

The Dalhousie Gazette.

ORA ET LABORA.

VOL. XX.

HALIFAX, N. S., JANUARY 21, 1888.

No. 6.

QUID MIHI ADFERS?

"What dost thou bring me, 'O Sun, that risest so grand in the East.—

Flinging afar thy radiant beams to enrapture the sight?"

"Day I bring thee, for soon these mist-born colours that feast

Thy wondering, waking eyes shall all be lost in the light."

"What dost thou bring me, O Day, with thy glory of sun-swathed air,

All the earth revealing, its beauty of form and dress?"

"Golden hours I bring thee, when thou with nature canst share,

Helping to fashion the world to a fairer loveliness."

"What dost thou bring me, O Night, with thy star-pierced mantle of gloom,

Dimming the shapes of earth, as the glow dies away in the west?"

"Thoughts and visions I bring of the world of immortal bloom,—

Linking thy soul with Heaven, and soothing thy body to rest." L.

* * SPENSER.

Notwithstanding the fact that Spenser holds indisputably the rank of one of the greatest of English poets, yet there is prevalent an idea that he is too uncouth and antiquated for modern tastes. How often do we hear this, the sweetest of all our descriptive poets denominated as tiresome, tedious, and uninteresting. One canto of the First Book, says someone, is about as far into the "Faery Queene" as the average reader will have patience to read. If Spenser's claim to our admiration rests on criticism like this, he will undoubtedly be slighted; happily, however, it does not. On a closer acquaintance, these trifling faults sink into insignificance in comparison with the beauty and splendour his poetry reveals. Whoever likes poetry, cannot help

liking Spenser; not even can his allegory mar this pleasure.

Allegory, we know, is ordinarily tiresome enough, but in Spenser we do not feel it so to any great extent. In fact we can discard it altogether, as in reality no bar to our enjoyment of the exquisite poetry in which it is wrought out. Although the true lesson, the moral of the "Faery Queene" is "cloudily enwrapped in allegorical devices," yet the splendour and richness of the design, the movement and grace of the execution, are enough to divert our attention from the underlying and more hidden meaning, and to satisfy, with its beautiful imagery, our most fastidious ideas of true poetic beauty.

What first, perhaps, impresses itself on one in reading Spenser, is the "indescribable sweetness," the exquisite harmony of his verse. It has an easy, mellifluous flow that we do not find elsewhere in English poetry. It is totally different from the deeper and more inwoven harmony of Milton or of Shakespeare. In modern poetry we find, perhaps, the nearest approach to it in Coleridge and Tennyson, but it is intermittent. For sustained sweetness and melody, Spenser is absolutely without a peer.

"Sweet words like dropping honey,"

fall upon our ears and instil such a delicious sense of enjoyment that we

"Are ravished with delight

Of his celestial song and musick's wondrous might."

Language of such exquisite harmony would give a charm to almost any poetry; but when it becomes the medium for such beautiful and vivid descriptions as we find in Spenser, the effect is wonderfully intensified.

It is like the effect which is given to the view of a beautiful cascade by the music of the falling water, or to a beautiful old ruin by the overgrowing moss and ivy. The portrayal of the beautiful seems to be almost a passion with Spenser. The "Faery Queene" "glows and is ablaze with beauty." Descriptions of charming landscapes, lovely nymphs, beautiful ladies, courtly knights, terrible dragons, follow one another in endless succession. Every turn, every change of light "reveals a landscape or an apparition."

What a charming picture of his lady love he gives us in his "Epithalamion," that most magnificent of "spousal songs."

"So sweet, so lovely, and so mild as she,
Adorned with beauty's grace and virtue's store,
Her goodly eyes like sapphires shining bright,
Her forehead ivory white,
Her cheeks like apples which the hath rudded,
Her lips like cherries charming men to bite."

Portraits like this meet us at every turn. They appear so frequently and so naturally that we cease to wonder, though we cannot cease to admire them. His mind seems to turn with beautiful creations. So quick and sympathetic is his sense of beauty, that with him

"All that's good is beautiful and fair."

Whatever is pure and noble is seized upon and clothed in that radiance and loveliness with which, in his mind, it is inseparably associated.

There is a great difference between Spenser's conception and portrayal of beauty and that of Shakespeare or of Milton. In Spenser we find little of that subtle, intellectual beauty, which lends such an inimitable charm to the poetry of the great dramatist, and none of the sublime beauty and lofty grandeur so characteristic of Milton. In his poetry it is more elemental, more quaint and simple; but it is this quaintness and simplicity which gives to it a charm peculiarly and decidedly its own.

