nearly 260. The President gave out that on the second day of registration there were no less than 97 registrations. It is gratifying to see that in spite of the withdrawal of the bursaries the College is still advancing.

THE Sophs. are an amusing class. They have been holding a series of indignation meetings regarding their time table, so far as it refers to the Junior Philosophy Class. Their chief grievance was that the class would be held during the hour for receiving at the Ladies College. A feature of one of their meetings was the appointment of a Chairman and Secretary after the business had been transacted, and immediately before adjournment.

WE deeply regret that a Junior, who has already put in two years at the U. N. B., and consequently finds the third year work here very light, was actually mistaken for a Freshman upon entering our College Hall, by some of our keen irrepressible Sophs. But we understand that his majestic mien and the threatening manner with which he swung his cane, instantly awed them into a becoming attitude of humility. Sophs. we hope such a grievous mistake will not occur again!

THE attention of our students is respectfully directed to compartment 40 of the Arts Library. This is the Canadian corner, where a choice selection of Canadian literature may be found. All students who love their country and their Alma Mater with genuine devotion, will surely aid in securing whatever is of value from Canadian writers, with which to supplement

our already valuable collection. Books, papers, etc., intended for this department can be handed to the Librarian, Prof. Murray, at any time.

A TELEPHONE is much needed in the building. The idea of a University in a city of 40,000 inhabitants in the year 1893 with no means of communication with other sections of the town other than that supplied by the tardy means of locomotion provided by nature is preposterous. A telephone is as much a necessity as is a letter box. The Senate of Pine Hill College have taken this view of it, and it is certainly time for our Governors to wake up.

THE Philomathic Society gratefully acknowledges the following: "Fire in the Woods," (De Mille); "The Boys of Grand Pre School," (De Mille); "The B. O. W. C.," (De Mille): from E. W. Forbes, B. A.; "Acadia," from H. McInnis, LL. B. *Educational Review*, Vols. III, IV, V., handsomely bound, from G. N. Hay, Ph. B.; "Hymns by John McLean and others," in Gaelic, from Prof. McGregor; "History of Nova Scotia," (Haliburton), 2 vols.; "Dominion Annual Register," 3 vols., from contribution made to the College by the late Sir Adams G. Archibald.

THE GAZETTE extends its sincere sympathy to Prof. MacDonald in his annoying affliction, and hopes that he will receive the benefit which he expects in New York. Among all the Professors there is not another whose absence leaves such a gap as does that of the Professor of Mathematics. During Prof. MacDonald's absence his work is being carried on by Mr. G. A. R. Rowlings, a graduate with honors in Mathematics, 1890. He is proving himself an excellent substitute and the College is to be congratulated on its good fortune in securing him. We hardly know whether to address him as Mr. Rowlings or merely as Row.

SOME ill-disposed persons started a rumor that all students of the first two years were to be required to pledge themselves to abstain from the time-honored scrimmage. The abject terror of the Freshmen and Sophomores was for a few days very edifying, but we were all glad to find that the rumor was unfounded. Evidently the Faculty have not thought this plan a good one, but should any one suppose that they are going to wink at scrimmaging he would be radically wrong. They will doubtless give the plan of unblushingly fining the offenders another trial, encouraged by its success last year. In the meantime this is an opportunity for the Students' Senate to resurrect itself and to press its claims on the Faculty. Their constitution was shelved *sine die* last year, but a vigorous protest is all that is necessary.



THERE is to be no instruction given in the gymnasium this winter. This, all must allow, is decidedly a retrograde step and should be protested against. Physical education is a necessary adjunct to hard mental work, and the influence of a good gymnasium is seldom over-estimated. We doubt whether any College in Canada, of the size and fame of Dalhousie, has such unsatisfactory gymnasium facilities. The reason given for the dismissal of the instructor is the exceedingly small and discouraging attendance at his classes. To this fact we cannot shut our eyes, but it seems to us that the action of the Senate is very extreme. Is it meant as a punishment for not manifesting more interest that we are not to have any more classes? We hardly think so. It is merely that the inference was that the classes were not appreciated and not wanted. But this is not the case. Two improvements are requisite. First that the classes should be held during the whole forenoon, and second the modernization of the apparatus. It does not require a prophet to tell that these improvements would create greater interest. In the meantime the imposition of a gymnasium fee is iniquitous.

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### Exchanges.

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OWING to the early date of this issue, and the fact that our term begins previous to that of the neighboring colleges, no college papers are yet to hand.

ON our table are *The Educational Review* for August and September. *Cosmopolitan* for September, *Outing* and *Harper's* for October.

IN addition to the many articles of peculiar interest to the teaching profession in the *Educational Review*, there is one which touches us closely. The pronunciation of Greek and Latin is a sore subject with us here. It is no uncommon thing to find in a single class representatives of all three methods, English, Latin and Continental. This is due to the different systems in use in the academies and high schools of the Province. Hasten the day, say we, when one system is used by all.

*Cosmopolitan* for September contains a lengthy article on the "World's Fair."

*Outing* opens this month with an article entitled *Sketching among the Sioux*. Two short racy stories follow, which are fully as interesting as the usual articles of the kind in this paper, and any one who reads *Outing* knows that this is sufficient praise. *Lunz's Tour Awheel* this month contains an account of his experiences with the Japanese.

