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“ORA ET LABORA.”

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INTRODUCTORY.

IT is with a feeling of diffidence that the present editors enter upon their duties in directing the GAZETTE through another session. They realize only too well the responsibilities that are resting upon them, and the demands that will be made from them. From those who in previous years have been seated in the editorial chair, the present occupants have heard nothing but moans and wails, because of the difficulties that beset publication and the indifference of students to providing matter; and we suppose that it can scarcely be otherwise with us. We are laboring under many disadvantages with which former editors never had to cope. It is an unfortunate fact that every member of the present staff is new to the work. But yet we intend to do our duty as far as in us lies; and if hard work, close attention, and steady perseverance can make up for our other defects, then we know that the GAZETTE will come out all right in the spring.

The poet Keats brought upon himself the terrible criticism of the *Quarterly Review* because he happened in his preface to "Endymion," to suggest that the critics leave him alone instead

of condemning his work. We hope that our little bit of apology may not bring upon us the same fate. Yet, in any case, we do not want to be understood as wishing to shirk criticism; on the contrary, we will welcome it—if it be honest. We only want our readers to understand the difficulties under which we are laboring. We are publishing a students' paper; we must cater to the requirements of the students in that line. Our desire is to make the GAZETTE a paper of which the College may be proud. Alone and unassisted, it is impossible for the editors to do this. Even if their ability in the editorial line was first-class, yet their studies and other matters must leave but little time to devote to this work, and hence we desire the assistance of all the students. We shall be glad to publish articles of general interest. There are many phases of college life that would form interesting subjects for a short sketch if but some of our subscribers would take the time to write them up. Personal items respecting former graduates will be gladly welcomed. It shall be our aim to make the departments which contain the news of the College, the proceedings of the College Societies, and the doings of the students in general (and in particular) as full as possible. It seems to us that this should be the most interesting part of a College paper. But the other departments shall not be forgotten, and we hope that this, the twenty-seventh volume of the GAZETTE may be able to maintain a high standard of excellence throughout the session.

We know that this is also the desire of all. In order that it may become realized we ask you not only to be prompt in paying your subscriptions, but also to be liberal in the giving of your time in furnishing matter. Then you can glory not only in the growth of the University and the successes of the football team, but also in the superiority of the GAZETTE.

FAREWELL AND GREETING.

WHILE the classes are going on in their usual course, we miss one familiar form from the College halls and class-rooms. We refer to our beloved Prof. Johnson, who having given the best part of his life to the welfare of the University, was forced by ill-health to hand in his resignation at the close of last session. Prof. Johnson has been connected

with Dalhousie for over thirty years, and it seems hard to realize that he has left us. His classes were never of the nature of "snaps," and as a hard marker he struck terror into the heart of every "non plugger" in the College. But with it all his heart was in the right place, for had he not, as a student aptly remarked at last convocation, "the heart of an Irishman?" We will also miss his familiar form on the foot-ball field, for whenever the "yellow and black" had a match on, no matter how bad the day, in rain or shine, Prof. Johnson was there watching every play, and by his enthusiasm encouraging the boys to do their best. In his well earned rest our worst wish for him is that he may have peace and prosperity all his days.

But though "the king is dead," we must also shout "long live the king," and extend a cordial greeting to Prof. Howard Murray, who has been appointed to the position left vacant by the resignation of Prof. Johnson. Prof. Murray is a native of New Glasgow, N. S. He studied for two years at Dalhousie, then taking the Gilchrist scholarship, he crossed the Atlantic and studied at the best universities of the Old World. As a teacher Prof. Murray has shown his ability in his position as principal of the Halifax Academy, and it is chiefly through his efforts that that institution has been raised to its present high standard. We predict for our new Professor a brilliant career, and congratulate ourselves, and the people of the province generally in having secured such a talented and scholarly man to maintain the standard of this, the "Provincial University of Nova Scotia."

THE "TELEGRAPH" AND PROF. MURRAY.

THE publication of a synopsis of Prof. Murray's Convocation Address in the city newspapers was the signal for an embittered and virulent attack on classical defenders in general and Prof. Murray in particular, in the *St. John Telegraph*. It is not our intention to open up a controversy on the subject, but we do think that the *Telegraph* made some very unfair references and insinuations. Prof. Murray never attempted to show that "no man could learn anything without wading through a course of Latin and Greek," nor did he assert that "no moral training could be obtained, nor virtue inculcated without a perusal of

Horace and Anacreon." What Prof. Murray did say and prove conclusively was, that the man who stood high in the classics, as a general rule, was the man who stood high also in the mathematical and scientific branches, and that the moral effect of a study of the classics upon youthful minds was most beneficial. To say that Prof. Murray descended to the school-boy trick of calling names, and that his mental qualifications are weak, is of course too absurd to require comment. When, however, the *Telegraph* hints that his devotion to the classics has so obscured his moral vision as to prevent his distinguishing truth from falsehood, we feel called upon to protest. Such language is unworthy of any reputable journal in Canada, and savors strongly of the billingsgate proverbially adopted by editors in the far West. Prof. Murray's address needs no defence, and we commend a careful perusal of it to any fair-minded reader as the best answer to the *Telegraph's* violent assault.

ON Wednesday, the 3rd inst., there was announced the death of JAMES FORREST, Esq., of this city, brother of our respected President, M. A. of this University, and one of its oldest and most valued friends. The announcement was heard with deep sorrow and regret by all Dalhousians. Deceased was a most active member of our Board of Governors and for years discharged the duties of Treasurer. He was born at New Glasgow in the year 1847, but at an early age, by the removal of his family, he went to Lunenburg. In 1864 he entered Dalhousie, graduating therefrom as B. A. in 1868, as M. A. in 1872. Shortly after the latter date he entered on a successful business career in this city, and for many years has been a prominent member of the banking firm of Farquahar, Forrest & Co.

The feelings of the students of Dalhousie with respect to this sad event are well evidenced by the following resolution passed at a recent meeting and ordered to be inserted in the GAZETTE:

Resolved, by the Students of Dalhousie University, in General Meeting assembled:

That we have heard with deep and unfeigned sorrow of the death of James Forrest, Esq., M. A. and B. A. of this institution and brother of our honored President; That we embrace this opportunity of giving some slight and feeble expression to our deep sense of the great value of the service rendered by the deceased to this University, the continued enthusiastic devotion to its interests ever manifested by him, the loss which it now sustains through his lamented death; That, we shall ever cherish with grateful remembrance the memory of one to whom this University in

particular and society in general, owe so much; whose life was full of deeds of Christian charity and kindness; who leaves behind him an unblemished record and a stainless name.

Signed on behalf of the students of this University.

D. K. GRANT, *President*, } *General Students*
R. M. MCGREGOR, *Secretary*, } *Meeting.*

Oct. 4th, A. D. 1894.

THE CLASSICS: THEIR USE, PRESENT POSITION, AND FUTURE PROSPECTS.

INAUGURAL ADDRESS DELIVERED BY PROFESSOR HOWARD MURRAY, AT THE CONVOCATION, SEPTEMBER 20, 1894.

THE most striking feature of the present convocation must be, for many, the absence of Professor Johnson. His retirement is a memorable event in the history of the college. Coming to occupy the classical chair at the time of the revival of the college, thirty-one years ago, he has ever since discharged the duties of his office most faithfully and efficiently, and has been a pillar of strength to the institution. Professor Johnson has left his impress deep upon the education of the country. His own attainments were of the highest, his instruction was thorough, and his examinations were searching. In the eyes of the students he was Justice personified. In his retirement he carries with him the warm affection of all who were privileged to become intimately acquainted with him, and the deep respect of all who ever attended any of his classes. The chair left empty by Professor Johnson is not an easy one to fill. In the literal and material sense I may be able to fill it, but of how far in other respects I fall short of my great predecessor no one can be more sensible than myself.

If the first feature gives rise to feelings of regret, there is a second feature from which we may derive some comfort. The fears that our college might be deprived of the invaluable services of another member of her staff have happily not been realized, and our genial professor of mathematics will still, it is hoped for many years, continue to train and instruct, in his own inimitable way, the youth of our city and province.

The honor of delivering the opening address has this year fallen to my lot. Kept hard at work at my former post until well into July I had no opportunity, before the matter was decided, of coming before the Senate and putting in a plea for it, but the other professors with a self-denial and a generosity worthy of a better cause, unanimously waived their own claims and conferred the privilege upon me, a favor for which I am, I trust, duly grateful.

As I was casting about in my mind for a subject it occurred to me that the classical controversy was not altogether settled yet, (there have been some recent reminders of that,) and when I reflected that the present privilege was not likely to be granted me again for many a year it seemed that the opportunity to say a word on that subject should not

be missed. In other parts of Canada and in other parts of the world the enemies of the Classics, for whatever reason, are exerting themselves and are doing their utmost, some to curtail their prerogatives, others to abolish them root and branch. Some of them moreover, whom for economy of time I may designate as classicophobes, are not over-scrupulous as to their methods, provided they can inflict some damage upon the object of their bitter hatred. Does a student and teacher of Greek, who considers Greek the very first of studies, give his vote to make Greek an optional subject for admission to the Universities, in order that the Greek classes in the schools may be relieved of those who have not the inclination or the ability to learn the language, and that greater perfection may be thus attained by the remainder? Forthwith his action will be misrepresented so as to make it appear that his experience leads him to condemn the study of Greek altogether. Does a medical man who has received a classical education become a drivelling drunkard and take up his residence in the poor-house or the insane-asylum? The classicophobes mark it down "Due to the study of Latin and Greek." Does a lawyer who has received a classical education take to embezzling and land in the penitentiary? His crime is clearly connected with the Classics. And if a clergyman misbehaves himself, his downfall is ultimately traced back to Greek. Do you think that I am exaggerating the rancor of the classicophobes? Then I refer you to the current number of the *Popular Science Monthly* where you will find no less than two articles which deal with the same subject, and which may be taken as samples of what is continually appearing. These things might be passed over, but when the only educational journal of the maritime provinces gives indication of its being under a management which strongly sympathizes with the cry "Out with the Classics and fill up their place with Science;" when it quotes with manifest approval the dictum of a man of science that "the old classical training is condemned; it will die hard, but it will die," and backs that up by an article by which it is maintained that "though it seems like sacrilege, yet conformity to modern culture demands that Latin should be deposed from the authoritative place which it has held for a thousand years;" when men in the high places of our country give support of more or less strength to the same views; when the Attorney General of Nova Scotia brought into contact with an audience of young people presumably eager for knowledge never fails to offer his entire stock of Latin and Greek to whoever will take it for the sum of two dollars and a half; when the Premier of our Province publicly declares that if he had anything to do with the drawing up of a course of study for a ladies' college he would reverse the time given to Latin and sewing from three hours and half an hour per week to half an hour and three hours respectively; when—to come to men who are more closely identified with our educational affairs—the Supervisor of our City Schools lends countenance to the same view by passages such as the following: "Teachers neglect to utilize the practical for the instrument of culture. The masticatory powers of a child are more normally and profitably developed by chewing nourishing food of the proper consistency than by chewing a rubber ball. The powers of the mind can be better developed by grappling with the problems of real life and with problems conveying useful information, than by artificial mental gymnastics, such as we find in arithmetical puzzles and dead

languages."; and when the Superintendent of Education for Nova Scotia soars into poetry, as notably in his report of a year ago, when sounding forth the praises of science as a subject of study in our public schools, it seems to be about time for a little plain prose on the other side or some people may get misled.