Spenser, like most descriptive poets, is not averse to the portrayal of seductive and sensuous beauty; but he never revels in it with the air of a voluptuary. He never forgets that he has a general aim in view, that he has a moral lesson to teach. If he paints such a picture as Acrasia's "bower of bliss," he does it to concentrate there,

the very essence of temptation, to show in its most seductive light the almost irresistible power of sensuous beauty, in order that he may make the resistance of it the more complete and striking. Such a power really exists and has always existed; and Spenser, if he would be true to his purpose, must exhibit it overthrown in all its strength. Such a task is not always pleasant, at least to modern ideas, but the innate purity and nobleness of Spenser's mind rendered it the easier for him. His was a nature of rare tenderness, imbued with "an almost maidenly purity of feeling." His love of the chaste and pure was too deep and unfeigned to be easily contaminated with impurity, too faithful and sincere to suffer unrebuked, that which he could not help seeing.

To a nature such as this, whatever is pure and beautiful cannot help but be lovely. Love is inseparable from it.

"For Love is lord of Truth and Loyalty."

One ideal, the ideal of beauty, is not enough for such a poet; blended with it he must also have the ideal of love. And we see how necessary this is to the poet, how natural an outcome of his character in the apparently unconscious way in which he effects this union.

In presence of this ideal of loveliness and purity, a new sense of beauty unfolds itself to us. We fall under the spell of a new enchantment, and rest, willing captives in its silken chains. Satiety, however, succeeds to enjoyment. We cannot help but feel the want of reality, and ere long desire to return to our real, disenchanted world.

It is this artificiality that is Spenser's most serious fault. In the "Faery Queene" we are introduced to a fantastic world, a world of incongruities, and, though the poet shows wonderful skill in attempting to conceal it, we cannot help feeling this sense of the incongruous. Here, unlike our experience in "As You Like it" or the "Tempest," we are fully conscious that we are in the realms of pure fancy. In the "vastness and overflow of his picturesque invention," he has conjured up a world such as we see only in our dreams. The vividness and brilliancy of the phantoms is all that leads us to doubt whether

they be phantoms or not. That we doubt at all is due to the

"Wondrous skill and sweet wit of the man."

Here it is that Shakespeare completely eclipses him. We like well enough to hear odd stories, to see odd characters; but we like at the same time to see in them beauty and truth to nature. Though Spenser's creations are admirable for the wondrous beauty with which they are associated, they are yet mere phantoms. They are not flesh and blood. They are mere personifications of abstract qualities, redeemed only by the fact that among them we find personifications of the loftiest feelings and most heroic virtues, all animated by a spirit of deep religious earnestness and tender morality. The contrast between a character such as Una, and one such as Portia or Desdemona, is clearly and unmistakably felt, and it is only the spotless purity of the former that can in any way reconcile us to the want of dramatic reality. We feel well enough that the one poet is picturing life as it is, and that the other is picturing life as it might be, but we can accept the latter fact for the sake of the fascination the characters have for us. From the conscious dramatic truth and living reality of the one poet, we can turn to the wondrous enchantment and ideal beauty of the other, and find both pleasure and profit.

ENGLISH AND CLASSICS.

(Spelt according to the twenty-four rules of the American and English Philological Associations.)

THE subject of the debate of "Sodales" which took place on Friday, January 13, and of which mention is made in another column, involves principles of great and increasing interest to collegians and all others interested in education.

Probably all will agree that insufficient provision is made for the study of English Literature in our college for those not taking honors in the subject. But that the course should be extended at the expense of the Classics many deny; considering the latter of so great importance in the education of the student, that any time taken from them even for the sake of the English would involve serious loss to him.

In our common schools and academies, the English grammars are studied and almost committed to memory; the text-books on English Composition are read and re-read, until, if the study of theory avails, the scholar ought to be an expert; the *practice* of composition and the critical reading of standard English authors receives not a fraction of the attention that reason and common sense demand for them; often because of the inefficiency of the teacher; but generally because the importance of the work is not recognized. The consequence of this neglect is that the majority of students entering college have a plentiful lack of skill in handling the English language, and but a very slight acquaintance with the writings of good English authors. Accordingly the work of the first year must consist, to a great extent, in gaining a knowledge which ought to have been acquired before entering college. As our ordinary English course extends over only two years, there is thus left to the student but one year the second, in which to pursue the study of English Literature under the guidance of a competent instructor. And though undoubtedly, during the first two years great progress is made, yet how little can be done in so short a time! Two hours a week in the first year, and three in the second! Nothing can be taught but a few of Shakespeare's plays, and a sprinkling of Milton. And this is our native language, which everyone of us must use through life; in which our lawyers must convince their juries; our ministers instruct their congregations; in which our editors and authors must write; and in which our public speakers and politicians must speak; the language we must all use whenever we wish to impart our thoughts to others.