How many of us in some of the matches in this city have felt the thrill that must have passed over the spectators in this. There is a hush of suspense in all the crowd. "Tom lies flat on his face before the goal and poises the ball obliquely in his right hand an inch above the ground. All eyes are turned anxiously on Owen's face. He is not flustered, he is too glad of an opportunity of redeeming himself. He measures the distance with his eye, takes a run of a few steps, Tom withdraws his hand, the ball sails over the bar and Hevendon has won the match." Other articles as interesting as this, *The Great Football Match*, may be found, which must be read to be fully appreciated. As usual there is a review of the current athletics.

THE *Review of Reviews* is at hand, and comes forward in its October number with a second startling innovation in educational projects, as fresh as and still more unconventional than the system of language learning, which it put before the world last year. Both the English and American editors are to conduct a party of pilgrims on a two weeks tour to the points of greatest interest in both countries. But there is to be none of the spirit of teacher and pupil in the party, all are to be students and comrades together. Such a trip we can well conceive will be one of great interest.

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### Dallusionsia.

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"WAKE up! Johnnie!"

IT *ap-pears-on* close inspection that there is nothing like "ho(l)me," sweet home!

*Prof. of Classics*: "Ay Mr. St-rl-ng! Just as I thought, you will have to invest in a more modern key."

QUERY.—Why did the two amorous little Sophs. take such a decided stand against changing the Philosophy Class to Friday afternoon?

THERE is nothing like a few words of gentle advice and encouragement for a new class, especially one in which the gentler sex predominates.

"GENTLEMEN, in front of my door is not a very safe place to commence scrimmaging. I hope you will take the hint."

PROF. (to class which has been stamping its applause).—"We come here to study mind not feet; you can all get right out if you wish to make that noise."

*Freshman* (to lady Soph).—"Are Freshmen allowed to wear colors or badges?"

L. S.—"Yes, if they are willing to suffer the consequences."

*Fresh*.—"Then I think we'll only wear our C. E. pins."

THE New Glasgow freshie who arrived early and was allowed to abide in the presence of a select body of Sophs. for a short space, has shown signs of extraordinary mental development. Unless his incipient intellect is nipped



in the bud by the baneful influence of his freshman acquaintances, he bids fair to know enough to shew the respect due to his Sophomore superiors. Let us hope for the best.

WE desire to tender our sincere sympathy to the bereaved family of the bovine, who went grazing on the superior labial flap of the theological freshman under the impression that she had struck a grassy paradise. The poor animal expired in the throes of cholera morbus.

'Twas at the North Street Station,  
All on one Autumn's night,  
Four Sophs in agitation,  
Were looking for a fight.

And ere he comprehended  
Just where and what he was,  
He went up like a rocket,  
Defying nature's laws.

Ere long a little freshman  
Hove lightly into sight;  
A satchel in his left hand,  
A milk jar in his right.

Thrice soared he to the heavens,  
And thrice he fell again,  
His spine concussed the flooring,  
He cursed the Sophs in pain.

Unconscious all of danger,  
Ye Freshie tripped along,  
Till suddenly his earlets,  
Were startled by a song.

But woe and tribulation!  
O! hard and cruel fate!  
The fall has smashed his milk jar.  
It had better been his pate.

MORAL: So hearken all ye Freshmen,  
Who read this story o'er,  
If you carry milk to College  
Do not spill it on the floor.

SCENE: Office of Superintendent of Education.

Super. sitting at his desk. Enter Soph.

Soph. (grandly).—I'm S—k from T—tm—g—e."

Super.—"Well?"

Soph. (more grandly).—"I'm Dr. S—k's son."

Super.—"Well?"

Soph. (Indig).—"I'm Dr. S—k, the Moderator's son."

Super says "Oh!" but fails to fall down and worship. Soph. departs with an injured air.

Ye come to us,  
Untaught barbarians. Freshmen as ye're called,  
To turn the world around to your own views.  
To your own views, indeed what views have ye?  
Ye know not yet enough to doff your hats  
When Profs come round or Seniors pass ye by,  
And in your class debates the saying's good  
That "fools rush in where angels fear to tread."  
Ye know not yet the art of holding peace  
When ye have nought to speak. If ignorance  
And vile conceit and rank stupidity  
Can fill your train with glorious praise, then ye  
Will come off well.

If nought but wretched pride  
Can pave the path to fame, then you in truth  
Will stand on pinnacles of wondrous height.  
If egotism in this world can make  
Your deeds to shine, then when you graduate  
The heav'ns shall blaze. But I, who near the goal,  
Looking upon your simple, childish ways,  
With Shakespeare say "what fools these mortals be."

### THE CLASS OF '93.

ARTHUR has been preaching. The newspapers style him Reverend.

ANNAND commenced preaching at Mulgrave, but his health broke down and he spent the rest of the summer at Truro.

BARNSTEAD took in the Montreal Convention in July. He still writes for the papers.

DOUGLAS has abandoned the idea of entering the ministry, much to the surprise of everyone. He is in business at Maitland.

FINLAYSON is studying law about twenty hours daily. He has become a sort of landmark in the College.

FORBES is in business at Lunenburg. We miss his foot-falls.

HOWATT is school teaching on the Island.

KEEFLER has been loafing around law offices all summer. He is now attending the Law School and working off superfluous flesh.