It is well known that the Superintendent of Education is a most enthusiastic and successful follower of Science; it is not so generally known, though it should be known, that he is a very firm believer in the value of a classical training. If most of his public utterances have been on the side of Science, that may be partially explained by his natural inclination to give aid to the weaker party, and his considering that Science stands more in need of assistance than the Classics.

The position of the Supervisor is very similar, argue as he may to the contrary. His heart may be with Science, but his reason is with the Classics, and it was his wish that was father to the thought quoted above.

Our Premier is an exceptional man. Without many of the advantages which help a man to win honor and fame, he has by sheer natural ability and force of character won his way to the highest and most responsible position in his native province. Still with all due respect to Mr. Fielding,—and there is no man in Canada for whom I have a greater respect—I must say that I consider him better qualified to manage the helm of the ship of state than to draft a time-table for a ladies' college.

The Attorney-General, whose great natural abilities have been enhanced by the discipline and training and culture given by a study of the Latin and Greek languages, prolonged over a period of years equal to that which Jacob agreed to serve for Rachel, now after having by their aid reached the high position he at present occupies, shows so little gratitude and natural feeling towards these faithful assistants that he would sell them outright for a sum less than his present income for every quarter of the day. It reminds us of the parsimony of Cato who when his slaves became aged or infirm used to sell them for what he could get for them to avoid the expense of keeping them.

The Educational Review is a journal of much merit, and should be in the hands not only of every teacher in the province but also of every parent who has a child at school, and of everyone else who is in any way interested in our school system and the way in which it is conducted. It is a good paper albeit a little misguided and therefore a little misleading at times. Still as it is frank enough, while strongly recommending the substitution of Science for the Classics, to acknowledge that Science as a school study has hitherto proved a dismal failure, and as the editors of the Review seem to consider the article referred to above a particularly valuable one, I shall help them so far as I can in making it more widely known by directing you to the article itself. It is entitled "Educational Conservatism," and is to be found in the number for April of this year. If that number is sold out you need not despair of seeing it, for it is to be found again with a slightly different arrangement of paragraphs, the alteration of a few words in the opening and closing paragraphs, and with a taller heading, in the number for the present month. At first it masqueraded as an outside contribution, now it appears as an editorial. I shall have some further reference to make to it later on.

It is clear that in Nova Scotia as in other places, with regard to the Classics, differences of opinion exist; that while some are firm believers in their merits, there are others who bear little gratitude to those who resurrected the dead languages, and whose views receive adequate expression in the words of the parson's son in Crabbe's "Tales of the Hall."

"What can men worse for mortal brain contrive,
Than thus a hard dead language to revive?
Heavens! if a language once be fairly dead,
Let it be buried, not preserved and read,
The bane of every boy to decent station bred;
If any good these crabbed books contain,
Translate them well, and let them then remain;
To one huge vault convey the useless store,
Then lose the key and never find it more."

There are many in school and college to whom these sentiments appeal. Perhaps there are not many who have not at some time felt in sympathy with them.

To show that these so-called dead languages are far from being useless, however difficult they may at times appear to some of us, is the main object of my address this afternoon. I am sure that some are opposed to them who would not be if they carefully weighed the evidence for and against them. I think it is quite possible that some are toiling over them who could not give any better reason for doing so than that it seems to be the correct thing to do. I hope to be able to show that the Classics deserve a place in the school curriculum and a larger place than they occupy in our schools.

As the public are apt to mistrust the motives of those who argue for something that will be to their own advantage, it may be as well for me to state at the outset that if the position of the Classics in our province should at any time be improved, and more students come to the college to prosecute those studies, the only gain to myself would be an increase of labor,—only that and nothing more.

Before bringing the Classics forward for your consideration I should like to clear the ground of a fallacy of which the roots are deep and wide-spreading. That the idea which prevails about the usefulness of so-called useful knowledge is a very much exaggerated one will be clear to you if you devote a moment's thought to it. What proportion of those who study Chemistry for example, carry away with them into their after life knowledge which they turn to any practical account. What benefit outside of the training involved in the study do the great majority derive from it? If they have been taught by the experimental method, their powers of observation, of memory, and of reason will have been strengthened; by any other method the memory will probably be the only faculty exercised. In any case what is left with the student after the lapse of a year or two after leaving school or college to show for the time he has spent upon Chemistry? Something like this—the recollection of the constituents of the atmosphere, that the symbol H_2O stands for water, that H_2SO_4 represents an acid that is of great importance in the manufacturing world, and that he once ran the risk of being rusticated for experimenting at the wrong time with what is represented by the symbol H_2S .

Of our Geometry we probably remember a greater number of truths, and we know that if from the point where two planks meet we measure off six feet on one and eight feet on the other and find that a straight stick ten feet long just reaches between these two marks, the angle between the planks is a right angle. Probably the larger portion of those who study geometry never make any more practical use of what they have acquired in it than this, and some will never have occasion even for this. The great Daniel O'Connell, I believe, once turned his knowledge of the subject to very effective use in an encounter with a fishwife.

On Algebra we spent much time and covered quite an extensive field, but the practical applications of it in the case of some of us have still to come. Then we were intimately acquainted with the Binomial Theorem, but now it is doubtful if we would recognize our old acquaintance if we met him on the street.

Even of that most practical of subjects, Arithmetic, which occupied so large a part of our time all through our school course, I fear it must be acknowledged that the greater part was laid aside together with the slate and pencil of our school days. For the majority of people a knowledge of the four fundamental rules and of interest and discount, is about all that is ever called for. We have all worked out the problem, the stock problem, of public school examinations, of what the length of rope must be between a stake and a cow's horn to allow her to feed over a quarter of an acre of grass; but many of us have never been fortunate enough to own the cow and the land to experiment with, and meanwhile the knowledge of how to work the problem has evaporated.

Of Physics the student who has devoted a year or too to that subject will after another year or two have a more or less vivid, or dim, recollection of a number of interesting things. He will know that heat expands substances and that cold in general contracts them, and would make due allowance for this if he had to lay a railway track. He will know something about the construction and action of the common pump, and would choose in preference to it a bucket with rope attachment if the water in the well were much more than thirty feet below the surface. He will probably have some knowledge of the hydrostatic press. He will possibly even have some recollection of how to find the specific gravity of bodies; he will certainly remember the exhibition which Archimedes made of himself when he made his famous discovery. The Hodograph, however, will be a name to him, and the Parallelogram of Rotations a nightmare. In many of the cases also, which arise in every day life he will have little advantage over those who have never attended the Academy or the College. The veriest rustic does not need to be taught that he can do more work with the lever than without it. If you watch any old horse hauling a heavy load up Sackville Street, you will see that he understands all about the inclined plane. In order that the great laws of nature may act, it is not necessary that we should study physics. Suppose that a staging on the steeple of St. Mary's Cathedral, on which are two men, one of whom has studied physics and the other not, gives way, the student of physics will have this much advantage over his companion that he knows that he is travelling with a uniform acceleration of a little over 32 feet per second, and if he doesn't lose his head, he

may calculate from the formula $s = \frac{1}{2} at^2$, how long it will take him to reach the ground, but his companion gets there just the same.

Take again the case of the modern languages, which are considered by many as so much more useful than Latin and Greek. It would be very interesting, and would help to bring about clearer ideas as to comparative values, if statistics on this point could be obtained. What proportion of those belonging to our province, whose education has stopped with the High School have ever in their after lives found a knowledge of French or German a necessity or of any practical advantage? I do not mean to imply that none have done so; I do not know the number of Nova Scotians that go to those countries to reside permanently or have occasion to take a run over on business; I do not know how many even put in their summer holidays there; I do not know how many mercantile establishments require upon their staffs persons who have a knowledge of the modern languages, nor how many persons with such knowledge are required by each firm. It appears to me, however, that the result of such an investigation might be instructive.

It must not be supposed that in speaking thus of these different subjects, I am actuated by any animus against them or wish to disparage them unfairly. They are all valuable. Some of them are altogether indispensable for everybody, and of the rest each is of very great importance to the small proportion of people engaged in some particular pursuit. All of them have a certain educative value, but these values differ for different subjects, and a subject that is going to be of practical use to a few students has only its educative value for a very much larger number; and therefore it must be that in any complete high school course a student has to spend the greater part of his time on subjects that for him have value only in so far as they give training and discipline to his mind. If then any subject could be found specially fitted to accomplish this object, it would for this reason alone, even without any further recommendation, deserve a prominent place in the school curriculum. There are some persons in the world who think that the classical languages furnish us with an instrument specially suited for this purpose and that they possess certain other advantages which are worthy of being taken into consideration.

The following are some of the reasons which occur to me for the study of Latin and Greek. I do not flatter myself that any of them are very new; on the other hand, age on the part of an argument does not necessarily imply decrepitude or weakness.

1st. It is generally conceded that not even one's own language can be thoroughly mastered, from a grammatical point of view, without a knowledge of some second language with which to compare and contrast it. It is also generally admitted that for the purpose of acquiring a good knowledge of grammatical principles the Latin language stands pre-eminent above all others. There are many who say that French or German will serve the same purpose to a certain extent; there are few indeed who can be found to assert that either of them or both combined serve equally well.

2nd. The extent to which the classical languages have entered into our own vocabulary, renders it necessary to know something of these, if we are to have a thorough comprehension of our own language; and if it

is necessary to know best that of which we make the most use, language must be given the foremost place in our studies. Of the English vocabulary, as it is at present constituted, the number of words coming from Old English or Anglo-Saxon amounts to not much, if any, more than one-tenth of the whole, while those coming from the Latin and Greek may be set down as not less than eight-tenths. As time advances this ratio will ever show still more in favor of the classical languages, for of the words that are being continually sent out from the English mint, ninety-nine out of a hundred will be found to be classical coin that has been passed under the die and received an English stamp.

3rd. The modern literatures, including our own are so largely indebted both in form and substance to those of Greece and Rome that they can not be fully appreciated except by those who have an acquaintance with classical literature. Among men there are few rules that have no exception, but it may be laid down as a general rule that the greatest writers and speakers of modern times have been those who have been students of the ancient classics. Time would fail to mention the names of those that might be brought forward in confirmation of this, but I may be allowed to refer to the training of three statesmen and orators of the first rank, and I shall select an Englishman, a Scotchman and an Irishman. Of Pitt, the great Commoner, we are told that when he was asked to what he principally ascribed the two qualities for which his eloquence was most conspicuous, namely the lucid order of his reasoning, and the ready choice of his words, he replied that he believed he owed the former to his study of Aristotle, and the latter to his father's practice in making him every day after reading over to himself some passage in the Classics, translate it aloud and continuously into English prose. In later life he was a most assiduous student of the Classics and his favorite author was Demosthenes.

Henry Brougham, the brilliant Scotchman, of whom, as he took leave of a dazzled company, the poet Rogers said, "There go Solon, Lycurgus, Demosthenes, Archimedes, Sir Isaac Newton, Lord Chesterfield, and a great many more in one post-chaise" and of whom Lord Chancellor Lyndhurst said, "What is the House of Lords without Brougham? Brougham is the House of Lords," prepared himself for an oratorical career by a most diligent study of the masterpieces of ancient eloquence, and had them to a great extent learned off by heart.

Of Edward Burke whom so great a critic as DeQuincy pronounced "the supreme writer of his century," we are told that "the master whose page by night and by day he turned with devout hand was Cicero."

4th. Besides being directly or indirectly the source of far the greater part of the English language, Latin is the parent of several other European languages, Italian, French, Spanish and Portuguese, and a person requiring to make himself acquainted with any of these would find his task very much simplified and shortened by a previous knowledge of Latin.