Now look at the Classics. The student enters college with, of course, no very extensive knowledge of Classics, though a good deal of time has been spent at it in school. He has had to commit to memory tables of strange words in the shape of declensions of Latin and Greek nouns, adjectives and pronouns, and conjugations of verbs; rules in abundance with exceptions innumerable. And these of course, he could not learn as the Greek or Roman child learned them, or as he himself

lerns his own language, by the necessity of constantly using his tongue in order to exist; he has had to learn them by the sense-dulling and brain-addling process of committing to memory by repetition without the use of reason, one of the processes which, like that of learning to spell under our arbitrary system of orthography, render school life so distasteful to many children. Besides this he has probably read a little from two or three Latin and one or two Greek authors. He now enters upon the mechanical work of getting out translations of Greek and Latin prose and poetry with the aid of dictionary and grammar and generally of a "crib," seldom with any idea of getting at the thought and spirit of the writer. Many of the texts are so corrupt that much of the time in class is taken up with different conjectural readings in disputed passages. Not that we could much complain of the corruptness of the text in itself; for it is inevitable. But so important are these different readings that the man who will make a "class" must "take them all down" and afterwards "plug them all up," or he may get "left."

The Freshman has eight hours a week at Classics; the Sophomore five hours. The candidate for a B. A. is not after this year allowed to drop Classics, though he must drop English; he must take Latin or Greek to the end. So he has two or three hours a week for the next two years. Add to the time spent in recitations and lectures the time required to prepare for them at home; and how large a proportion of the student's time is spent in getting a very limited knowledge of these dead languages! For is it not very limited? How many graduates (leaving out of the question the winners of honors in the subject, and perhaps even that need not be done) have acquired such proficiency in Latin or Greek that Horace or Homer, Cicero or Plato, has a charm for them? Few indeed.

But why are the Classics so assiduously cultivated if so few ever advance far enough to enjoy them as literature? We are told that every man who hopes to be a good English scholar, who wishes to appreciate the great works of English authors, must first have a good knowledge of Classics. Now I am not going to contend that

this knowledge is valueless to the student of English Literature. It is true that most of the great English writers were good classical scholars; their writings could not but be affected by their classical knowledge; and consequently the same knowledge in us must help us in reading their works. But that this knowledge is necessary to the comprehension of their works I do not believe, except, of course, with regard to classical references, with which, if necessary, we can become familiar through translations. Nor is it to be supposed that the inherent excellence of the great English works is due, except in rare cases, to the classical element in them. Who will say that Johnson's style is either more forcible, more beautiful, or more expressive on account of its Latin structure. Is not this rather an obstacle that keeps men from the perusal of his writings? Could Byron's thoughts have been more beautifully expressed had he been a Milton in classical learning? How much of Classics did Shakespeare know? Would Bacon, would Hooker, would Milton, would Macaulay have remained in obscurity without his Classics?

As long as such men as these represented the standard of highest culture, a cultured man must be a classical scholar. But must this standard remain fixed? Have men found nothing new since the days of Milton, that we must still go back to the ancient days of Greece and Rome for learning and culture?

But then, you say, our vocabulary consists, to the extent of more than half, of the Romance element. Cannot we learn the meanings of our words of Romance origin without tracing them back to their source? Few of us think it necessary to hunt out the derivation of our Saxon words.

If a knowledge of Classics could be secured in a few years and with a reasonable amount of labor, sufficient to prove a source of enjoyment for the rest of our lives, such as our own English literature represents; if the literary productions of the great minds of our own race could not be clearly and intelligently comprehended without the aid of classical knowledge; if the English language were not, as it is, adapted for the intelligible, vigorous and dignified expres-

sion of the simplest as well as of the grandest and noblest thoughts of the human mind; or if there were a lack of worthy objects for man's endeavor, and of broad and useful channels for his occupation; then there would be good and valid reason for the pursuit of these studies which the conditions of bygone years perhaps rendered justifiable. As it is, there is too much to do in the living present; too much to look forward to in the glorious future, to permit our clinging with such obstinacy to the dead past.

Thus it is, from the growing necessity of thorough proficiency in the use, both in writing and speaking, of our own English tongue, which, though built upon different languages of the past, is yet a firmly welded whole, independent, intensely expressive, containing the excellencies of them all; and from the lessening importance of an extensive knowledge of the dead languages; that I would strongly advocate an extension in our college, and in all colleges, of the training given in English to ordinary undergraduates in Arts; and a corresponding curtailing of the time expended in the study of Classics. The least that might be done here would be to provide for a course in English Literature extending over four years outside of the Honor course, which is too difficult for most students; and to make Classics optional in the last two years. A move such as this would surely be in the direction of progress.

V. G. FRAZEE.

DALHOUSIE LAW SCHOOL.

The Law School was opened in 1883 with a Faculty consisting of two regular professors and six lecturers. The course covers three years, at the close of which successful students receive the Degree of LL. B. There are 44 students in attendance at present, and as it may be of interest to know who are to be our future legal lights and whence they come, we give particulars in full.