LOGAN is at Harvard studying Philosophy. Mashie has already brought fame to Dalhousie, and he will, we are certain, continue to do so.

MACARTHUR has been dividing his time between preaching and courting in Northern New Brunswick.

MISS MACDONALD is teaching in Sherbrooke.

D. G. MACKAY, with a particular friend, visited the points of interest in Cape Breton and enjoyed it. He is back to study medicine. Meanwhile he is interested in the Stewiacke and Lansdowne Railroad.

T. C. MACKAY is teaching in Baddeck Academy. We may now expect our best Freshmen from Victoria County.

MCLEAN is always the same. He reads law when he has to, and spends the rest of the time in meditation.

MACRAE is teaching in New Glasgow High School and is succeeding admirably. He is very popular with the students.

MARTIN has been at home. He will probably go to McGill or Cornell.

MISS MUIR is continuing her studies at Cornell.

MISS MURRAY is teaching in the Ladies' College. She will be able to give the GAZETTE an interesting list of the Friday afternoon callers.

O BRIEN is studying medicine in the Halifax Medical College.

PUTNAM has been editing and improving the *Truro News*. We are sorry to hear that Harry is sick.

ROBINSON is teaching in far off British Columbia. We can still hear his voice.

GEORGE ROSS has been flirting all summer, principally in Hants County.

HEDLEY ROSS, after examining the calendars of all the American Universities, quietly embarked for Edinburgh. He is sure to succeed.

THOMPSON is with his people. He may come up for M. A. next April.



## New Books.

HISTORY AND LITERATURE IN GRAMMAR GRADES. By J. H. Phillips, Ph. D., pp. 17. D. C. Heath & Co., 1893. Price 15c.

"We need to-day in our common schools the counter-acting influence of those studies which will exert a direct influence upon the moral conduct of life. Far better omit the rigid drill in advanced arithmetic and technical grammar if need be, than to send out the millions of youth now in our schools to assume the duties and responsibilities of life without the aid to character building obtained from the examples of noble lives recorded in history and biography; without inspiration to noble living drawn from the visions of beauty and moral loveliness presented in literature."

ADVANCED LESSONS IN ENGLISH FOR ADVANCED GRAMMAR GRADES, HIGH SCHOOLS, ACADEMIES AND UNGRADED SCHOOLS. By Mary F. Hyde. D. C. Heath & Co., Boston, U. S. A., 1893. 65 cents.

The word "advanced" should not frighten away even the beginner from this well-printed, well-arranged little book. It is simply an English grammar in very short and easy steps, with copious examples and exercises and few puzzling names and definitions. One very commendable feature of the little work is the manner in which the examples have been selected. They are not of "the-cat-sat-on-the-mat-and-ran-at-the-rat" type; but terse quotations from the best English writers, the names being often given. The author understands the force of good example. The pupil is early made acquainted with good English, instead of the inane stuff, old-fashioned grammarians used to invent to enforce their rules. The method is progressive, and ought to give satisfactory results. The practice of defining by examples is sound and sensible. In the matter of print and paper, the book is all that would be desired.

LE CURÉ DE TOURS. Published by D. C. Heath & Co., in a cheap form in paper cover, printed on good paper, however, and in clear type. This work, which is edited and provided with good notes by C. R. Carter, of Wellington College, England, belongs to the better class of novels of the talented author. It relates, in excellent language, the story of two priests; the one, shrewd, crafty and scheming; the other, unsophisticated and wanting in worldly wisdom; the latter of the two is made the tool of the other to further his ambitious schemes. The individual character of the principal actors in the tale is delineated in a masterly manner, and so true to nature that one cannot but sympathize with the one for his guilelessness, and detest the other for his jesuitical machinations.

This little work is well adapted as a class-book for the first year, or for sight reading in the second year of a college course.

## Law Department.

THIS year, as usual, about one-third of the law students did not "show up" until a week or so after the School opened. As if out of regard to these laggards, some of our lecturers proceeded very leisurely to open up the session's work. The result was that time hung heavy on the hands of those students who came in prepared to work from the start. Now, in this connexion, we would remark, firstly, that the student who thinks a six months' session too long to devote to his particular subjects, has an unwholesomely over-weening opinion of his own cleverness,—an opinion altogether at variance with common notions regarding the magnitude of the Study of Law; and, secondly, that if the professors and lecturers wish to have full classes from the very commencement, they should plunge at once *in medias res*, deliver full lectures from the start, and, when examination time comes round, set a few nice questions in the preliminary work of the session. If this were done, students would find it convenient to be present at the opening, and thus much valuable time would be saved to all concerned.