5th. A knowledge of the ancient languages opens up to us a great literature. In this respect they do not stand alone. Other languages possess great literatures. It may be claimed for them though that they introduce us to a literature which is in many respects more interesting than any other, and which is greater than any other. When it is

admitted that for varied interest in the drama Shakespeare carries off the palm, we have got to the end of the list of prize-winners from the ancient Greeks in literature. In Epic poetry Homer is still supreme and unapproachable; the second place belongs to Virgil. In Lyric poetry the first place is held by Pindar. In History, Thucydides with his "magnificent light and terrible shade" stands out beyond all compare. Demosthenes is the acknowledged chief of orators; and Plato and Aristotle will be revered and studied when all the philosophers who have since flourished will have sunk beneath the tide of advancing speculation.

"Translate them well and let them then remain" is the advice of some who calling upon Emerson to support them, tell us that all that is of any value in them can be got through the reading of translations. These in their haste in the pursuit of knowledge overlook altogether their supremé value as an educational instrument, and they also lose sight of the fact that all that is of value can not be got in this way, for the savor is gone, and you know what men consider salt that has lost its savor fit for.

Hear the avowal of the greatest man of the nineteenth century, whose age is almost co-extensive with the century, "Almost everything begins with me with my old friend Homer, the friend of my youth, the friend of my middle age, the friend of my old age, from whom I hope never to part as long as I have any faculty or breath left in my body. Of all the books which we handle, English or foreign, there is not one which within the same compass contains anything like the vast amount of human knowledge and experience." Do you think that for Mr. Gladstone any translation could take the place of the original? Do you think that translations would have served the purpose of the late President Garfield who made it a rule of his life from which, we are told, he never deviated, to read every day at least ten lines of the Classics, and throughout the world carried "Horace" in his pocket? "Well," you say, "we believe that the literature of these languages is very fine, but what proportion of those in our schools ever proceed far enough to appreciate it?" It must be admitted that the proportion is exceedingly small, but where does the fault lie? The portion of time that is given to the Classics, even in our best schools, would, in other countries, and, it must be said, better educated countries than ours, be pronounced absurdly inadequate, and because under these conditions the Classics fail to produce the best results claimed for them, the cry goes forth, "Off with their heads!" The remedy is not in less Classics, but more of them. Only give them a fair chance and see what the result will be. Even as it is there are some in our city who read them, not because they have the fear of examinations before their eyes, but because they find pleasure in reading them. Among these I may mention a leading lawyer who finds in the pages of Homer an admirable relaxation from the cares and worries of the consultation-chamber and the law-courts; and I know a distinguished professor of mathematics who never thinks of going upon a fishing expedition without a Latin or Greek book in his pocket.

His not having made very great progress in the Classics when he was at school and college does not seem to have convinced of their utter uselessness a man who has won distinction in three continents,—the

Marquis of Dufferin, not long since Governor-General of Canada. "When I left Oxford," he tell us, "after fourteen years of application at these two tongues, the most I could do was to translate, with some sort of decency, a few Greek plays, some books of Herodotus, a little of Cicero, and some Virgil and Horace that had already been carefully conned." Notwithstanding which admission we find him afterwards stating emphatically, "Indeed I cannot conceive the meaning of the term education if either Greek or Latin is to be excluded."

6th. The moral effect of a careful study of the Classics upon youthful minds is very great. In the literatures of Greece and Rome are to be found the most memorable examples of all the virtues, examples that have been accepted as ideal by the civilized world, of courage, of constancy, of endurance, of virtue, of filial affection, of love of country. The boy who reads of these even in an English translation or history can hardly fail to be touched and influenced by them, but when read in the language of the people themselves they are far more likely to enter into him and form a part of his being.

In education character unquestionably stands before everything else, and in its influence upon the formation of character language has an immeasurable advantage over mathematics and science. Mathematical exercises do not appeal very powerfully to the emotions, nor do the natural sciences furnish the best means of inculcating moral duties. In this connection let me give you the verdict of Dr. Thomas Arnold, the famous headmaster of Rugby, whom, by the way, I see quoted with regard to a different subject in the current number of the *Popular Science Monthly*. This is what he says, in writing to a physician who was a former pupil: "If one might wish for impossibilities, I might then wish that my children might be well-versed in physical science, but in due subordination to the fulness and freshness of their knowledge on moral subjects. This, however, I believe cannot be; wherefore, rather than have it the principal thing in my son's mind, I would gladly have him think that the sun went round the earth, and that the stars were so many spangles set in the bright blue firmament." Arnold stoutly maintained that classical studies should be the basis of intellectual teaching. This opinion early formed only became stronger and more firmly fixed as he gained greater experience. No one now disputes the right of science to a place in the curriculum, but the claims made by some of its advocates are somewhat extravagant. Science can not usurp the place of literature. Sir Arthur Helps puts the matter neatly as follows: "Those who are devoted to science solely are not unlike the bones spoken of by the prophet Ezekiel—'And, behold there were very many in the open valley, and, lo, they were very dry.'"

7th. The seventh and last argument in favor of the Classics that I am going to present to you, for though many more might be given, I prefer to leave something unsaid rather than run the risk of wearying you, is that the Greek and Latin languages furnish us with a means of training and disciplining the minds of the young which is better than that furnished by any other study. The reasons of this superiority are not far to seek. If we look at some of the other subjects which a boy takes in his school course, we will find that Geometry is probably the one best calculated to develop his reasoning powers. In order to

make the most of the subject, each proposition as it comes should be treated as an original exercise, but not many boys will be found with sufficient strength of will for that. Still even in learning a proposition from the book the reason must be exercised, and original problems given out by the teacher will try the boy's power of making use of the facts he has already learned. This is valuable training for the mind, and some profit by it greatly. Some boys, however, unfortunately lack the ability to solve an original exercise, and others lack the desire, and as it is often impossible for the teacher to determine to which cause the failure in work is to be attributed, and as it would not do to apply pressure indiscriminately, the chances are that, so far as Geometry is concerned, many slip through school without receiving any more beneficial results than those which come from reading through a proposition, seeing through the argument, and committing it to memory. Problems in Arithmetic may require thought on the part of the learner, but this subject is apt to degenerate into the mechanical. The same is true to a certain extent of Algebra. Here there are thought-compelling problems in plenty, but once the proper method of attacking the problem has been hit upon, the rest of the work is very often little more than routine. History and Geography, as taught in the schools, involve very little more than memory. English Grammar is a much more educative subject, for parsing at least requires some little exercise of thought. Chemistry and Physics mean, for the most part, the committing to memory of so many pages of the text-book studded with formulæ and equations, and coming to school to see the teacher perform an experiment or two; and not all are so well provided for as this. In the Modern Languages again the principal demand is for memory. They do not afford the same scope for mental gymnastics as the Classics. If a person can only acquire a sufficient vocabulary he will find French and German so like English in their general structure that he will be able to read along, for the most part, with very little mental effort, and will usually be brought to a halt only when he runs up against some idiomatic expression, for the solution of which he must turn to his dictionary or his teacher. It is different with the Classical Languages. There of course memory enters in as it must do in all studies, but much more than memory comes into action. In modern languages the words in a sentence are placed in a certain regular order which can rarely be departed from. In Latin and Greek the inflections permit of the words being arranged in almost any order, and the subject and object can have their positions reversed without the meaning being reversed or any ambiguity arising as would happen in English or French. This sentence—

“The savage here the settler slew,”

would be expressed in Latin by four words which might be arranged in twenty-four different ways, and in none of them would there be the slightest doubt as to who slew whom. The only effect produced by the different arrangements would be to make this or that word more or less emphatic. The simple device of placing a word in an unusual position, for the Romans answered the same purpose as for us pronouncing it with greater stress of voice, or underlining it, or putting it in italics, and the degree of emphasis to be assigned could be increased or decreased

according as it was placed in a more or less unusual position. In this way a range of emphasis could be covered extending from italics to flaming capitals. This explains how it comes about that, to a beginner, the words in a Latin sentence often seem to have been hurled in at random, and to be innocent of all connection with the first law of nature. This apparently utter confusion constitutes one of the chief excellences of Latin as an educational subject, for it is in most instances capable of being unravelled even by a boy of very moderate ability, and yet cannot be unravelled without some mental labor by one of the highest ability. A boy can not avoid doing some work, no matter how anxious he may be to shirk it. The plea of inability is not available here as it might be in the case of a mathematical exercise. If he does not know the meaning of a word he can find it by looking it up in the dictionary; for an explanation of its case, he must call upon his memory and his judgment, and these failing, he must have recourse to his grammar. If he comes to a difficulty which is too great for him, his further progress is not blocked as it would be in a mathematical subject; he can leave the difficulty behind him and come back to it later on, when he may find some new light shed upon it. Let us see what is brought into play in the making out of a Latin sentence. First there is the *memory*, in recalling the meaning of words previously met; then *observation* and *comparison* in noting the cases of nouns, pronouns and adjectives, and determining which adjective goes with which noun, in noting the voice, mood, tense, number and person of verbs, the degrees of comparison of adjectives and adverbs, &c.; then *reason* and *judgment* in deciding, for example, why this noun is in the genitive case and that one in the ablative, why one verb is in the subjunctive mood and another in the infinitive, why one of the third personal pronouns is used in one clause and a different one in the next, why the same conjunction is followed by an indicative mood in one place and by a subjunctive in another; finally *discrimination* and *taste* must be exercised in the choice of words and their arrangement in translating into English. No other subject furnishes such constant steady exercise. The mind must be continually on the alert. At the same time it never receives a strain from over-exertion. The result is the formation of habits of industry and accuracy and the development of healthy mental muscle which can be turned to account in any direction.

As to the comparative merits of different subjects, from an educative point of view, none have so good an opportunity of judging as those engaged in the teaching profession. To allow of a judgment being formed we should have different pupils taking courses, yet meeting in some common studies, and the number of pupils in each of the different courses must be fairly large in order that the element of chance may be eliminated. The school with which I have been connected for the last five years furnished all these conditions. What contribution can it make towards clearing up this vexed question? In some cases an ounce of fact may outbalance tons of theory. Our experience at the Halifax Academy goes to prove that the study of the Classics has a decidedly beneficial effect upon those who make that a part of their course. Shortly before the close of the schools one of the Academy boys spent a part of an evening at my house. It was his first term at the Academy.

The examinations were drawing near and he was anxious to learn something about them, and how some of his mates had fared in the previous examination. Thinking that the best way to answer some of his questions was to let him see what marks were made by the pupils the year before, I placed in his hands the book in which these had been entered. The names were set down there in alphabetical order and not in the order of merit. He was evidently greatly interested, for he sat for a long time turning over and scanning the pages in silence. At last he looked up and said: "Did you ever notice that the one standing first in each class took Latin and Greek?" I said that I thought I had noticed something of that kind, and he resumed his investigation. Presently he added, "Not only the first in each class but the first three or four."

The same thing is exemplified in the results of this year's examination. Those taking Latin and Greek lead in the aggregate. But that is not all. In the higher classes the study of languages, other than our own, is optional, and some have confined themselves to the compulsory subjects. With the time thus gained, and with a smaller number of subjects to be examined upon, it might be thought that they would show a higher average than the others. The reality, however, is otherwise. It would appear that the discipline and training furnished by Latin and Greek enable the pupils taking those subjects not only to do their work in them, but also to master the compulsory subjects more thoroughly than those taking the easier subjects of French and German, or those confining themselves strictly to the compulsory subjects.

An examination of the class-lists in the Calendars of Dalhousie College might furnish some evidence tending the same way. I think it would be found that some knowledge of the Greek and Latin grammars does not prove detrimental to the study of Mathematics or of Science.