THIRD YEAR.

H. McInnes, Pictou; H. T. Jones, Halifax; E. A. Magee, Annapolis; A. A. McKay, B. A. (McGill), Wallace; E. H. Armstrong, Kingston; A. Morrison, Cow Bay; D. McLennan, Port Hood; J. R. Campbell, Dorchester, N. B.; C. A. McCready, Moncton, N. B.; J. A. Whitford, Bridgewater. (Seven of the above study in the offices of legal firms in the city.)

SECOND YEAR.

A. Campbell, Sydney; A. J. Campbell, B. A., Truro; H. T. Ross, B. A., (Acad.), Margaree; H. A. Lovett, B. A., (Acad.), Kentville; G. O. Forsythe, B. A. (Acad.), Greenwich; S. W. Cummings, B. A., (Acad.), Truro; T. F. Tobin,

Halifax; H. L. Dennison, Kentville; J. J. Buchanan, B. A., Sydney; Geo. Patterson, M. A., New Glasgow; A. H. McNeill, Charlottetown, P. E. I. (Four of the above study with city firms.)

FIRST YEAR.

W. J. Bowser, Kingston, N. B.; J. A. Sinclair, St. John, N. B.; F. L. Fairweather, Sussex, N. B.; C. H. Oxley, B. A., (Mt. All.), Oxford; C. T. Hamilton, B. A., (Ottawa), N. Sydney; T. H. White, B. A., (Kings), Shelburne; Alex. McNeill, B. A., (St. Fran. Xav.), Mabou; R. L. Reid, Kentville; F. W. Howay, New Westminster, B. C.; Richard McBride, New Westminster, B. C.; B. A. Lockhart, B. A., (Acadia), Lockhartville, Kings; C. E. Freeman, Shelburne; Thomas Nutting, Truro; J. F. Frame, Maitland; J. A. Roberts, Bridgewater; T. J. Cahalan, Halifax; W. H. Huggins, Halifax; B. H. Armstrong, Halifax; J. A. Smith, B. A., (Mt. All.), Truro; D. L. McPhie, Little Bras d'Or. (Five of these are in city offices.)

GENERALS.

J. D. Ritchie, Halifax; D. J. Stevens, Halifax; Geo. P. Gray, Halifax.

The following Arts' Students are taking affiliated course:

Wm. McDonald Pictou; T. R. Robertson, Annapolis; C. A. Howatt, P. E. I.; V. J. Paton, Halifax; C. H. Hyde, Truro.

THE GYMNASIUM.—We wish to direct the attention of the students to the importance of attending regularly the classes in the gymnasium which has just opened.

The new rooms are large and well-fitted up with apparatus, so that under the efficient management of Sergt.-Major Bailey, we should have excellent classes in gymnastics this winter. Sergt. Bailey has authorized us to state that a number of valuable prizes will be offered for competition in various subjects, such as horizontal bar exercise, foils, single sticks, etc., and this is some additional inducement to the great benefit students would derive from spending an hour several days each week in healthful invigorating exercise. We hope our students will consult their best interests and attend punctually and regular.

Y. M. C. A. NOTES.—At the first meeting of the College Y. M. C. A. after vacation, the following officers were elected for next year:

President. George Millar.
Vice-President. Christopher Munro.
Corresponding Sec'y. A. G. Laird.
Recording Sec'y J. N. Maclean.
Treasurer. E. W. Lewis.

The Y. M. C. A. is one of the best attended of the college societies. When it is remembered that very few of the students board in the vicinity of the college and that the average attendance at the Y. M. C. A. meetings is about thirty, it will be seen how interested the members are in this important work.

THE DALHOUSIE GAZETTE.

HALIFAX, N. S., JANUARY 21, 1888.

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Twelve numbers of the GAZETTE are issued every Winter Session by the Students of Dalhousie College and University.

TERMS:

One collegiate year (in advance) \$1 00
Single copies 10

Payments and other business communications to be made to V. G. FRAZER, Dartmouth, N. S. All literary communications to be addressed to Editors "Dalhousie Gazette," Halifax, N. S. Anonymous communications will receive no attention.

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A LARGE number of cases have been argued in the Moot Court during the present term of the Law School by the members of the Second and Third Years, and many important and intricate legal problems and questions have been thoroughly examined. We do not think, though, that even yet sufficient importance is attached to this part of the work of the Law Students. This year, of all others, can best furnish an excuse for not giving any more attention to the work, from the fact that proper accommodations were not available during the early part of the session.

Our course of lectures is, in many senses of the term, a thorough practical one—just such a one as a lawyer in our country would most require. Notwithstanding this, there can be no question as to the advantages of the Moot Court, properly conducted and arranged. The effort here is to make, not merely theoretical, but

practical lawyers; not to teach principles and rules of law solely, but how to apply them.