HON. GEO. E. KING APPOINTED JUDGE OF THE SUPREME COURT.—The suspense is over at last, and Mr. Justice King of the Supreme Court of New Brunswick, has been called to the bench of the Supreme Court of Canada, to fill the vacancy occasioned by the death of the late Judge Patterson. The appointment has been received with approval by both political parties, and the government is to be congratulated on the highly satisfactory character of their choice. By the promotion of Judge King, the New Brunswick bench loses one of its ablest lawyers, and strongest and most judicious minds, and the Dominion Court is materially strengthened by his elevation. We predict the same success for Mr. King as followed the late Chief Justice Ritchie, who for many years was the leading jurist in Canada, and of whose legal ability and prominence on the Supreme Court bench New Brunswickers were justifiably proud. Judge King was born in St. John in 1839. He made law his chosen profession, and he was admitted to the Bar



in 1865. He soon after went into politics and was elected to the New Brunswick Assembly in 1867, just after Confederation. He was returned at the general election in 1870, and again 1874. In January 1869 he entered the Government of Attorney-General Wetmore without office, and on Mr. Wetmore's elevation to the Bench of the Supreme Court, succeeded him as Attorney-General, holding that office to 1878, when he resigned it and left the Local Legislature. In that year he was an unsuccessful candidate for the House of Commons for the city and county of St. John. In 1880 Hon. Mr. King was appointed Judge of the Supreme Court of New Brunswick. During his twelve years experience on the Provincial Bench, he has earned for himself a brilliant judicial reputation. Although during his public life he was an ardent and persistent follower or leader of his party, yet when duty called he was able to lay aside all political prejudice, and administer even-handed justice to friend and foe alike.

That Mr. King is eminently fitted by mind and temperament for his promotion will not be questioned by any who have had the opportunity of learning the eminently judicial cast of his mind.

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#### LAW SCHOOL ITEMS.

DURING the opening days of the session, our Dean, Dr. Weldon, was unexpectedly called away by the death of his father, which occurred at his home in New Brunswick. The GAZETTE on behalf of the University generally, and of the Law school in particular, extends its sincere sympathy.

THOUGH some fears were entertained when our late librarian, Mr. Fraser resigned, it is now with pleasure that we extend congratulations on the procuring of a most worthy successor. Mr. R. H. Graham, of New Glasgow, who now occupies that responsible position, and his assistant, Mr. Gerrior, seem never to tire in giving assistance to those who are not so familiar with the contents of the various shelves. As in football so in his library duties, Mr. Graham throws his whole heart into his work, and through his efforts our magnificent collection of books is the interest and delight of every student.

ALMOST the only murmur of complaint that we hear is when a Lecturer disregards his class appointment. If the classes were arranged for the hours most convenient to the Lecturers, and being set down that way in the calendar, each student could be sure of their instructor's appearance at the exact hour, it would be by far the most satisfactory arrangement. It might be

fitting (though we doubt it), for a class of school boys to assemble and quietly disperse after waiting a half hour, if through caprice or his own convenience the Lecturer does not put in an appearance. But a University class expects more, and are scarcely satisfied with a scrap of paper on the bulletin board, which says, "some other day, for the present adieu."

THE GAZETTE extends congratulations to the successful candidates at the Final Procedure Examination before the Barrister's Society. The names of the successful candidates from Dalhousie are :

W. E. THOMPSON, Halifax.  
 H. H. MUNROE, Yarmouth.  
 D. A. CAMERON, North Sydney.  
 J. A. PAYZANT, Halifax.  
 R. W. CROWE, Halifax.  
 W. B. MCCOY, Halifax.  
 H. W. BROWN, Wolfville.  
 J. B. KENNY, Halifax.  
 G. A. R. ROWLINGS, Musquodoboit.  
 A. H. ANDERSON, Lunenburg.  
 C. B. BURNS, Halifax.

DALHOUSIE LAW SCHOOL never seemed in a more flourishing condition than at present. The Freshman class is of more than its accustomed size, and individually they have not only the usual room for more knowledge, but also the ability and determination to acquire more. The second year has only lost two since last session, one by the attractions of a U. S. University, and one by the allurements of matrimony; but it has received several times that number from the ranks of general students. Of the third year we need not say anything, their past record has spoken, and their record next spring will speak to the credit of every member. The honor of Dalhousie is safe in the hands of the present classes, and in the future we have the fullest confidence. The Professors and Lecturers are, one and all, young and vigorous men, filled with enthusiasm and legal knowledge, which makes their lives felt far beyond the sphere in which they move.

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#### MOCK PARLIAMENT.

MOCK PARLIAMENT was formally opened with a full house. Deputy Speaker Outhit in the chair. The Deputy Speaker made a short opening speech, after which Hon. R. H. Graham, Premier and Minister of Justice, introduced his cabinet :

HON. A. B. COPP, Minister of Finance.  
 HON. D. K. GRANT, Minister of Public Works.  
 HON. GEO. MCRAE, Postmaster General.



Premier Graham then introduced a Bill to abolish the Senate. In moving the bill he characterized the Upper House as a needless expense and as a body that had outlived its usefulness. The Bill was seconded by Postmaster General McRae. A lively discussion followed, in which Hewson (Oxford), Loggie (Northumberland), Sergeant-at-arms Snider, and Williams (Trinidad), spoke against the measure, and Minister of Finance, Scott (Colchester), and Minister of Public Works in support of it. On a vote being taken the Government was sustained by a majority of ten. Having succeeded so well with their first Radical Reform the Government turned their attention to the Tariff Question.