However, to return to the Halifax Academy. At a meeting held last June our English teacher, Miss Mackintosh, whose judgment carries weight, declared that those taking Latin and Greek had a more thorough knowledge of English grammar and were doing far more satisfactory work in her subjects than those taking the modern languages. Supervisor McKay, who was present, being called upon for an expression of opinion with regard to this phenomenon, said that in theory this should not be so, but that it had to be admitted that in practice it was found to be so. Further evidence of the same kind is furnished by our Mathematical and Science Master, Mr. Morton, a Dalhousie graduate who has distinguished himself greatly in mathematics. In our A class there is a bifurcation, or parting of the ways, some taking a course that is mainly classical with a few mathematical subjects, and some taking one that is mainly made up of mathematical and scientific subjects with a few classical. Speaking of this class towards the end of the term, Mr. Morton declared that the classical students were beating the mathematical in their own subjects.

The results arrived at in the Halifax Academy are abundantly verified by the experience of other schools. I must confine myself to culling a specimen here and there. The evidence from Clifton College, England, will be of special interest from the fact that one of our professors was for a time on the staff of that institution. It is one of the

foremost schools in England. On its staff among other eminent men are to be found the Mr. Hall and Mr. Stevens with whose mathematical works some of you are well acquainted. The number of boys in attendance is over 650. Four years ago the Head Master, Rev. J. M. Wilson, was interviewed by a representative of an educational journal, and one of the questions put to him was why he attached so much importance to the study of Latin on the modern side, that is the side containing those not going up to the Universities. His answer was as follows: "As to your question about Latin, I am afraid I cannot give my reasons very briefly, but these are the chief. First of all experience shows us here, and the observation is abundantly confirmed elsewhere, that *boys who learn Latin acquire a faculty for learning other subjects*. Some years ago Latin was very imperfectly taught on our Modern Side; more time was given to modern subjects. But the result was that the modern side was almost invariably beaten by the classical side—even in their own subjects. For instance a classical boy began German in the fifth form at 16 and before he was 18 he was far better than a modern boy who began at 14, and gave quite as long a time to it every week. Again modern boys gave twice the time to science, and considerably more to mathematics and were almost invariably beaten by classical boys. And in English, in which the modern boys got far more teaching, they could not compete with the classical boys for a moment." This is very positive and very definite testimony, but I have seen too much of the methods of the opponents of the Classics to suppose that they will allow it to pass for its face value without making a vigorous effort to discount and discredit it. The other day a gentleman in a neighboring province who had the temerity to say a word about the value of the Classics was severely rebuked for it, and his arguments were met by the crushing rejoinder that "being a teacher of the Classics he very naturally had come to regard the subject as an important one." Some of these classicophobes will say at once that Mr. Wilson was a classical crank, that his tastes and his interest led him along that line, and that he probably knew nothing outside of the classical authors. Even the title of Reverend prefixed to his name will not save him, for Burns's lines "Ev'n ministers they hae been kenned, &c.," will be quoted significantly. It may be as well, then, to state that Mr. Wilson's tastes were not classical. At the University he devoted himself particularly to the study of mathematics and science, and with such zeal and success that when he graduated in 1859, he secured the proud position of Senior Wrangler. From there going to Rugby School he became Science Master, and eventually Senior Mathematical Master. In 1879 he was appointed to the headmastership of Clifton College. His twenty years' experience at Rugby must have convinced him of the value of the Classics in educating boys, for after being made head master at Clifton, while he continued to examine in Science and Mathematics, he devoted himself to the teaching of Latin and Greek to the highest class. The evidence of such a man cannot be offset by a shrug of the shoulders. I should like it to be observed that Mr. Wilson is not a man "whose stock in trade consists mainly in a certain amount of Latin," for in an article that has recently appeared in the pages of an educational journal it is delicately insinuated that of such are those who do not see the great advantage of the science studies over the classical.

Come over now to Vienna and get the opinion of Dr. Bauer, head of the Practical Department of the Higher Technical School in that city. This is what he has to say, "The students of the Real School certainly know more chemistry when they come to me, but their minds have not been thoroughly and systematically trained, and in three months they are overtaken and passed by the students from the Gymnasium. Give me a student who knows his Latin Grammar and I will answer for his Chemistry."

The comparative merits, from an educational point of view, of the Classics on the one side, and of Science and the Modern Languages on the other, were submitted to a very searching test in Germany within the last quarter of a century. The result is perhaps not so generally known in this Canada of ours as it should be. In the University of Berlin, the greatest university in the world, the work done, and the progress made by the students coming from the Gymnasiums where both Latin and Greek are compulsory and the principal subjects of study and those coming from the Real Schools, where Greek is dropped altogether, and Latin either dropped or largely curtailed to make room for the modern languages and science, were, in every possible case, kept under diligent observation by all of the Professors in their several classes, and the results carefully noted and compared, and this was kept up not for one year, nor for two, nor for five, but for ten years. Then after full deliberation, an opinion with regard to the different courses, was drawn up and unanimously adopted by the thirty-six Professors of the Philosophical Faculty.

I shall not read this document which is one of considerable length, embodying the results arrived at by different members of the Faculty; but let the summing up be in the words of Dr. Hofmann, the distinguished professor of chemistry, who in the course of his public address as Rector of the University a few months afterwards took occasion to say, "The total result of this great investigation cannot be a moment in doubt, and may be briefly summed up as follows:—That the Real School of the first rank, whatever generous acknowledgement may be due to what it has actually accomplished, is nevertheless incapable of furnishing a preparation for academic studies equal to that offered by the Gymnasium; that the Real School lacks a central point about which all other branches may group themselves, while the Gymnasium possesses such a point in the classical languages; that all efforts to find a substitute for the classical languages, whether in mathematics, in the modern languages, or in the natural sciences, have been hitherto unsuccessful; that after long and vain search, we must always come back finally to the result of centuries of experience, that the surest instrument that can be used in training the mind of youth is given us in the study of the languages, the literature, and the works of art of classical antiquity. According to the unanimous judgment of experienced teachers in the departments of mathematics and the natural sciences, graduates of the Real Schools are almost without exception overtaken in the later semesters by students from the Gymnasiums, however much they may excel them in the same branches in the first semester."

This is as bitter a dose as has ever been presented to the enemies of the Classics and great is the spluttering which they make over it. Of

course they have left nothing undone in their vain attempt to explain these conclusions away, but they can not be explained away, and it is safe to say that the verdict of the Philosophical Faculty of the University of Berlin will be the verdict of every unprejudiced man who will carefully examine the evidence that exists, or will devote a few years of his life to a careful experimental investigation of the question.

The change of opinion brought about by increase of experience and wider range of vision is sometimes very remarkable, and a better illustration can hardly be found than that furnished us in the case of Dr. Harris, the United States Commissioner of Education. If you follow the career of Dr. Harris you will find him a young man at college yielding to the seductions of science and becoming possessed of such a dislike for the Classics and such a conviction of their uselessness that rather than submit to waste more time over them he abandoned his college course at Yale in the middle of the third year, and joined lustily in the crusade against them. Everything that was of value was for him then to be found in the three "moderns,"—modern science, modern literature, and modern history. "The development theory," he says, "in its various forms possessed a charm so great that I readily became a partizan and adopted the cry against classical study." Read now the article headed "Educational Conservatism" and you will find that the editor of our *Educational Review* has just now arrived at the stage which Dr. Harris reached in his junior year at college, nearly forty years ago. Dr. Harris's subsequent career is therefore very interesting and instructive. As he grew older and gained more experience his views underwent some modification and he began to see some good in Latin and Greek; in a late number of the *American Educational Review* he tells us that it is long since he abandoned his objection to the traditional study of Latin and Greek in colleges and academies. And now with the experience of a lifetime spent in the cause of education, with the wide range of view given him by his high position of Commissioner of Education for the United States, and with the earnest desire which he must feel that the system of education of which he has the oversight should be the very best possible, we find him expressing himself thus: "One may say that of a hundred boys, fifty of whom had studied Latin for a period of six months, while the other fifty had not studied Latin at all, the fifty with a smattering of Latin would possess some slight impulse towards analyzing the legal and political view of human life, and surpass the other fifty in this direction. Placed on a distant frontier, with the task of building a new civilisation, the fifty with the smattering of Latin would furnish law-makers and political rulers, legislators and builders of the State." The explanation of the Berlin verdict, namely, that the jury were by their own education prejudiced in favor of the Classics, absurd as it is, is not available here, any more than in the case of the Head Master of Clifton College. Both of these were evidently convinced against their natural inclinations.

What says the most eminent man of science that Nova Scotia, that Canada, has produced? Some of you who are present heard this testimony as it fell from the lips of Sir William Dawson at the inter-provincial convention of teachers at St. John six years ago. "Personally he had found in his teaching that the man who had no Greek was at

a disadvantage compared with the student who had even a little Greek. You cannot cut off Greek without damaging the teaching of our sciences."

I think that the case for the Classics may very well be rested here. I have called only an infinitesimal part of the witnesses that could be brought forward to testify in their behalf; but I have tried to select with care, and some other answer will be required than that the evidence brought forward is untrustworthy because it is that of teachers of the Classics and of those "whose stock in trade consists mainly of a certain amount of Latin."

I should stop here, but in view of the confident assertions of the classicophobes to the effect that these dead languages are just about to be carried out and buried you will perhaps allow me to trespass upon your patience for two or three minutes more while I set briefly alongside of these assertions the state of affairs that is actually existing at the present day.

How do the Classics stand in Germany, "the central country of Europe, the State which dominates continental politics, the nation which does the largest part of the intellectual work of the world?" At the mention of Germany the classicophobe will shout aloud and say: "We have scored a great victory there lately, we have had the time given to Latin and Greek considerably diminished," and he will make his shout all the louder to try to conceal his chagrin at the outcome of all the efforts put forth to kill the Classics. It is true that the time given to the Classics has been curtailed, but classical teachers here would be content if they could have the German time-allowance even as diminished. Under the revised programme by which the Classics have been so greatly humiliated, the German boy before going to the University now only receives *seven hours' teaching of Latin a week for nine years, to which must be added a paltry six hours of Greek per week for six years.* Such is the present humiliating position of the Classics in the Fatherland, a position which has been indefinitely confirmed for them as the result of the agitation against them. Besides these schools in which the study of the Classics is the distinctive feature, there are others called Real Schools in which their place is taken by the modern languages and natural sciences. The proportion of those who study the Classics to those who do not is about 5 to 1. As to the comparative results of the two courses the opinion of those best qualified to form a judgment has already been given.

In France the secondary schools of the highest class are called Lycées. In these it is the custom to devote almost as large a portion of the time to the classical languages as in the German Gymnasiums. Perhaps I should have said that it was the custom up to some three years ago, for about that time I saw it announced in an American paper that they had changed all that. "France has taken away the Latin and Greek from the curriculum of public instruction. The German and English tongues with their literatures, will take the place of the Classics and are to be taught in an analytical and logical way to secure the same results as the former studies. Besides these studies the French language and literature, geography, history, ethics, philosophy, political economy, law and science—physical, natural and mathematical—are declared to be the real classical studies to complete a desired education." Who could refuse belief to what is stated with so much circumstantiality? Notwithstand-

ing this the number of Latin and Greek books that have been poured forth from the Paris press during these last three years is not calculated to make one feel altogether sure that "France has taken away the Latin and Greek from the curriculum of public instruction." History records that France did once abolish her classical schools and set up technical schools in their stead, but she soon repented and the Classics were restored to their place of honor.