A thorough knowledge of the principles of law is of the first importance, much more important than a less thorough knowledge of those principles and an acquaintance with the important cases. The lawyer who is well acquainted with the principles that should apply to the case in hand is never at a loss to know where to find his cases in order to array his authorities in support of his argument. Much depends upon the proper application of these principles to actual cases, and on the proper and systematic arrangement of the rule of law as they apply.

Here the necessity of a well-prepared brief presents itself, and demands of the counsel engaged a strict observance of the rules of logic. He classifies and states the rules of law, each under its appropriate division sustained by the authorities, and relies upon it in his oral argument. Forensic eloquence is not in any degree so requisite as is a clear, concise and logical statement of the law applicable. The success of our best lawyers lies here: not in the length of time they are able to stand before the Bench and talk, but in their logical argument and clear presentation of the law.

Sufficient recognition has not been given to this important feature of the Moot Court work. The briefs should be critically and carefully examined, their defects pointed out, and, if needs be, assistance should be rendered in preparing them in proper form.

We hope to see in the future an improvement in this work in the direction of making it a far more essential part of the Moot Court work. Practice in the preparing of pleadings should also be introduced, and it is to be hoped that ere long some provision for lectures on this important phase of legal work may be provided for.

WE think it well to call the attention of the many friends of our University, especially the Graduates who, for the most part, are widely scattered in all parts of the inhabitable world to the fact that our paper could be made much more attractive and

interesting if all would take a more lively interest in keeping up some of its departments. We refer particularly to the Personal column. We have observed that in the majority of our College exchanges, a very considerable space is devoted to this subject. It is but natural that the students of to-day should feel justly proud in reading and learning of the success and achievements of those who have gone out to baffle with the practical side of life.

Its contents must be equally interesting to their many classmates to whom this is perhaps the only medium of obtaining any intelligence of each other's destiny. We know that for our selves, no column of the GAZETTE is scanned with greater eagerness and anxiety than this one.

Those of us who are at College, diligently pursuing the same work that you have pursued, are eager to hear of your achievements, for

"Thus kindred objects kindred thoughts inspire,
As summer clouds flash forth electric fire."

And to you it must be a pleasure to know of the transactions of the "boys" at College—pleasant memories of "old times" are recalled, and College life is lived over again.

"Hoc est
"Vivere bis, vita posse priore frui."

A little exertion in this direction would render this column exceedingly interesting and welcome to all, and greatly aid in strengthening the loyalty and attachment, all should have for our Alma Mater and all connected therewith.

WE learn with some degree of surprise, that several of our students—some of them Bursars, too—have refused to take a copy of the GAZETTE. Were there any whose circumstances did not permit them paying the small sum of one dollar towards the maintenance of an institution which has for its chief aim and purpose the advocacy of student rights, we would assuredly say nothing. We did think indeed, that the very great unpopularity into which the few who made that experiment last winter fell, would be sufficient ever after to banish beyond the limits of Dalhousie College, such a display of petty and sordid parsimoniousness. The editors of the GAZETTE, at great

expense of time, endeavor to the extent of their ability, to make the paper as interesting as possible to the students—they also pay for their own copies. Poor thanks, then, if some are still found unwilling to give the paper their support. We think that such parties deserve to be socially ostracised, at least, we shall consider ourselves right in publishing their names in the next issue of the GAZETTE.

DONALD C. MARTIN, an old Dalhousian, died suddenly in Charlottetown on Wednesday the eleventh January. Mr. Martin took three years of his Arts Course here, but never graduated. In 1875 he began the study of law in the office of Edward J. Hodgson, Q. C. In 1879 he was admitted to the bar of Prince Edward Island and shortly after became a partner in the firm of McLean and Martin. In 1882 he was elected to represent Belfast, his native district, in the House of Assembly. He was re-elected in the general election of 1886 and continued to hold his seat at the time of his death.

COMMERCIAL UNION seems to be getting its due share of attention from the Canadian people at present. This is but just and right. The interests involved are too varied and conflicting to be lightly dealt with and summarily disposed of. There is no Canadian, if this question is taken up seriously, but who should take a deep and lively interest in it. It is a question that may change the whole course of our future, one that may even affect our independence, and as such demands the attention of every lover of his country.

Upon the real merits of Commercial Union, we, of course, for obvious reasons will offer no comment. We are glad to see it is being intelligently discussed by the majority of Canadian papers. What, perhaps, insures to it this fair discussion, is the fact that it has not yet been taken up by the party politicians. Whenever a question is taken up by the politicians, and the

political forces, we may cease to look for fair, intelligent discussion.