On September 30th the Graham Government brought down "An Act to abolish the specific duties, and to alter and amend the tariff," the purport of which is as follows: "All specific duties are to be abolished, and all duties above 20% *ad valorem* are to be cut down to 20%; duties now below 20% are to remain the same as before. The Minister of Finance moved the Bill in a pointed speech, showing the injustice of the National Policy in that it taxed the poor man more heavily than the rich. Barnstead (Halifax), in seconding the Bill discussed our financial position, and dwelt at some length on the decrease of shipping in the Maritime Provinces. Sergeant-at-arms Snider vigorously opposed the measure. He eulogized the National Policy and referred in glowing terms to the prosperity of Canada. Scott (Colchester) was on his feet in an instant and joined issue with the Sergeant-at-arms. He told us the farmers in the United States were to a great extent in abject poverty, while the cities were rich. He said Canada was too young as yet to become a manufacturing country, and that it was time enough for her to manufacture when she could compete with the world. We might here remark that this Hon. gentleman spread himself considerably.

Bigelow (Colchester), opposed the measure for three reasons: 1st, because it was too much like free trade; 2nd, because it would injure our manufacturers, and 3rd because it did not lower the duty on tobacco. Premier Graham followed in a powerful speech in denunciation of the Conservative administration, and showed by figures that if we had Free Trade, so greatly would our wealth increase that we could afford to pension off all the employees in the Dominion of Canada. Hewson (Cumberland), opposed the measure in a well-defined speech, showing that the National Policy taxes the rich and favors the poor man. He quoted from Hon. Edward Blake to the effect that Free Trade would not only greatly injure Canada, but that it was impracticable.

On motion of Premier Graham the debate was adjourned till October 7th.

## MOOT COURT.

A. KENDRICK, *Appellant*. } SEPT. 15th, 1893.  
*vs.*  
 W. JONES, *Respondent*. }

Appeal from a judgment delivered in the County Court.

E. E. HEWSON and R. W. CROWE, counsel for the appellant, and R. H. GRAHAM and W. L. PAYZANT for the respondent.

The appellant, in pursuance of authority, given to him under the Dominion Fishery Act, seized a net set by the respondent in contravention of the said act, and was, in the court below, adjudged liable in trespass. The appellant contended that he was justified in said seizure, and protected from action for trespass by the fishery act, and that said act was *intra vires* of the federal parliament by virtue of sec. 91, 5 sec. 12 of the B. N. A. Act, which gave the Dominion exclusive legislative control over "inland fisheries." The respondent maintained that certain sections of the fishery act was *ultra vires* as interfering with "property and civil rights" which were assigned to provincial control, and that, as riparian owner, he was entitled to take the fish opposite his land as his own property.

WELDON, J. allowed the appeal.

McFADDEN *vs.* THE QUEEN.

SEPT. 22.

Before WELDON, C. J.

Motion in arrest of judgment, on the ground that, unknown to prisoner or his counsel at trial, one of the jurors was first cousin to the prosecutor. The affidavit on which the motion was founded was made by the prisoner's counsel, swearing to the best of his knowledge and belief.

HILL and LOVITT in support of motion, for the purpose of the argument, apply for an amendment of the record in order that it may show the disqualification of juror. Reg. vs. Murphy, L. R. 2 P. C. BORDEN and KING contra; also object to affidavit as insufficient. Objection overruled and amendment of record allowed. Prisoner's counsel contend that fair trial was not had, and that this relationship is sufficient to warrant the interference of the court. Citing Chitty Crim. Law; Amherst vs. Hadley, 1 Pick; Baylis vs. Lucas, Cowp.; Parker vs. Thornton, Ld. Raym.; Rex vs. Fowler, 4 B. & Ald.; Rex vs. Tremaine. Crown counsel object, that having had opportunity of challenging juror it is now too late to raise objection. Citing Mellor's Case, D. & B.; Sutton's Case; Hill vs. Yates; Chitty; Reg. vs. Briseboise, 15 S. C. R., R. S. Can., C. 174, S. 246 & 247.

Sept. 29. WELDON, C. J. dismisses motion, on the ground that there was no defect apparent on the record.

## PERSONALS.

ALBERT HUDSON ANDERSON began life early in historic Lunenburg. In a moment of weakness he went to Mount Allison and in due course became a B. A. He turned up later at Dalhousie law school, where his windy pomposity soon won him fame, second only to Baron Chatham's. Anderson's forte was prohibition, and he took his water straight. As a judge of "Frankfort's" he had no superior.

RICHARD BEDFORD BENNETT.-- "Ah, who can paint that gaze," or wipe from the tablet of his memory that form trembling with the force of the fiery eloquence pouring from its rent. As well try to sweep back the stormy Atlantic as to stem the tide of oratory when Richard arose in his greatness. Bennett was well versed in law and New Brunswick



decisions. He overruled several Privy Council cases. In his final year he made an "attachment" which we have no doubt will prove a lasting one.

HARRY BROWN—The law school does not always graduate men better liked by all than Harry Brown. From playing football to gauging the symmetry of a peeled potato, he had few superiors. During the past summer he remained in the city getting up procedure. He will remain in the city this winter and will, as usual, be ready for the social game and flowing cup.

CLEMENT BANCROFT BURNS numbered among his sires a long line of Presbyterian divines; but heredity failed, the use shifted and "Klemmie" got a contingent remainder. To give a whole detailed account of the festive Klem would not be expedient. Thereby hangs a tale. The subject of this sketch did not graduate, but that was the examiner's fault and not his. He was an ardent footballist, but always dropped his money when we dropped the "red and black."

