



J. GOULD SCHURMAN, M. A., D. Sc.

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There are few men in these Provinces, or connected with them, who are better known than Dr. J. G. Schurman. In academic circles, especially, he is recognized as an accomplished teacher of philosophy and literature. His former students remember him with gratitude and esteem, both for the ability and enthusiasm with which he conducted his classes, and the sympathy and wisdom of his counsels. Educationists recall their regret at the departure to another country of so eminent a teacher, although it was to occupy a position of greater responsibility and wider usefulness, and express their satisfaction at the prospect of being able to listen to him again at the forthcoming Interprovincial Conference of Teachers. Perhaps no feature of the gathering will be so interesting and productive of good results, as the experience of Sir William Dawson, Dr. Rand, and Dr. Schurman, who are acquainted and have been associated with the education of the Lower Provinces, but who come to us now from Quebec, Ontario, and the United States.

Dr. Schurman was born at Freetown, P. E. I., 22nd May, 1854. In 1870 he gained one of the scholarships for Prince County, and entered upon his studies at Prince of Wales College. During the two years of his attendance he was remarkable for the untiring zeal with which he applied himself to his studies; while, to a clear head and great power of concentration, he added extraordinary accuracy and an excellent memory. He left this college to teach the

Grammar School, at Harrington. And never shall we forget the beautiful summer day, in 1873, when, at the joint request of the teachers and the trustees, we examined that school. Mr. Schurman had been but a year in charge of it, and yet we considered it then, and must pronounce it still, the best we ever had the fortune to visit. The order was perfect, the children were happy, and all, from the youngest to the oldest, were admirably taught. Here, as has been observed in the case of others who have become distinguished, we found evidence of the possession of the same powers and qualities which have in later years been recognized in Dr. Schurman—unusual tact, sound judgment, unbounded enthusiasm, clearness and accuracy in exposition, good temper, and an unfailing conscientiousness.

He afterwards proceeded to Acadia College. In 1875 he won the Gilchrist scholarship, and thereafter prosecuted his studies, for two years, with great distinction, at University College, London. Having, by this time, determined upon philosophy as his special study, he spent the following winter in Edinburgh, under Professors Fraser and Calderwood, and graduated D. Sc. at the end of the session, 1878, and soon afterwards stood at the head of the list of M. A. in the University of London.

About this time, also, he was elected to one of the Hibbert fellowships, which are tenable for two years. These years were passed in unremitting study in Germany, France, and Italy, under the most eminent professors of philosophy, and in 1880 Dr. Schurman published his "Hibbert Essay" on "Kantian Ethics and the Ethics of Evolution."

In the same year he was called to Acadia College, and occupied for two years the chair of logic, rhetoric, and political economy. Thence he moved to Dalhousie in 1882, being selected as the first occupant of the "George Munro" chair of philosophy and English literature, and there remained, till in 1886 he was appointed Sage Professor of Christian Ethics and Philosophy at Cornell University.

Cornell is now to reap the benefits which Dr. Schurman derived from his six years' residence in Nova Scotia. Constant study and reflection, the knowledge and mastery of his powers, and the experience which he had gained in university work, are now to produce their fruits. He had not long occupied the chair of philosophy till it was felt and acknowledged that speculative subjects were handled in a manner very different indeed from the traditional dull and repulsive mode of presenting them. His lectures were characterized by freshness and vigor, and attracted his more thoughtful students by their lucidity and force, both in thought and language,