Nothing can be more disgusting than the tone of the average political paper of the day. We wonder sometimes why the reading public tolerate such a state of things. Surely the public taste is above the personalities and contemptible buffoonery so often indulged in by many of our leading journals. We admit that if a taste for such matter exists it will be pandered to; but we are loath to think so badly of newspaper readers as that. There is certainly some remedy for this deplorable condition. Probably the only effectual one lies with the readers themselves. Let the reading public unequivocally show that it wants fair and decent discussion and it will most assuredly have it.

SOME interesting articles came in too late for this issue, but will appear in our next.

PREACHING AND TEACHING.

THE aim of the scientist is to know, to find out what Nature is, and how she acts. If he can add to the realm of knowledge, he has, he thinks, so far simplified life. All reasonable life with him consists in relating one's self with fact. He follows out vital processes to their end, and then utters his word of approval or of warning. He assumes that if men knew better, they would do better; his battle, therefore, is with ignorance and the errors which ignorance breeds. He has come to be suspicious of the teaching of very many who take things at second-hand, and who thus in all likelihood misconceive them. In the matter of scrupulous honesty in dealing with facts, he claims to be far in advance of the ordinary religious teacher, whose first object seems to be to hold his ground, not to enquire if it be solid or worth the holding. And so there has arisen quite a coolness, if not an open feud, between the so-called men of science and the defenders of the ancient faith.

Now there can be nothing gained by disregarding facts. Every science has been constructed slowly and gropingly, as men saw and examined and considered. It is perilous to undertake to anticipate Nature,—we are never sure when the data are all in. We are only sure of our judgment upon facts already known. And indeed no one can doubt that investigation was meant to be the path to knowledge. The

world is here to be explored. The mystery of it is the spell that attaches us to it, that keeps us from idling in mere dream-land. Its face is ever changing, and thus flinging us a challenge. And all sure knowledge is that which has come by accepting this challenge. All firm beliefs are these which are rooted in the convictions that have come in treating fearlessly, though reverently, this path of investigation. Whatever will not bear investigation does not merit belief. So far, surely, the scientist is right. Let light be thrown upon the facts.

And yet the work of the religious teacher is the complement and security of all this. Man needs not only to know, to be taught what truth is, he needs further to be taught to relate himself to this knowledge. Knowledge does not compel obedience. The struggle that goes on in every aspiring soul is born of the effort to act up to one's knowledge, not to let passion or ease or indulgence overmaster this knowledge. Men constantly need the stimulus, the inspiration to goodness. All the knowledge that is stored in a national library may be lost in some outburst of barbarism. All the skill and genius that are embodied in the finest architectural piles may be obliterated by a dynamite bomb. The contest is not with ignorance alone, but with badness. As things now are, the inspirer of good conduct is as important a factor of society as the discoverer of new truth. Why should these look askance at one another? Are they not both engaged in the self-same work? On what foundation but knowledge can the preacher hope to build a stable and worthy character? And of what use to semi-barbarians, who have no appreciation, are the magnificent conquests of the human mind? The legacy is valueless to them, and it is in their power to squander or destroy it. The pursuit of scientific truth may separate a man from his kind. And that it may be of service, society must be in a mood of welcome, not of hostility.

For there are other problems than those which investigation can solve. How is one to comfort himself to the accidents and occasions of life? How is one to act in the presence of sickness and loss and ill-treatment? From this problem of conduct one can never escape. In this realm the words true and false yield to the words noble or base, worthy or unworthy. In this realm we do not merely think,—we live. Here we recognize the heroic, the high, in human action and are moved to imitation. Surely this is field ample enough for the teacher of morals. His appeal is to that in man which can be roused to beauty of action; which makes man a helpful member of the race. He may be

tempted to widen his outlook, and discourse on problems of origin and destiny, which have for all a strong fascination. But these are not his concern except as they contribute to inspire men to goodness. No man has a right to preach who has not faith in the future of society, and who is not willing to labor for that; for the improvement that may be reached here, be the issues of the life to come what they may. The distrust that has arisen between student and preacher is due to want of regard for each other's rightful sphere; the wheels of thought must not be arrested by anarchy or despair; they can only run frictionless and to happy results, when man has learned to love his neighbor, to reverence himself, and live for the coming of the Kingdom of God.

EXCHANGES.

WE welcome to our table the *Merchistonian* (Merchiston Castle School, Edinburgh,) the December No. of which has just reached us, and trust that it will be a regular visitor hereafter. This Scottish journal has a delightful table of contents, embracing prose, fiction, poetry, illustrations, &c. Lovers of the classics will appreciate the following translation of Lavelace's sonnet—*To Althea, from Prison*:

Rupe non muri solida valentes
Carcere ferri neque claustra fingunt;
Illa securam sibi pectus aequom
Præbuit arcem.

Dum volat pennis mihi amor solutis
Et nihil mentem cohibet, per altum
Una gens divom spatiat aequo
Libera caelum.

