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Editorials.

THE Journal wishes to express to our Principal and his family the sincere sympathy of the student body in their bereavement. If the memory of a good life, full of acts of kindness, sympathy, and cheer will strengthen those who mourn, then in remembering so much of goodness in her who is gone, with our sympathy we also express our gratitude for what she has done among us.

In the Journal of October 20th, in which the report of the Fall Convocation was given, we find the following: "He (Mr. Coyne) criticized the too prevalent idea that other branches such as the classics were of greater educational value and pointed out that the study of history had formed the solid educative basis of such great statesmen as Gladstone, Rosebery and John Morley." Those of us who had the privilege of hearing Mr. Coyne will remember his saying that if he was to point to three English authors who should be read more than others by the student he would name Macaulay, Gibbon and Shakespeare. From the fact that he mentioned these three, we can easily see that he really does not mean that too much importance has in the past been attached to a training in classics. If he did, the very mention of them would disprove his contention. For it is generally conceded by students of Shakespeare that if Shakespeare did not read the Greek and Latin he was at least very familiar with Greek and Latin drama, and, besides dealing with characters and events of Roman history in his dramas, attempted in the Comedy of Errors, an imitation of the comic drama of Ancient Rome. One has to read only a few pages of Gibbon to see how thoroughly Latin is his style. He is steeped in the classics. As for Macaulay, he ranks among England's greatest students of classical literature. And he studied them not only be-