If we cross the channel we shall find that in the best English schools the classical languages are held in no less esteem. The boy who goes to one of the great public schools will be taught Latin and Greek 15 out of 25 hours a week, the other 10 hours being divided usually between Mathematics, French and Science. If those who can see no good in the Classics but attach much importance to the modern subjects are surprised at the relative values attached to them there, they may rest assured that the reason is not because the claims of the modern subjects have not been pressed. It is true that in connection with some of these schools what are called "modern sides" have been established to which those may send their children who are bent upon avoiding the dead languages. Perhaps one boy out of six may be found in the "modern sides."

In Austria the programme is almost identical with that of the German Gymnasiums. The length of time given to Latin and Greek is not quite so great. There are eight annual classes. Latin occupies on an average slightly over six hours per week through the entire course. Greek is begun in the third class and occupies for six years nearly five hours per week for each student.

In Hungary the superiority of the results obtained by the Gymnasiums over the Real Schools has been so marked that at a convention of eminent educators held two years ago, "the members without exception declared in favor of a single school of secondary education to be organized with a few important modifications, after the Gymnasium."

In Russia the Classical Schools outnumber the Real Schools by more than two to one. In short I do not think that, if Turkey be excepted, one can point to any European country in whose educational system the classical languages are not found, and in whose secondary schools they are not found to be the central subject and the one to which the most importance is attached.

As regards our own province those positive assertions about the decline of the Classics hardly seem warranted by the facts. Comparing the figures for 1874, the earliest year for which I had the statistics at hand, and those for 1893, showed that in that space of nineteen years the number of pupils attending school had increased less than 2 per cent. whereas the number of those studying the Classics had increased over 972 per cent.

In the great republic alongside of us the Classics have not been entirely stamped out. This too notwithstanding the new country,—the newness of a country is urged as one of the reasons for the substitution of the sciences for the Classics,—notwithstanding that the people were free to work out their destiny in their own way unhampered by the traditions of the past, and notwithstanding the world-wide reputation of the Yankees for shrewdness. As to the newness of a country, that is something which tends every day to rectify itself; but how is it that with

their new country to develop they did not consign to oblivion the fetiches of an effete old country and confine their attention to science and other subjects which they could turn to immediate practical account? They surely would not go on with the study of these hard dead languages simply because it was traditional. The only apparent explanation is that they saw, or thought they saw, in the Classics some intrinsic value. The fact that the latest statistics show that in the high schools and academies of the United States there are over 123,000 now studying Latin, seems to indicate that if they made a mistake in that respect they have not yet realized it to any very great extent.

In the United States there has always been much interest manifested in educational matters, but latterly that interest seems to have been greatly intensified. During the last few years attention has been concentrated mainly on the Secondary Schools. The people have come to the conclusion that too many subjects are taught, that too much is being attempted with the result that too little is being done. At the annual meeting of the National Education Association, held in July, 1892, a great step forward was made by the appointing of a committee of ten of the leading educationists of the country to consider the whole subject of secondary education, and suggest how the existing system might be improved. This committee, being authorized to appoint others to assist them in their deliberations, selected ninety more of the ablest and most experienced educationists, care being taken that different subjects and all parts of the country should receive adequate representation. Before doing this they had entered into an extensive correspondence with the principals of secondary schools so that they should thoroughly understand the situation of affairs. Then in the early part of November the Committee of Ten met and held sessions for three days, during which they selected their ninety assistants, divided into nine conferences of ten experts each; and drew up a list of questions as a guide and basis of discussion for the conferences. The conferences, after the members had had some weeks in which to ponder over the matter, met at the close of December and sat in discussion for three days. The discussions, we are assured, were thorough, but in every conference a wonderful unanimity was arrived at. The chairman and secretary of each conference were assigned the duty of preparing its report; and for this three months' time was allowed. Most of the reports were in about the time specified, but two of them were not completed till after the expiration of six months. Before the end of September these reports had all been printed and placed in the hands of the Committee of Ten, who, after having duly chewed, swallowed, digested and assimilated them, and having exchanged comments and suggestions upon them, met again in November and spent four days more in the consideration of them, and coming to an agreement as to their own report. After three weeks more correspondence practical unanimity was arrived at, and in January of the present year, after labors lasting through a year and a half, the report of the Committee of Ten, together with the reports of the several conferences, was issued by the United States Bureau of Education. I have gone into these details as to the origin of the volume in order to show you the nature of its contents. Here is to be found the best judgment and combined wisdom of a

hundred experts in various lines of thought, a hundred men who are interested in education beyond and above everything else, and whose lives have been devoted to the cause. Commissioner Harris displays modesty when he pronounces it in his opinion "the most important educational document ever published in the United States." Its effect upon the country cannot fail to be enormous. It carries with it a weight of authority that is irresistible. Of course it does not meet with the approval of everybody. It has been severely criticized by some people whose ideas would seem not to have been sufficiently consulted. Nevertheless it contains some lessons for us of the greatest importance, lessons by which, if we are wise, we shall profit.

Multiplicity of studies is condemned. The argument which I have somewhere seen advanced in favor of including a little of everything in the school programme, viz., that the appetite is whetted and the digestion aided by the taking of a little from a great variety of dishes, finds no favor with the committee. Here is the unanimous opinion of this century of educational experts: "Selection for the individual is necessary to thoroughness, and to the imparting of power as distinguished from information; for any large subject whatever, to yield its training value, must be pursued through several years and be studied from three to five times a week, and if each subject studied is thus to claim a considerable fraction of the pupil's school time, then clearly the individual pupil can give attention to only a moderate number of subjects." Great stress is laid upon the good effects produced by continuous and extensive study of any subject. It is, I suppose, purely by accident that they make use of Latin to illustrate their position, but the declaration is made that "if in a secondary school Latin is steadily pursued for four years with four or five hours a week devoted to it, that subject will be worth more to the pupil than the sum of half a dozen other subjects each of which has one-sixth of the time allotted to Latin."

I must not detain you here over the details of this report but would advise you if you are at all interested in education, and your presence here indicates that you are, to secure a copy of the most important educational document that has ever issued from the world's press. It will of course be in the College Library. It should be in every public library, and it should be within the reach of every teacher in our high schools and academies. The prolonged and exceedingly careful labors of the whole committee reach their culmination in four model Time Tables. In these one of the most striking features is the small number of subjects included in the course of study, another is the large place occupied by the so-called dead languages. The place of honor is held by Latin. In the third table, it is true, neither of the classical languages appears, and in the fourth Latin is made an optional subject, but with these is coupled the following note: "Although the committee thought it expedient to include among the four programmes one which included neither Latin nor Greek, and one which included only one foreign language (which might be either ancient or modern), they desired to affirm explicitly their unanimous opinion that, under existing conditions, the two programmes called respectively "Modern Languages" and "English," must in practice be distinctly inferior to the other two." This opinion has been further emphasized by one of the

committee who gives the public a peep behind the scenes by announcing that seven-tenths of all the time of the three and a half days the committee sat were spent in forming the first two programmes, called the "Classical" and the "Latin-Scientific," and that "it was the best judgment of the committee that both for pupils going to college and for those whose education terminates with the high school, one of these two programmes is the best possible."

What does this mean? One of the things that it means is this: that after a most thorough examination, it is the emphatic and unanimous opinion of this most authoritative tribunal that for every pupil in the secondary schools, no matter what his ultimate aim may be, the best possible programme is one in which Latin occupies nearly one-fourth of his whole school time, and is studied throughout his whole course.

A weightier sentence than that in favor of Latin has never been pronounced. Surely there must be some mistake. Is Latin to have such a certificate of character and of soundness in the new world in the closing years of this enlightened scientific nineteenth century? Where are those who have been shouting that the Classics must go; who have been prophesying that they will go; who have been telling us that they are going; and who have sometimes varied the monotony by assuring us that they have already gone? They are like the poor. They are here still, and they will be; neither are they silenced, nor can they be; and when the angel Gabriel comes with his trumpet to wake the dead, the first sound that will greet his ears, a sound sharpened and embittered by the hope which maketh the heart sick, will be the cry, "DOWN WITH THE CLASSICS."

College Societies.

D. A. A. C.—On Friday, the 24th September, the semi-annual meeting of the D. A. A. C. was held in the Munro room. Mr. Macneil was appointed secretary, vice Pierson, who has left the College. A liberal discussion took place on the matter of grounds, and the question was left with the committee, to report at the next meeting.

At the next meeting, the constitution was amended, doing away with the old committee. The following were elected as a new committee: W. E. Thomson, D. A. Grant, Geo. Shaw, H. Maxwell, Wm. Sedgwick. It was unanimously decided not to accept the Crescent's offer, and at present the boys are practicing at Studley.

Y. M. C. A.—The first meeting of our College Y. M. C. A. for this session, was held in the Munro room on the first Saturday after Convocation, at 7.30 p. m. The large number of students present showed that the interest in this worthy organization is not diminishing, but steadily increasing. At the close of the devotional exercises, a very pleasant quarter of an hour was

spent exchanging greetings. This first meeting was in every respect a grand success. The "Cabinet" for the year have been doing good work securing lecturers and arranging meetings. As may be seen by the following list, the course of lectures to be delivered on Sunday afternoons during this session, promises to be unusually attractive. These meetings are held on every alternate Sunday in the Munro room, at 3 o'clock. Every student of the University is cordially welcome.

- Oct. 7.—Character Sketch: Jacob and Esau..PROF. W. C. MURRAY.
 " 21.—College Temptations and Triumphs..REV. ANDERSON ROGERS.
 Nov. 4.—Character Sketch: Abraham and Lot..PROF. W. C. MURRAY.
 " 18.—The Political Economy of the Scrip-
 tures... PRESIDENT FORREST.
 Dec. 2.—Character Sketch: Saul and David..PROF. W. C. MURRAY.
 Jan. 20.—(Subject not yet given).....BISHOP COURTNEY.
 Feb. 3.—Character Sketch; Balaam and
 Elijah..... PROF. W. C. MURRAY.
 " 17.—Christian Manliness..... REV. D. J. FRASER.
 Mar. 3.—A Study in Temptation..... PROF. W. C. MURRAY.
 " 17.—"David Livingstone"..... REV. A. C. CHUTE.
 " 31.—Some Practical Aspects of the Rela-
 tion between Christianity and
 Scepticism.....PROF. J. G. MACGREGOR.

THE PHILOMATHIC PROGRAMME.—The increasing interest shown by the students of all years in this Society, has decided the executive to begin their meetings earlier this session than usual. Instead of being postponed till the interest in college athletics has subsided, the first meeting will be held about the middle of this month. It is believed that there is no real conflict between football and the Philomathic; and that the same students who have spent the afternoon cheering the tiger-stripes, can find time to listen to good papers in the evening. The success of the public meeting last term has emboldened the Society to attempt the same thing again. The "Canadian Evening" is to be repeated in its main features; but instead of several authors, only one, and that a native Nova Scotian, is to be the subject of discussion. Every Dalhousian knows of Haliburton and wishes to know more. The man and the writer will be the subject of the opening address at the first meeting, Thursday, October 18th, which will be delivered by Mr. F. Blake Crofton, librarian of the Legislative Library. Mr. Crofton is not only a college man, and well-known in the literary world, but he has written the best monograph on Haliburton in existence. He is recognized as an authority on the subject, and may be expected to provide an intellectual treat. The Society have also the promise of our distinguished man-of-letters, Professor Roberts of King's, to address the public meeting about the second week in February, on "Canadian History," a subject of deepest interest, and one on which he is thoroughly competent to speak. The Society also hopes to hear from a prominent city banker on the subject of "Currency"; but arrangements have

not been definitely concluded. Other papers of interest have been in preparation by different members during the summer, and will be presented in due course. Remember the opening meeting is on Oct. 18th, and that Mr. Crofton is to speak on our great Nova Scotia humorist, "Sam Slick."