H. C. P.

THE December No. of the *Vanderbilt Observer* is an exceedingly good No., containing excellent articles on the Thackeray Letters, Edgar Allan Poe, as well as a choice selection of original poetry.

THE Pictovians, we are pleased to see, have again resurrected the *Academy*. We extend our good wishes and encouragement, but we would advise them to have fewer articles, and, if possible, have them a little better prepared.

THE *Argosy* is one of the spiciest of our exchanges. The articles are well written, and are, for the most part, of an interesting character. The tone of the paper throughout is one of thrift, characteristic of but few college journals.

THE *Educational Review* for December has an interesting and varied selection of articles

which well sustains the reputation of that first-class monthly. Teachers especially, who desire to keep abreast of the times, cannot afford to be without this invaluable journal.

THE *Queen's College Journal* comes to our exchange box as welcome as usual. The number for Dec. 15th is quite readable, though we imagine we have seen better numbers of this somewhat staid, sober journal. The editorials deal with pertinent and interesting topics, and evince some care in preparation. For literary matter the number has a fairly well written poem entitled "Lines Addressed to Death," and a review on "Walt Whitman."

THE *Illustrated London News* for Dec. 31st is replete with interesting articles, covering a wide range of subjects and profusely illustrated. We have in this No. portraits of Mr. Jules Ferry; Dean of Rochester, (deceased), and other celebrities, a large number of sketches illustrating important events in the English and French capitals; Scenes in Morocco, Burmah, Wales, &c., &c.

The *News*, at the low price of \$4 per annum, is the cheapest and best illustrated weekly extant, and is published by the *Illustrated News Co.*, Potter Building, N. Y.

THE Christmas number of *The Varsity* is on our table, and, as our eye roams over its well-filled pages, nothing on which it lights strikes it unfavourably. From the opening editorial, where "The Varsity Owl" gravely and decorously extends his Christmas greetings, to the last page, everything is good. There is a literary tone about it that but few college papers can hope to rival. It is easily seen that it lacks not able and interested supporters, presumably among the Alumni of the College, without which no college paper can be really healthy.

If we were to attempt to pass judgment on any of the articles, we would notice in particular: "The Philosopher: A Hot Platonic Dialogue," and "A Sanctum Dialogue of Modern Times." In the latter are some very pithily put newspaper maxims. For example: "A newspaper's sole function is to make thought current. And as for the everyday purposes of life, we use gold as our vehicle of barter, and not gems. So what is wanted in our editorial is not fanciful, brilliant, sparkling sentences, but intelligible, valuable, portable truths."

Among the poetical pieces we must especially commend "Hiawatha's Tobogganing." It is admirable in rhythm and diction, and has a grace and beauty not often possessed by a mere parody.

DALLUSIENSIA.

We wish our contemporaries to note that this column is not intended for the public, but belongs exclusively to the students at present attending College, who are alone expected to understand its contents.

SCHURMAN, what was in that basket?

MACCALLUM has just returned from his X-mash vacation.

SOME of the students are bemoaning the fact that a week of their existence is as though it was not.

THE Bishop doesn't wish to be again trotted out in this column. He thinks it is getting too COMMON.

THE latest is a letter addressed Miss Eugene C—. "You should be a woman, Eugene, and yet your mustaché forbids us to interpret that you are so."

"No," said the Medical Student, "I don't care a cent whether I get a degree or not; I have got my skull-and-cross-bones pin, and that is a passport into any society."

THE classical Junior's first act in 1888, was performed in the escorting business. As this is leap-year, a Gord(i)on knot may tie him down in life before the year is ended.

AN awkward contretemps at the Rink, on a recent occasion threw our dear little Senior on his back, while his partner, out of sympathy, doubtless, threw herself across his breast.

FORT MASSEY church saw a strange sight when a Mathematical Senior marched in several of the sex and one small child. We wish our enterprising Senior every success as a family man.

THE D. D. Freshie found this puzzling combination of letters written on a note book apparently, as he judged, by one of the sweet-girl-undergraduates, *iloveu*. After some difficulty he interpreted it thus: *I love Hugh*.

AN example of Freshman depravity was exhibited the other day when the *natu maximus* was seen on the College campus with a lance staff. He reminded us of the famous back-swords man of "Henry IV., Part II."

SAID the sentenced Junior to his brother in affliction of the Second Year, "What did the Senate say to you, George?" The terrified Soph licked his lips and replied, "O, nothing; well, they (licking his lips again) discovered the facts of my case and imposed the same punishment as they did on you." The two gravely shook their heads and went away.

THE New Glasgow *half-and-half* nearly fell a victim to a rival's jealousy. The train which runs on the Pictou Branch was wrecked by the envious desperado; but happily our friend was not aboard. He remained in Pictou that night.