To the next in order, DANIEL ALEXANDER CAMERON, the biographer turns with more than ordinary interest. His was a life to charm and inspire. We believe it did all of this. A keen and forcible debater, he soon became one of the leading members of the mock parliament, where in eloquent and chaste language he was wont to denounce the evils of protection and Tory misrule. His crowning glory was won in carrying the "reciprocity" resolution, for which eminent service his queen was pleased to create him the second "Duke of Cape Breton." *Semper floreat!*

JOSEPH AVARD FULTON, the silver tongued orator of Stewiacke, would have lent distinction to any class. From swapping a jack-knife to "bucking the centre," Avard took no man's dust—he had plenty of his own. A Bohemian in his habits, literary in his aspirations, he was a philosopher by birth and a lawyer by choice. *Au reservoir*, Avard mavourneen.

#### R. BLACKWOOD GRAHAM—

There was a young man of Colchester,  
A remarkably racy young jester,—  
At the Bauer St. Joint  
Fie Blackie aroint!

Thy stories were always tem-pest.

In a few months Blackie leaves for the untamed laniferous occident. Bar accidents his advent will be a sad accident to the North West bar.

JOHN ARTHUR GRIERSON was fashioned in the shape of a man, and a whole man too. His exploits with the *fidus Monte* will long be remembered by the lusty yeomen of Herring Cove. The name of the doughty Grierson is a household word from Chezzetcook to Ecum Secum. His shingle braves the breeze in distant Weymouth. *Requiescat in bravo!*

JOSEPH BURKE KENNY, "a fine old Irish gentleman." Kenny was more genial than successful at exams., but *he* never considered that a failure. Apart he lived content to bask in the effulgent glory of the author of the "Ode to my pipe." "Joe" will "star" at Harvard in the "Band in Murphy's block."

WENSLEY BLACKALL MACOY was small in stature, but an important man nevertheless. From romantic Sackville he came to us and we took him in. In due course we graduated him a man and an LL.B. May your shadow never grow short, Wensley, dear!

STEPHEN EDGAR MARCH was much the hardest worker of his year. He was familiar with few of his classmates. Yet to know him was to love him. If proof be wanting, lo! he fell in marriage soon after graduation.

Alas, poor Steve, I knew—but that is another story. We bid you a tearful adieu. May your life be long and all your troubles "*little ones*."

LORD JOHN MONTGOMERY—The pet of the ladies, the darling of the school. John spent much of his time at Government House levees, and in patronizing the "dear General." He elected several Conservatives in this province, but didn't mean any harm by it. Seriously John did much for his *alma mater*, and will uphold her honour in New Brunswick. With all your faults we love you still. Johnny will be Governor-General some day.

HENRY HAVELOCK MUNRO was wise in the ways of this old world. No legal learning gave that hoary head. Harry's intentions were good, but his soul lusted for the flesh-pots of Egypt. He loved darkness rather than light. Good-bye, old man, you left no truer heart behind.

JOHN ALBERT PAYZANT, the unknowable, was with us but not one of us. He smoked a little, studied much, and sometimes stood well at his exams.

HENRY FISHER PUDDINGTON was quiet and unassuming, qualities rare in a native of the foggy city. He was always to be found in his own secluded "nook," buried in the "State Trials" or "Hale's Pleas of the Crown." Harry sat for St. John, but only when party feeling ran high was he seen in the House. He will practise in his native city of St. John, where he is sure to be successful.

GEORGE ANDERSON ROW ROWLINGS was indeed a man worthy of his somewhat lengthy name. Rowlings' opinion always carried weight with it, whether it was given in Mo-t Court or in student council. His classmates showed their appreciation of his merit by electing him "Valedictorian," the duty of which he performed in a manner not unworthy of Grover Cleveland himself. The upper rungs of the ladder are not very far away for Row.

FRANK WELDON RUSSELL, 2 Lieutenant of 66th P. L. F., (retired with half pay), was a man of *many engagements*, and the end is not yet. If the truth were told Frankie was more loafer than student, but he always breasted the tape when the finals were run. Russell will study laziness and, perhaps, law at Cornell.

HARRY BERTRAM STAIRS was seldom seen in the college halls. To the library his were like angels visits, few and far between. This, however, did not prevent him from graduating, and he is now managing clerk in one of the leading city offices. A partnership will likely soon follow.

WILLIAM ERNEST THOMPSON was the leading society man of his class. The giddy mazes of the waltz and the dizzy blazes of the football field were all the same to Tommy. He will practice law in the city and love in the suburbs. The boys will long remember Tommy and his light green parasol. Drink to man with the broken *thumb*!

LEONARD P. D. TILLEY delighted in fog and politics. The one he revelled in at the Mock Parliament, the other only came with the joys of Yuletide. Pathetic it was, when all around were gay, to watch "Len" gaze wistfully seaward; but the fogs that he longed for never came.

CHARLES FULTON WOODWORTH, "equal to either fortune." He is far from the land where the Baptist holds forth, and where damsels present us with Bibles; but give him a client! he'll show you his worth in actions for slanders and libels. Woodworth was a man of many parts. He will be missed alike by his fellow students and by the ladies of the First Baptist Church. Altho' his orations at Mock Parliament were often somewhat laboured, yet when he wished he could be clear; and did not always utter philosophic nonsense. We wish him well in his new home.



## LAW SCHOOL FACETIE.

ROBI'SON? No answer. Robertson? Here, sir! What's in a name.

