

Professor W. C. Murray.

Professor W. C. Murray, M. A. (Edin.), so widely and favorably known in the Maritime Provinces, is a native of New Brunswick. His father was a physician, whose extended practice demanded so much of his attention that the care of the farm devolved upon his sons. Thus they had that judicious admixture of brain and muscle work which is so necessary to co-ordinate the various faculties of boys and girls, call forth their latent powers and create executive ability. Young Walter, while attending school, gained the favor and respect of his fellow pupils by his geniality, modesty and firmness, and the affection of his teachers by his industry and cleverness.

At a very early age he entered New Brunswick University, from which he graduated in 1886. He also took a course at the Provincial Normal School, from which he received a grammar school license. Having won a Gilchrist scholarship, he studied at Edinburgh University, where he took an honor course in philosophy and received the degree of master of arts. While at the university he devoted much attention to the philosophy of education, which he studied under Dr. S. S. Laurie, Professor of Education, an eminent author and authority on this subject.

Mr. Murray had so distinguished himself at Edinburgh that he had no difficulty in re-entering his *alma mater* at Fredericton as professor of philosophy and economics. In 1892 he succeeded Prof. Seth in Dalhousie University as professor of philosophy. His

work includes logic, psychology, ethics, metaphysics, and the history of philosophy. Naturally he inclines to experimental psychology rather than to the other less fruitful divisions of his subject. His training in the New Brunswick Normal School, and under Dr. Laurie, he puts to practical use by lecturing once a week on the "Theory of Education." For good work in this department he has exceptional advantages, for here he finds the most direct application of the principles of philosophy.



His further interest in general education is shown by his taking part in educational associations, and by his articles in the *Review*, which have been much appreciated by our readers. Among the students and professors of the college he is a general favorite. He takes an active part in social and civic duties, and always without giving offense.

Though Prof. Murray has accomplished much, his career as a public man may be said to have only begun. We predict for him a brilliant and successful future.

The proximate aim of education, I take it, is to make the child, within himself, strong and self-reli-

ant; in his experience, sensible and thorough; in his work, cheerful and earnest; in his attitude towards others, sympathetic and helpful; in short to lead him to individual, social and universal efficiency. As to the mutual attitude of teacher and pupil, I see the teacher, successively, as guardian, guide, exemplar, leader, friend, companion; and the child, respectively, implicitly obedient, intelligently following, reverently and affectionately imitating, loyally co-operating, sympathetically appreciative, in devoted co-ordination with reference to the common end. *Dr. W. N. Holtmann in N. Y. School Journal.*