Exchanges.

OWING to the early date of this issue, very few exchanges have yet put in an appearance.

ON our table are *The Week* for September, the *Hartford Seminary Record* for June and August, and the *Canadian Magazine* for September.

THE *Week*, among other interesting articles, has one on the "Old Shipyards," which is well written and very entertaining. We quote the following from a description of a "launch": "When the last block was split out, the cry was raised, 'There she goes.' The crowd of people in the yard rose *en masse* and for a moment the suspense and silence would be breathless. But when the stern rose from the water, and the bow sank gracefully, showing that the ship was completely and safely afloat, the pent-up feelings of the spectators found vent in tremendous cheers." The above will recall to the minds of many of us similar events in which we ourselves were participants.

THE fourth volume of the *Hartford Seminary Record* closes with this number, which is a double one. During the next year the *Record* purposes publishing in each number an article from one of the professors in the Seminary, bearing on the newer phases of thought in his department. There is a well written editorial in this number on the "Loss of Democracy," in American college life. The editor says, "In the various seats of academic fashion, money and muscle are indisputably coming to preside. In growing measure the purse of the rich and the pace of the strong set the style. Especially to be regretted, and as we feel, especially reprehensible is the resultant increase in the cost of a college course." We heartily approve of the sentiment in the closing sentence: "Heaven forbid that our modern college, however magnificent in outer stature or rich in inner wealth, should ever become a castle accessible only to the favored few."

THE *Canadian Magazine* has its usual amount of entertaining and profitable matter. The articles on the "Early Parliamentary Franchise of England," and on the "Canadian Constitution," its Fictions and Realities, are excellent and the subjects well-handled indeed.

Dallusiensia.

[In future this column shall not be restricted as heretofore, but shall contain items respecting such happenings in and around College as may be interesting to the students generally.—Eds.]

ONCE more, at the beginning of another College session, we find ourselves in old Dalhousie ready for a hard winter's work. Of course we miss the familiar faces of the class of '94, but then, in compensation, have we not the mighty Freshman class of '98, strong in numbers, cheek and greenness?

"DEVOTION is happiness,"—Glad you find it so, Ira.

THE Prof. of Math. occasionally finds it necessary to allow the Freshies five minutes to look out of the windows.

MR CL-RK, (to lady friend):—I never grew very much until last summer, but since June I have become awfully tall.

FROM what we have seen during exhibition week, we fear that Cupid has malicious designs on our beloved Mr. J-h-n-s-n of the 3rd year. Go slow, brother.

FRESHMAN (on exhibition grounds):—"Look at that dear little Jersey cow."

Senior, sighing:—"My dear child, that's a donkey."

THE first football practice was held last week on the "Studley" ground. It was a scratch match between the "Arts" and the "Law," resulting in a victory for the former, three tries to one.

MR. F-R-B-S, lately returned from the far North, found the sudden change of temperature so oppressive that he was compelled to part with his mustache. We extend our sympathies.

HAS the glory departed from Israel, or what is the matter? Not a "scrim" worthy of the name yet between the Sophs. and their sworn enemies, the Freshmen. Truly we are seeing the lion and the lamb lying down together.

WE must thank either the Faculty (or the janitor) for the handsome (Dalhousie) rug at the foot of the main staircase. The College finances must be in a good condition, or perhaps the rug was purchased with last year's fines.

D-V-D ALL-N came to us from a neighboring college. He forgot a few unimportant things, but his knowledge of things nautical covers a multitude of sins. The other day he saw the ferry boat "Halifax" crossing to Dartmouth, and innocently inquired, "How long does it take that boat to go to Boston?"

A WORD of advice to the Freshmen:—Don't stand in the halls between classes, but come down to the reading room and mingle with your fellow students like men. You will never learn to know your class-mates if you hang round the corridors, and there is always plenty of time to reach your lecture after the second bell rings.

"OH ye smiling valleys of Greenville! Oh ye bare hills of Westchester! Tell a poor toiler among the finny tribe, what costs Lock's Trigonometry?" Then resounds a voice, like an oracle on Delphian heights, through the GASEous zone, "\$2 25; second-hand, \$1.50." How can Allen's catalogue have made such a mistake?

THEIR many friends will be glad to know that Messrs. A. St-rl-ng and W. R. McK-y who, last winter, were at daggers drawn as our readers know, instead of fighting the proposed duel, held a Pow-wow during the

last week of August, smoked the pipe of peace, buried the hatchet and retired into winter quarters at Pine Hill. Their fair friends will kindly consider the explosive nature of these braves.

IT is with much satisfaction that we see the improvements (however slight) that have been made in the College grounds during the past summer. The empty cans and broken bottles have in great measure given place to grass, and the whole appearance of the grounds has been improved. In passing we may note, the goal set up, which should help our kickers in the mysteries of the "place" and the "drop."

On Thursday evening, the 27th, the College was illuminated and presented a very pretty sight to the crowds who had gathered from all parts of the Maritime Provinces to take in the exhibition. During the evening the firemen sent several streams over the building, which sparkling in the electric light added new beauty to the scene. May a real alarm of fire never be rung for our College, but if such should happen we may feel sure that the firemen will be there to do their best.

THE Faculty, with that generosity in the matter of holidays which has made them notorious, allowed us a day off during exhibition week. We tried to enjoy ourselves, perhaps we succeeded; but several things combined to mar our pleasure. A sense of our obligations to the College, and to humanity in general, weighed heavily on our minds. As a consequence, when the detachment from Plug Alley arrived, we deemed it our duty to keep an eye on the garden vegetables. Our sense of modesty was outraged when we saw a certain *falconer* and another *young* fellow hovering around the stand where free packages of "T. & B." were distributed. The Freshies gave us much anxiety. We were driven to the verge of distraction endeavoring to keep them from under the feet of the live stock. We were pained to see Cohoon carrying a stick much too heavy for one of his years; and fearful that Reid, whose ankle had lately been dislocated in a scrimmage, should again tumble from the perpendicular. When we saw Buchanan supplying himself with a vast quantity of reading matter in the form of advertisements, we naturally feared lest so much promiscuous reading should prove injurious to his mental constitution. Gould, whose fiery temperament we feared might lead him into rash enterprises, spent the entire afternoon in company with thirteen other Freshmen, vainly endeavoring to measure the circumference of a squash. Altogether, it was an eventful and trying day, but thanks to our watchfulness, seconded by the active exertions of the large number of special police provided, the day passed without any serious mishaps.

THE LOST FRESHMAN.

Apropos of the mysterious disappearance of a juvenile Freshman, the Spring Poet has been inspired as follows—with apologies to Rudyard Kipling:—

There is a row on Vernon street—I heard the Juniors say;
A Freshman's gone and lost himself, now isn't he a jay.
We hunted for him yesterday, from two o'clock till dark,
To-day we've hunted all the town, and tramped about the Park.
For he was green, green, green, much greener than the grass;
He was fresh, fresh, fresh, too fresh for us, alas!

There's something wrong on Vernon street—The students look aghast;
"Mayhap," they say, "by this time, to the gods the Freshman's passed."
The dew-drops trickled from each eye, and down each sniffling nose;
We sadly gazed up at the sky, and then down at our toes.
For he was green, green, green, much greener than the grass;
He was fresh, fresh, fresh, too fresh for us, alas!

There's something wrong on Vernon street—We called upon the Chief,—
O'Sullivan looked serious, his breast was filled with grief;
He said, "I'll try to help ye, but a Freshman gone astray
Is as difficult to locate as a pin in a load of hay."
For they are green, green, green, much greener than the grass;
They are fresh, fresh, fresh, too fresh for us, alas.

There's something wrong on Vernon street,—Have they found a little corse?
And will they soon be dragging it behind a sombre horse?
Oh no! The Freshman's still alive and all our grief was vain;
He might at least have drowned himself to pay us for our pain.
For they are green, green, green, much greener than the grass.
They are fresh, fresh, fresh, too fresh for us, alas.

Personals.

MISS IDA G. MACDONALD, B. A., '93, studies for the winter at Princeton.

REV. E. D. MILLAR, B. A., '69, of Yarmouth, has been nominated by several Presbyteries for the vacant Chair in Pine Hill.

MR. JAS. W. TUPPER, B. A., '91, paid the GAZETTE a visit prior to leaving for Johns Hopkins to continue his studies in English.

MISS AGNES BAXTER, M. A., '92, and MR. A. R. HILL, B. A., '92, left last week to continue their post-graduate courses in Cornell.

DALHOUSIANS await with interest the publication of a book which it is said DR. MACMECHAN has in press.

F. S. SIMPSON, B. A., '94, and one of last year's GAZETTE editors, won a valuable scholarship at Harvard during the summer.

REV. W. P. ARCHIBALD, M. A., '78, is one of the nominees for the vacant Chair in Apologetics at Pine Hill.

H. K. FITZPATRICK, M. A., '88, A. J. MACDONALD, B. A., '92, and J. B. MCLEAN, B. A., '91, were among the notables in town attending the Exhibition.

THE students in general and the class of '96 in particular, learn with regret that MR. MELVILLE F. CUMMING, owing to weak eyesight, is compelled to rest for the winter.

MR. WM. FORBES, Freshman, '92, '93, has returned from Labrador, where he has been laboring as a mission teacher, and enters the second year. Mr. D. G. COCK, one of last year's Sophomores, succeeds in the mission field.

MISS SARA E. ARCHIBALD, M. A., leaves this week for Bryn Mawr College, Pa. to pursue a course in Advanced English. The GAZETTE congratulates Miss Archibald on winning a valuable scholarship in that college.

A MATRIMONIAL wave seems to have visited Dalhousie during September, for no less than three of our number have bidden farewell to all that is attractive in bachelor life to enter the realms of domestic bliss. One of these was a genuine surprise, for while we had been forewarned of the others, we really expected better things of DAVY.

ON the 12th, at Masstown, Hants County, DR. GRAHAM PUTNAM, of Yarmouth, B. A., '87, led to the altar Miss Lillian Fletcher.

AT Amherst, on the 19th, MR. ARCHIBALD MCCOLL, B.Sc., '83, and Miss Ethel Main, were made one, the hymeneal noose being tied, we might mention, by another graduate, REV. D. MACGREGOR.

THE Junior class will hereafter be dignified by the presence of a married man in its ranks, for at Truro, on the 13th, MR. DAVID C. ROSS, '96, was united in the inseparable bond to Miss Emma Cunningham. To all three couples the GAZETTE extends the best good wishes, and its editors sigh for the day when they too will enter the benedictine ranks.

THE CLASS OF '94.

BIGELOW, H. V., is still in our midst, pursuing his studies in the Law School, and moving the very gods by his fiery denunciations in Mock Parliament.

BREHAUT, E., is training the youthful rustics at Souris, P. E. I., and will ere long probably take a course abroad.

CRAWFORD, J. A., remains within the hallowed precincts of Pine Hill. He held forth during the summer at Salina.

FRASER, H. M., takes a year off, recuperating at his home in Pictou. The boys trust that his health may be fully restored.

GRANT, M. D., is at present in Boston, but will likely return to give Truronians pointers on the good old game, and incidently to attend Normal School.

GRANT, M. F., spent the summer in the mission field, but returns to continue his theological and *other* studies.

GRANT, R. J., ministered during the hot weather to the spiritual wants of the good people of Barney's River. We presume he will be found at Pine Hill.

GRAY, W. S., is teaching at Lockeport. Imagine Bill a pedagogue!