"YOU'RE the silver-tongued orator of the session, a regular second edition of Demosthenus, *bound in calf*."

ANTIGONISH Constitutional Law. "According to that the local legislature can repeal the whole British North American Act."

THE senior counsels had five dollars on the result. Next day the freshman stake-holder went on a vacation to his own distant wilds of N. B.

THE enterprising Arts men, who put up the book notices, and thus put up the job on our St. John friend, will do well to furnish their book dealer with an office fitted up in the coal cellar, as the law librarian says he cannot have the unwashed feet of Arts freshmen treading his sanctum sanctorum.

JUDGE—That's directly in point. Read it again.

Counsel reads.

JUDGE—Exactly. That seems to settle the whole case. Is it a dictum or direct judgment?

COUNSEL—I think it was said by a lawyer during argument.

(Great applause, so great that the wig of the chief justice shakes upon his head.)

COUNSEL (murmuring)—I don't wish to press the point.

SCENE I. Seven p. m.—George discovered, seated on a sofa down stairs *She* is by his side. Her head rests on his shoulder, "and her golden hair flows free." (Make a note of this, as said tresses are the *raison d'etre* of scene 2.)

George (loquiter).—

"Dear love, move not; your head so lightly lies,  
Upon my manly breast it doth not hurt;  
Altho' in truth (and here the lover sighs)  
Its weight perchance may crumple up my shirt."

"Alone with thee, far from the madding crowd,  
I live in bliss, and know no other life;  
In one short hour (with grief my head is bowed),  
Back where profanity and "Pictou Twist" are rife."

SCENE 2. Eight p. m.—The law library. George at work, with his broad back turned towards the 'gang.' Enter Loggie, who is drawn 'straight as a needle to the pole' towards the spot where the invisible 'Crispissa tends her favorite lock.'

"Ha! Ye gods, what do I see upon that 'shapelings' neck,  
And as he speaks a hundred feet come rushing at his beck;

(Reaches out his hand and draws a long silken hair from off George's shoulder.)

"Do'st see that hair! Then by my troth, not once nor twice before  
I've seen it on a beauteous head, with countless numbers more."

Then George arose with anxious mien, but still with smiling face,  
(For nothing from the genial George can e'er that smile efface)  
And looking Loggie in the eye, he raised his voice aloud,  
As in Demosthenic accents he addressed the listening crowd.

"Nay, nay, my friends, it is not so, the yarn this man doth tell,  
No act of mine ere raped this lock off Haligonian Belle;  
'Twas but an act of the fitful breeze, a freak of the sportive gale,  
For its nothing more nor less than a hair from a sorrel horse's tail."

## Medical Department.

ANOTHER vacation has passed away, and again at the opening of a collegiate year it becomes our duty to enter the journalistic arena. Arduous and responsible as are our duties as medical students, no less so are the duties of the sanctum. At the outset we appreciate to the fullest extent the weight of responsibility which rests upon us in connection with the Medical Department of the GAZETTE. We earnestly entreat the hearty co-operation of our fellow students in our attempts to make this Department of interest to medical students and a credit to our *alma mater*. No student has a right to feel that he has no interest in the Department; every one has a duty in connection with it.

The auspicious manner in which the Halifax Medical College has entered upon this session cannot but be pleasing to all. This session ushers in numerous changes, both in connection with the personnel of the Faculty, and the general principles upon which the College is run. Conspicuous among the changes on the Faculty is the retirement of Dr. Morrow from the chair of Physiology, and of Dr. Lindsay from the office of Secretary. Dr. Morrow, who left us at the close of last session, is we are pleased to learn meeting with a successful practice in Montana. In the retirement of Dr. Lindsay the College loses one of the most painstaking, conscientious, and thoroughly competent officers it has ever had. It has been very largely due to the faithful efforts of Dr. Lindsay that the Halifax Medical College holds the high position which she does to-day. But while we have lost Dr. Lindsay from the office of Secretary, we are pleased to say that he remains with us as Registrar and Professor of Anatomy. It is our pleasant duty to welcome Dr. Geo. Campbell to the chair of Physiology. We also cordially welcome Drs. Murray and Silver as instructors in Embryology and Histology. No wiser choice could have been made for the position of Secretary of the Faculty than in the person of Dr. Jones, and we heartily congratulate him upon his appointment.



THE opening of the present session a month earlier than usual, cannot fail to be a great advantage. Hitherto the work of the session has just fairly been under way when there came the break of Christmas vacation. The effect of this could never be otherwise than injurious, and in too many instances the work done before Christmas amounted to practically nothing. The lengthening of the session to seven months, the more thorough grading of the courses of instruction, and the fact that examinations will be held more frequently, are also matters which cannot but give universal satisfaction. Though any remarks just at present upon the sessional examinations may be somewhat premature, we may venture to express the hope that the iniquitous system of publishing students' marks in the daily press will be henceforth a thing of the past. No possible good could ever come of such a procedure, and in addition to that we hold it is most unfair to the student. In medicine, as in other professions, it is not the man who makes the highest marks who always meets with the greatest subsequent success. Students of only ordinary ability should meet with every possible encouragement from their professors, and there is no surer and more effective way of discouraging them than by publishing to the world the fact of their lack of mental brilliancy. If it be necessary that the public should be aware of that fact, it will ascertain it soon enough without any such aids. But more than that, the mark a man makes in any one branch is his own private property, and not the property of the daily press. We maintain that no College Faculty or Senate under the sun has any right whatsoever to give these facts to anyone else but the student in question. Indeed so fully alive to this fact have some College Senates become, as for instance Cornell, that the names of successful students are not even published in order of merit. All that is made known is the fact that such students have passed their examinations successfully. We trust that the day has gone by when the Dalhousie Medical Faculty will countenance such an infamous custom as has hitherto existed.

