

inary importance, and in their case, the usages very properly followed in all ordinary cases may be "more honored in the breach than in the observance." The regularity or irregularity of the order that may be pursued in the treatment of questions of such singular importance, is not to be determined by conformity or non-conformity to ordinary usage. They are questions by themselves, and their vast importance suggests a mode of treatment of their own.

It was not my object at present to say anything in particular on the question of the "Hall" itself. I may, however, hereafter do so, should I see any occasion.

I can admire the zeal of those who differ from myself and others on the question that is being presently discussed in the pages of our *Church Record*, but for my life I am unable to see that they have got either all the law or the wisdom on their side.

It were for the best that both sides should have a fair field and equal favor. Let there be a "holy" abstinence from all offensive personalities and ungenerous innuendoes. Let nought but truth be spoken. Let us be all "children in malice, but in understanding men."

GEORGE LAW.

Opening of the Winter Session of Dalhousie College.

The Session of this College for 1865-6 was opened on the 18th ult. There were present on the platform the Principal, Very Rev. James Ross, D. D., Professor Rev. Wm. Lyall, L. L. D., Charles McDonald, M. A., George Lawson, Ph. D., L. L. D., and James De Mill, M. A., His Excellency Vice Admiral Sir James Hope; and the following Governors of the College: Hon. Charles Tunper, M. D., Provincial Secretary, Hon. J. W. Ritchie, M. E. C., Solicitor General, Hon. S. L. Shannon, M. E. C., and James Avery, M. D. Quite a number of citizens, including many ladies, were also present. The Rev. Principal having opened the proceedings with prayer, introduced to the audience Prof. McDonald, on whom had devolved this year the delivery of the inaugural address. Professor McDonald then stepped forward and read the address, which, says the *Sun*, was vigorous, lucid and comprehensive. He explained the curriculum of the College, and showed to the students present how preferable it was to begin at the beginning as undergraduates, in order to reach eminence in scholarship. He gave the order of study thus:—1st year, Languages, as the conveyance of thought; 2nd year, Abstract Sciences; 3rd year, the General Sciences. We have seldom listened to a lecture containing so much information, so free from pedantry. The diction was choice and poetic, the language simple, elegant and flowing, the subject well

digested and arranged, and altogether instructive and attractive. The Professor warned students against desultory studies, as pernicious rather than beneficial, and said, while all men had their individual tastes, yet these tastes should not be prosecuted to the exclusion of all other branches of literature, seeing that many great men in after life had expressed regret that they had neglected certain studies within their reach and comprehension, considering them outside the line of their profession, but which if taken up in youth, would have materially assisted their after-experience and eminence. As the lecturer remarked in substance, many men lamented their want of knowledge, but never one complained that he knew too much. With a very commendable modesty, Professor McDonald touched but lightly upon his own branch, Mathematics, although one of the most valued of the sciences.

On the conclusion of this address, Principal Ross arose, and in his own quiet way bore testimony to the worth of the foregoing address, which, although somewhat lengthy, contained merit that another than himself could, with better taste, elaborate on.

At this stage of proceedings Professor De Mill, late of Acadia College, was welcomed as the new Professor of Rhetoric and History. Afterwards the Principal referred to the presence of His Excellency Vice-Admiral Sir James Hope, who had kindly attended the inauguration, and asked him to address the students.

Sir James, who has, since he came amongst us, evinced a lively interest in this, as well as every other institution established for the welfare of the Province, delivered a speech, straightforward and practical. He referred to the origin and decay and revivification of the College. After discussing the relative advantages of town and country, with regard to the location of such institutions of learning, he spoke of the grant given Dalhousie College by the Legislature, which he considered well bestowed. He spoke of the Governors who included in their number, many of the leading public men; and of the Senate—comprising six chairs, and expressed a hope that its usefulness and capacity would be increased by chairs for Civil Engineering and Agriculture. He spoke also of extending the advantages of the Institution in summer to classes of both sexes, by a series of lectures on Literature, &c., and also to those whose only leisure is in the long winter evenings. May we not look forward, he added, to see Dalhousie College one of a noble cluster of educational institutions in this Province; or what is better, a leading member in a circle of British North American Colleges. What is there to prevent it? The Admiral concluded by demonstrating that "knowledge is power," illustrating the fact by two anecdotes, in which in one case knowledge was perverted, and in another where it was put to its