HEBB, MISS BERTHA B., has also entered the ranks of the teaching profession, and succeeds to the principalship of the Maitland schools.

HOBRECKER, CLARA, remains at her home in this city, but the knowing one's say that we shall hear of her again ere long.

JAMIESON, HARRIET J., is teaching in the Halifax public schools. Morris Street is, we believe, the scene of her labors.

JOHNSON, E. W., is now a genuine theologian, and already has a quasi-divine appearance.

LOGAN, J. W., succeeds our new professor as classical teacher in the Halifax Academy. Jote led the Provincial lists for Grade A, and well merits his success.

MACDONALD, A. D., unless Country Harbor freezes up earlier than usual, will attend the "School of the Prophets."

MACDONALD, P. M., returns to theology, and we hope he will renew his acquaintance with the muse. The GAZETTE looks for its poetic contributions to Pete.

MACINTOSH, J., once more seeks shelter under the friendly roof of Pine Hill. His philosophy stood him in good stead while preaching at Louisburg.

MACKAY, A. W., after having had oversight of the spiritual flock at Margaree, returns again to his former winter quarters.

MACKAY, J. D., also goes into theology. He summered at Dorchester. MACKITTRICK, F. J. A., the Senate's nominee to the 1851 Exhibition Scholarship, goes to Cornell to pursue his post-graduate course in Advanced Physics.

MACKENZIE, ELLEN, amused herself by taking grade A license and now enjoys a good position in the Truro Academy.

MCPHEE, MARGARET, did likewise and succeeds to the principalship of the River John schools.

MILLIGAN, G. S., labors somewhere in the back-woods of New Brunswick. Unless he has eloped with one of the fair members of the congregation, we will likely see him back.

MURRAY, R. H., found time besides editing the "Pleasantry" columns of the *Witness*, to read law with a city firm. He may now be found in the Law School.

PUTNAM, F. J., stays at home and plugs for "A." Jimmie's future movements are uncertain, but he will likely attend Normal School.

ROSS, MARY S., comes back to study for M. A., and will doubtless be heard from at next Convocation.

SIMPSON, F. S., won a scholarship in Harvard, where he is now pursuing a post-graduate course.

SMITH, W. H., "held the fort" at Ferrona, and is again to the front at the Theological Hall.

TATTIE, G., has been sky piloting at Cape George, and returns for further cultivation of the art. Tat's beard looks well after its summer outing.

YORSTON, F., joins Simmie at Harvard, and with him will specialize in English.

GRADUATES and old students of the College, who have not yet contributed to the Johnson "Gift Fund," are requested to note that they have still a further opportunity of doing so. Owing to circumstances, presentation has been deferred to a date subsequent to that first intended. The committee appointed to attend to this matter have been somewhat discouraged at the slowness of the response made to an appeal so deserving of generous support. They feel certain, however, that on this gentle reminder, many will respond who have so far merely overlooked not refused, their appeal. Kindly notice the changed address of the subscriber, who is still authorized to receive all contributions.

D. K. GRANT, 87 Pleasant Street, Halifax.

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

TERMS.

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Law Department.

THE opening of the Law School this year which was a week or so after the customary time, has been marked by nothing exceedingly striking. One peculiar feature of the term is that when lectures began nearly all the students were in their places. This is of course a necessary thing, but unfortunately the principle has not always been adopted by all the students. This year it was particularly noticeable that about all the boys were on time; and when we see this occurrence happening along with the event of a late term, it is only reasonable to impute the circumstance to that. It should be remembered by the powers that be, when fixing our term, that it is very hard to get back so early, and many are reluctant to leave the repose and retirement of their rustic abodes, and apply themselves to indoor work so early in the season of Nova Scotia's beautiful Fall. When we consider that we open the earliest of any College around us, it is only reasonable that some of the boys should find it hard to get back early, and would be much more satisfied at having a later opening and a later closing.

WHEN I say that nothing exceedingly striking has marked the opening of this term, I refer to the formal matter of starting lectures and getting to work. But to say that the term of '94--'95 is uneventful, would be most glaringly at fault. For is not the term marked by the introduction into the curriculum of the law school course of the two important subjects, Conveyancing and Procedure? These are two of the most practical and important subjects in the course; and the Faculty and lecturers on these subjects deserve the highest commendation from the students. There has been a long felt need of practical lectures on Conveyancing which would be a supplement to the history and theory of the subject as acquired in the Real Property Lectures, and which would deal with matters of every day work and which constitute fully one half of the work in the average law office. And so, Mr. Ritchie ought to feel flattered in introducing this important branch into the curriculum and winning the commendation of the students, and we wish him every

success in carrying on this new and necessary branch of the work. As to Procedure, though it is generally admitted that it can only be acquired by office work and practical experience, still it is conceded by all that a series of lectures to students of two or three years office work is vastly beneficial to students of this all important branch. Mr. McInnes must have been assured of the interest of the students in this branch, and all we can do is to reiterate our heart felt gratification for its introduction. One thing that has been left in abeyance, and ought to be settled at once, is whether the examination on the Course of Lectures we are now having in the spring will serve in lieu of the examination on the same subject before the Bar Society. How this is determined makes considerable difference, for no student wants to spend considerable time on that subject if it would be just as advantageous spending the time on the other subjects while here, and getting up the lectures we have here in the winter on Procedure the following summer. That is a matter that ought to be settled one way or the other at once.

LAW SCHOOL ITEMS.

THE whilom deputy-sub-assistant librarian is teaching Commercial Law at Whiston's.

IT is regretted that E. L. Gerroir, who so ably performed the duties of Librarian, has been compelled through ill health to resign. J. F. Outhit will take his place.

THE Senate in their wisdom saw fit to give us a holiday during exhibition week. This was fully appreciated by the students, and all due advantage was taken in enlightening themselves on Nova Scotia's productions and doing up the Fair generally.

WE are sorry to be without E. S. Woodaman this winter. Woodaman will lay down the law to the Barristers of Osgoode Hall this coming term. Meanwhile how will the matinees get along without him. Perhaps M—s—ly will be able to run them alone.

HUMPHREY MELLISH, B. A., LL. B., is now lecturing on Torts. Though some fears were entertained on Mr. Ross' resigning about getting a suitable successor, yet such are all allayed now, and we are assured of a proficient and thorough set of lectures on the subjects of Torts. Mr. Mellish is a graduate of '90, and it speaks well of the Dalhousie boys when they get back lecturing in the Law School so soon.

THE GAZETTE extends congratulations to the successful candidates at the Final Procedure examination before the Barristers Society. The names of the successful candidates from Dalhousie are:—D. K. Grant, Riverton, Pictou Co.; J. F. Outhit, Melvern Square, An. Co.; R. H. Graham, New Glasgow; C. P. Fullerton, Amherst; R. MacIlreith, Halifax; W. A. G. Hill, Sydney; W. L. Payzant, Halifax; S. G. Robertson, New Glasgow; Edgar Hewson, Oxford; J. A. Fulton, Lower Stewiacke.

OBITUARY.

Since our last meeting together, the very sad event has happened of the untimely death of our much beloved and respected fellow-student, Roderick M. Gillis, of Pictou, N. S. The sympathy of the whole Law School was expressed in the following resolution passed by the students at their first assembling together:

“Resolved by the students of the Dalhousie Law School in Mock Parliament assembled. That we, the said students, lament with keenest sorrow the death of our well-beloved fellow-student, Roderick Malcolm Gillis, which occurred within the vacation lately ended; That, we deplore the untimely decease of one whose qualities of mind gave the brightest promise of a useful and successful career in after life; whose qualities of heart endeared him to all with whom he came into contact and especially to us his fellow-students; That this resolution be inserted in the GAZETTE, and that a copy of the number containing the same be sent to the deceased parents with whose sorrow we sympathise most feelingly and to whom we tender our sincerest condolence.”

MOCK PARLIAMENT.

The first and preliminary meeting of this Institution was held in the Parliament rooms on Saturday evening, September 15th. With R. McIlreith in the chair and F. B. Scott, clerk *pro tem*, the meeting proceeded to business, which was to elect officers for the year. McIlreith was elected speaker of the House; Shaw, sergeant-at-arms; and McKinnon, clerk. After this, speeches were made by some of the newly-elected officers, and the genial George firmly impressed the crowd that he was bent on leaving a record behind him of having nobly performed his duty. Speeches were also made by Snyder, Grant, Loggie, Anderson and Bigelow, all expressing their gratification at such a propitious opening and the bright prospect for the term; and the meeting broke up with every one assured of having a pleasant and profitable session.

The first sitting of the Mock Parliament was held on Saturday evening, Sept. 22nd, Speaker MACILREITH in the chair. HON. MR. D. K. GRANT, Premier and Minister of Justice, introduced his cabinet, composed as follows:

HON. CHARLES MCLEAN....*Minister of Finance.*

HON. J. E. WOOD.....*Minister of Railways and Public Works.*

HON. C. R. MITCHELL*Minister of Marine and Fisheries.*

The government were immediately subjected to a heavy fire of questions, which elicited considerable information. A committee was appointed composed of Messrs. Grant, Crosby and Gerrior, to draw up a resolution expressive of the sorrow felt by the law students at the untimely death of Mr. R. M. Gillis, which took place shortly after the close of last session.

Then HON. MR. WOOD moved the following resolution:

Whereas, it has been brought to the notice of this House that there exists to-day throughout Canada numerous organized combinations of industrial concerns, having for their declared object their mutual aggrandizement through the controlling of the market price of their respective commodities and the maintenance of the same at a uniform figure, without any direct reference to the cost of the production, whereby the body of the people, the consumers, are seriously injured and oppressed;

Be it Therefore Resolved, that in the opinion of this House, the said combines are greatly fostered by, and the evils incident thereto in a large measure referable to, the economic system now in force, viz: “Protection.”

He maintained that combinations were the direct result of the protective system in vogue, and wound up by a strong plea for support of the House for the government.

MR. BARNSTEAD, (Halifax), seconded the resolution.

MR. MURRAY spoke against the measure, instancing the building of the C. P. R. as a work accomplished under protection, and for which it was impossible to obtain even contractors during the Mackenzie regime. He finished by saying that the cry of combines is not raised for the country's good, but for political purposes.

The Hon. Minister of Finance followed, saying that, to his mind, protection was eminently fitted to raise up combines in the land. He further said that protection had for its purpose the shutting out of foreign competition.

MR. BIGELOW followed, and remarked upon the importance of the subject and the necessity of its being dealt with with the greatest deliberation. He said that protection was necessary for the manufacturing and commercial interests of the country. He also said that although Canada was mainly an agricultural country, and her prosperity depended to a large extent upon agriculture, still no country could become great upon one industry alone, drawing attention to many countries which although prosperous for awhile on one industry fell away soon after.

MR. SCOTT followed and informed the House that no combination whatever existed in England. He said that the comparative prosperity of Canada is accounted for, not by any superiority of its fiscal policy, but by extrinsic conditions. The true and only way of reckoning the commercial advancement of a country is by comparing the amounts deposited in its savings' banks at different periods. And after reiterating his independence of principle in all things political, and after daring the House to show any fallacy in his arguments or in his quotation from Mills (David) political economy, Mr. Scott sat down.

LOGGIE, (Northumberland), was then heard from. "Was the Dominion Coal Co., the greatest combination in Canada, produced by protection?" he asked. "No!" he said, "it was produced by the reckless and extravagant liberal government sitting at Halifax." He then scored the government for the cunning way in which the resolution was worded, by which the government being afraid, as he said, to discuss the issues of Free Trade and Protection, tried to confine the debate to the weakest point, as they thought, in the conservative policy. He then paid some attention to Mr. Scott, and by the Scott criterion of prosperity showed that Canada must have increased enormously in wealth since the conservative administration came into power, since in 1878 the savings bank deposits amounted to only \$87,000,000, whereas in 1893 they were \$243,000,000.