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AT the opening meeting of the Students' Medical Society the following officers were elected for ensuing year:—Pres., W. F. Cogswell, '94; Vice-Pres., A. A. Dechman, '94; Sec., Miss Olding, '96; Treas., R. Best, '97.

### CONVOCATION.

THE custom of holding Convocation in connection with the Medical College has during the past few years been almost in danger of becoming obsolete. The innovations of the present session have revived this custom, and the twenty-fifth session was ushered in by a formal opening. On the platform were Dr. A. P. Reid, President of the College; Dr. Sinclair, Dean of the Faculty; Dr. Jones, Secretary; Hon. W. S. Fielding, Prof. Currie, Surgt.-Capt. Barefoot, Professors Somers, Black, D. A. Campbell, Goodwin, Curry, Chisholm, G. M. Campbell, Drs. Finn, Murray, Silver. In opening the Convocation the President, Dr. Reid, spoke a few words of welcome to the students. He then briefly sketched the history of the College. Numerous difficulties had from time to time presented themselves, but these had been surmounted. The high standard which had been adopted by the institution had enabled students to become thoroughly well grounded in the various branches of medical study. Not only had the subsequent careers of its graduates been marked by success, but high honors had been won by them from time to time. Dr. Reid then called upon Dr. Sinclair, Dean of the Faculty, who delivered the inaugural address. He expressed a hope that no student present had rushed into medical study without due consideration; and that such as were of a prayerful disposition had carefully and prayerfully deliberated upon their choice in the solitude and secrecy of their own closets. The medical profession, he said, was not suited to everybody, nor was everybody suited for the medical profession. To his mind the medical profession was the grandest and most important of callings. It meant however a life of hard work, and constant self denial. In return for these one would get little more than the lasting gratitude of one's fellow-man. The medical peer is yet to be created, and the medical millionaire is as yet unknown. He had often been amused on picking up a newspaper to read how the Rev. So and So with marvellous heroism went in and out of a small-pox smitten community and administered to the spiritual needs of the sufferers. Why call that a special mark of heroism? What the world called heroism in a clergyman it called the bounden duty of a medical gentleman. Frequently a doctor is called upon to take his life in his hand, dear to him though it is; yet no one thinks this a special mark of heroism. It was very important that a high standard of ethics should be observed by the members of the profession. Indirect advertising was only a sign that one had but little reliance to place upon one's own ability. Medicine is the noblest of professions, but the worst of trades. The Dean expressed the general regret on account of the retirement of Dr. Lindsay from the position of Secretary of the Faculty. The successor of Dr. Lindsay would



have a hard man to follow. But his example could not be but a stimulus.

Hon. W. S. Fielding, on being called upon, expressed his pleasure on being present on that occasion. He had always taken a great interest in the Medical College. He regretted that the citizens of Halifax did not take a deeper interest in their educational institutions. He considered the Medical College was doing work that would be far reaching in its benefits to the Province.

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### MEDICAL BRIEFS.

LADY Medical, who affects to be no worshipper at the shrine of Hymen :  
 "The people of that place are very degenerate because they marry."

OUR moustached senior seems to be returning to his school-boy days, since he now enters the lecture rooms with slate and pencil under his arm, while his face assumes the *simp(ering)* air of a youngest *son*.

THE amount of consummate gall displayed by some members of the verdant class is simply appalling. One youth has especially immortalized himself and his class by presuming that he had the right to drop into the secretary's office for a friendly smoke, causing a great loss of time to the latter while listening to his persistent gabble.

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### PERSONALS.

COADY is practising in Newton, Mass.

MCAULAY is at present in the Boston City Hospital.

RICE is working up a very successful practice at Westport, Digby.

WE are pleased to welcome back again Miss McKay, a student of '90-92.

MCGEORGE remains in the city, and has located his office on North street.

IT is with universal regret that we learn Miss Brown is prevented by ill-health from continuing her study this year.

MYERS, the plugger of the class, has bade *farewell* to his native province, and is enjoying a successful practice in Newfoundland.

DR. GEO. T. GRIERSON, a student of '92, is practising at Lowell, Mass. We understand that Dr. G. is at present supplying a vacancy on the Lowell Corporation Hospital staff.

DURING the summer we received cards announcing the marriage of Dr. Geo. Turnbull, class '92, to Miss Jessie Titus, of Digby. The GAZETTE trusts it is not too late to tender congratulations to Dr. and Mrs. Turnbull.

OF the class of '93 Byers has spent the summer as surgeon on board the cable steamer *Gulnare*. He will return this fall and probably enter upon practice in Nova Scotia. Byers was class orator, and was frequently heard delivering panegyrics on the Janitor.

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Ten numbers of the GAZETTE are issued every Winter by the students of Dalhousie College and University.

#### TERMS.

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