MR. MACKAY arose and told the House that when the duty on anthracite coal, which is not mined in Canada, was lessened by one dollar the price fell to the same extent. He would support the resolution.

MR. MCKINNON argued that protection was not the principal cause of combines but the present industrial war between labor and capital. No one would be so childish as to say the labor unions were produced by any fiscal policy. He maintained that it would be equally silly to say that those unions of capital called combines were so produced. He also noted the inconsistency of those opposing protection. At one moment they say that the bloated combinesters were the only people making money in the country, and the very next they attack the conservative government because by their duties on raw material they drive the manufacturing interests out of the country, viz., the Harris Massey Concern. He also pointed out that in England there existed some of the greatest combines in the world.

MR. MITCHELL, Minister of Marine and Fisheries, explained the government's position with regard to the Harris Massey Concern, and vigorously attacked the whole policy of protection, drawing the attention of the House particularly to the excessive price paid by the Canadian people for barbed wire fencing was due to the exorbitant duty placed upon barbed wire manufactured in the States.

MR. McVICAR then arose and explained his position with regard to the question, condemning the resolution.

The Premier then arose and vigorously summed up the arguments which went to show that protection was the real cause of combines. He said that protection by its very nature in fostering certain particular industries at the expense of the whole people, was especially constituted for the formation of combines. He then moved that the House adjourn. The House divided upon this motion and by a straight party vote it was defeated by a majority of 3. The Speaker then left the chair, it being 10 o'clock.

DALHOUSIE MOOT COURT.

QUEEN, (*Plaintiff*) Respondent, } *Sept. 13th, 1894.*
 v.
 SILVER, (*Defendant*) Appellant. }

This was an appeal from a conviction under the Dominion Controverted Election Act, of one S—, a deputy returning officer, for fraudulently putting into the ballot box, during an election of a member of the Dominion Parliament, ballots other than those he was by law authorized to put in. The conviction was attacked on the ground that S— was not a legally appointed officer under the Act, his name, residence, and legal addition being omitted from his commission of appointment.

WELDON, C. J., sustained the conviction.

MESSRS. KEEFLER and GERROIR for appellant; MESSRS. GRANT and SHAW for respondent.

The following case came up for argument before WELDON and RUSSELL, J. J.

ROBB, *Plaintiff*, } *Sept. 20th, 1894.*
 v.
 FLOYD INSURANCE CO'Y, *Defendants*. }

The plaintiff sold certain mill machinery under an agreement which proved that a mortgage of the mill property was to be given to them by the purchasers to secure the price; that the machinery was not to form a part of the real estate, but was to remain personal property; that the title was not to pass until payment of the price, and that the plaintiff might insure the machinery; and after the machinery was placed in the mill, the purchasers gave to the plaintiff a mortgage on the mill property and all machinery therein, and this mortgage contained a covenant to insure. After this the plaintiff insured the mill and machinery, and the purchasers, without his knowledge, also insured the same. Both mill and machinery were destroyed by fire and the plaintiff was unable to recover owing to breach of condition, and claimed the benefit of purchasers' insurance on the machinery. Judgment reserved.

CROSBY and FULLERTON for defendants; OUTHIT and McILREITH for plaintiffs.

LAW SCHOOL FACETIE.

WHY! that's more involved than the B. N. A. Act."

MR. M-R-Y you don't seem to have much to do outside of class."

"JOHNNY get your hair cut" and save the curls.

KINDLY do not ask L-g-e for a chew, as his stock will not be replenished until the next exhibition.

"WHY, man! I could give you enough figures in five minutes to make your hair bristle for ten years."

HON. member for Kings: "I am sorry that there are no more able speakers on our side of the house than myself."

FRIDAY night. Little girl answering door bell on Spring Garden Road: "Mr. S. is not at home." Saturday night, do. "Mr. S. is not at home." Sunday night, do. "Mr. Sn-d-r is not at home to any one."

It is said that one of the boys was so *achin* for some fun on Convocation day that he seized hold of a terrible example of the results of football? and marched it through some of the principal streets.

PROFESSOR lecturing in Domicile: "In considering statements made by the person relative to a change of Domicile the law does not hold of much importance words spoken on the spur of the moment, as when a man wakes up in the morning with a big head." (Knowing smile from the rear benches.) Explanations are in order Mac.

SCENE: Law School Entrance, where there were several third year law students and a few art freshies.

Time: when the arts freshies were getting registered for exams.

Prof.: "Eh, eh, boys, waiting to get registered?" It is said that Charlie and one or two others feel offended, and even the honor of getting a portfolio on the first cabinet would not wipe out the disgrace.

THE methods of amusemant for the large crowd that assembled Convocation Day, were various and interesting. Besides the old-fashioned scenes between the Arts freshies and Sophs, and the modern invention of the shower bath "for freshies only," there was a lively and energetic little show carried on for the benefit of those who did not care to listen to the opening address. The audience was small, but appreciative; and all, well hardly all, but just about all, left fully satisfied that they had got their money's worth. We believe, however, that everything did not pass off without a flaw; but notwithstanding, the show was really a good one, and the *stars* that were present were quite numerous. Its *nigh* time *der* little dog of old came back and greatly relieve the feelings of a loyal master, from whom strains somewhat like these were heard not long ago:—

"Oh where, oh where is my little dog gone,
Oh where, oh boys, can he be,
Its a long time you know, since I've seen him boys,
The years I count as three."

It has been suggested since the show to have the Medical School moved over nearer; and to have a committee of the boys appointed to visit the sick.

"A TORTUOUS WORK."

Some time ago a Lecturer bold,
His class saw fit to skip;
The freshies mad, the freshies sad,
All thought him much too flip.

Next day upon the board appeared,
A notice which read thus:—
"All Freshmen meet me here to-night,"
The Freshmen then did cuss.

Besides it said, "take care that you
Do read most carefully,
These cases posted on the board,
And which you all do see."

The boys they then did set to work
To scan these cases long;
As if their hearts would surely break,
And thought of nothing wrong.

FERGUSON, MORRISON, VERNON, FINN,
MCKINNON and MCKAY,
Each fought for books that he did wish,
And AITKEN had his say.

The hour did come when they should meet,
With cases all worked out;
They sauntered to the class and knew,
Just what they were about.

The Lecture o'er, the class did close,
All "*failin*" very badly;
And with slow steps they wound their way,
Some disappointed sadly.

MORAL.

From this ye future freshmen ought,
A lesson wise to learn;
When cases on the board appear,
Then always them do spurn.

FALLEN POET.

PERSONALS.

JAMES F. MCLEAN, barrister, of New Glasgow, has had conferred on him by his *alma mater* the degree of PA. It is a girl.

WE regret that Mr. Crofton U. MacLeod is not with us this winter. We hear he contemplates a course at Harvard Law School. Success Mac.

WE watched in vain for Inmans return this fall and we are sorry to lose him from the class of '96. He is studying in a Charlottetown office.

AMONG the old students who gave us a call during Exhibition week were Albert McNeil, R. B. Bennet, A. H. Anderson and Dan Cameron. They were all welcome.

AMONG the names on the New Glasgow Lecture Course for the coming winter we notice that of GEORGE PATTERSON, M. A. His subject is "The History of Lacrosse, Cricket and Football." Our New Glassow friends will be looking forward to something good, as he has the subject down pat.

J. H. VICKERY has decided not to be with us this session. Business is more profitable than law, in Vick's idea. Combining pleasure with business he has been doing the province on his wheel this summer, and, at present at Pictou, he will take in Cape Breton and Prince Edward Island before the winter is over. No Privy Council Cases over-ruled this winter.

CLASS OF '94.

BORDEN, HENRY CLIFFORD, was slow but sure and got there every time. He passed his final very creditably, making his mark generally around 58. He will remain with his brother in the office of Borden, Ritchie, Parker & Chisholm, and has lately been appointed trustee of the James Estate, whatever that means.

BURNS, CLEMENT SCOTT, B. A. We gave Clemmy a good send off last year but owing to the harshness of the Dean and others, he did not graduate. But this was not Clem's fault, he was perfectly willing to graduate with his class if the Dean had agreed.

COPP, ARTHUR B., Jolicure, N. B., and a jolly queer chap he was. It would be quite impossible to imagine Copp without Robert Arch Irving. "Copp and Irving" gave us a new compound in our College vocabulary, and we look expectantly every time the library door opens, to see this Damon and Pythias enter; Copps broad breast expanded with pride under his fur coat, (which he purchased down at Davies): and "Arch." behind, looking for a stray leg to pull. Copp was noted for being always on or off, a keg. The keg, however, was invariably a full one. Arch earned undying fame within the circle which basked in his smile and Buctouche oysters. They were both good fellows and we'll never forget them.

CROWE, ROBERT WM., really we do not know much about Crowe as we met him for the most part at Dick's, where he burned his midnight oil. "I've a crow to pluck with you," remarked the Dean to Benny about exam. time; but their expectatations were not fulfilled and Robert William passed with flying colors and feathers intact. Crowe was one of the boys, and everybody who knew him liked him.

GRAHAM, ROBERT HENRY, B. A., LL. B., we see by the latest Calendar that Henry, gets his full titles for the first time. This was always a sore subject with Henry and only in the New Glasgow weekly were his decorations trotted out in full. Well, there was one title which Henry had which no forgetful calendar maker can ever rob him of, that of gentleman and thorough good fellow. Henry passed his final with a very high average, and for the benefit of book agents, tax collectors and others we may say that his little shingle will float jauntily in the breezes which blow up and down Provost Street, New Glasgow. In the Football field of the world he will "make his mark;" and we are sure win the goal he tries for.

HEWSON, EDGAR ELLIS, has been summering at Amherst, studying the Judicature Act. He came up for his final this Fall and passed creditably. Hewson goes west shortly, where we hope he will make great his own name and that of Dalhousie. It is said there are *more houses* down in Sandy Cove than in other parts of the province with an equal number of dwellings. The Mock Parliament suffers without the Hon. Member for Cumberland. Hewson was one of the students who had B. A. to his name. Some acquire B. A.—at Dalhousie; others have it thrust upon them—at Sackville.

HILL, WILLIAM ARTHUR GESNER—there was some more to his name but he never used it, and was better known as "Wag." Wag never could understand why he did not always get first classes, but it certainly was not because he was not knowing enough. North Sydney holds all that is mortal of Wag, but his fame extends even to far Judique. Wag passed his final "Sic transit Wag."

MCDONALD, ALVIN FRASER, B. A., was so deeply in love and politics that he could not prepare for his final. Next year we expect him to make his mark. He will probably spend this winter in the city and suburbs.

PAYZANT, WILLIAM LEWIS, B. A., had many virtues and few faults. He was well liked by his class-mates, and his pleasant smile is missed from the legislative hall of Mock Parliament. He will practice Law with his father during the day, do a little sly love making with his fair haired sweetheart in the evening, and manage St. Paul's church for recreation; in all of which the best wishes of the GAZETTE follow him.

ROBERTSON, STRUAN GORDON, B. A., (what's in a name?) was a most diligent student—of the State trials—and we can still picture him coming from the back book shelves with his countenance aglow and his finger on an interesting passage. Westville will be his home for the present, and Ottawa as M. P. his final destination. No cards.

TAKE A COURSE

—AT—

WHISTON'S COMMERCIAL COLLEGE,

95 BARRINGTON STREET, HALIFAX, N. S.