"To be beautiful, an object must be comparatively small." So thought the tall philosopher of 1890 as he promenaded Pleasant Street. "To be vast, is sublime." So thought his fair companion.

A SOPH dreamt the other night that the Senate, after a special meeting, gave them leave of absence for the rest of the term, and that each member of that august assembly called and had a pleasant chat with him. He is a little *afred* about it.

HE (stopping short in the middle of a sentence): "I lost that idea."

SHE: "I am very sorry; because it was the only idea you had to-night."

HE frankly quitted her company, wondering how idealistic the ladies of the present day are.

THE N. B. Sophomore who attends the Grafton St. Methodist Church, may be seen in his place every Sunday, holding a hymn-book for one of the prettiest young ladies in the church. He thinks his *employment* is the highest *enjoyment* which earth can afford.

Turn this way, bullies, to see the eager, anxious look of the "hopeful Digbyite" as he wends his way to the ticket office four days before the lectures closed. Mark his sorrowful countenance as he turns away from the ticket agent; hear him mutter, "Doesn't my Matriculation ticket show that I am a student?" What does all this mean? *Some Digby blonds were going home from the Normal School that very day.*

LAW SCHOOL FACETIÆ.

"I CANNOT see you, Mr. T.," quoth the Professor, "but I know you are here."

THE man who made a temporary appropriation of a portion of the library, evidently aims at a high position on the Examination Pass List.

"Capillary attraction," said the First Year man from the regions round about the western terminus of the C. P. R., as early one Monday morning a student plucked from his shoulder a slender silken thread of ominous length and texture.

THE student who can boast of the possession of a key to all the ancient classics is greatly to be envied; but what can we say of the Law Student

who is the proud possessor of a key to all the English and American Law Reports, the English and American Statutes and Digests, as well as the chief text books! He is certainly a magnate among his fellow-students.

A provident landlady had the word "Head" stamped in large letters at the end of the beds of her boarders, at which their heads are intended to rest. There can be no excuse for mistakes now.

IT was not the arrow of conviction that caused a Senior to start so suddenly in church. It was rather the realization that the learned divine had located the source of the resonant scenes, by which the congregation had been disturbed.

An honorable M. P. at the last meeting of the Mock Parliament, in holding the C. U. fad up to reprobation of the House, exclaimed, "I wonder what our Respective Dean would say to that!" And yet he claims to represent the intelligent electorate of B—.

THE Second Year Class complain of the existence of a *triumvirate*, who have entered into an agreement to divide the power among themselves, one assuming to take control of the Province of Cis alpine *Negotialia Instrumentia* another the district of *Leges Constitutiones*, and the third the plains of *Equity Jurisprudence*. History repeats itself.

RED stockings sometimes make appropriate Christmas gifts. In selecting for presentation, due regard should be had to the size of the understandings of the donee. A recipient of many such tokens of good will, complains that they are all too small, and that some of the shades received, do not harmonize with his complexion. None yet received quite take the place of those lost in St. John.

SODALES.—The third meeting of Sodales Debating Society was held on Friday evening, Jan. 13. The subject of discussion was: "Is a four years course in English with a two years course in Classics preferable to a two years course in English with four years of Classics?" The debate was brisk and well conducted on both sides, with H. M. Mackay as openr in the negative, and W. Brown as respondent on the other side. Both were ably supported by the speakers who followed them. The debate lasted about two hours, when the vote was taken, seven to six in favor of the four years English course.

On the four following Fridays, beginning with Jan. 20, the following subjects will be discussed:—

1. The future of Great Britain: wil she retain her present ascendancy?
2. Is life worth living?
3. Capital Punishment.
4. Is the general influence of novels for good or evil?

Those who do not attend the debates miss a splendid opportunity for improvement.

V. G. FRAZEE.

LAW SCHOOL NOTES.

J. ROY CAMPBELL, '88, has returned to the Law School. He has been studying during the interim at Dorchester, N. B.

W. A. LYONS, L. L. B., '87, has entered into partnership with the firm of Lyons and Mooney, and W. K. THOMSON, L. L. B., '87, has entered the firm of Thompson and Bullock, both of this city.

W. J. BOWSER, of the First Year, we regret to say, has been compelled through sickness, to give up his studies and return to his home Kingston, N. B. We sincerely hope that he may soon be with us again in restored health.

WE enjoyed a pleasant call last week from J. Watson Fraser, of the Class of '87, who is making a brief visit among his numerous friends in the city. J. Watson is pursuing his legal studies in Boston with a prominent firm there and speaks in glowing terms of the many institutions of the "Hub." He has also of late, been distinguishing himself as an artist. In a recent competition with many of the Boston artists, he executed a very fine painting of the late Volunteer-Thistle race, carrying off the first prize at the recent Mechanics' Fair in that city. The picture subsequently sold for \$400.

THE Mock Parliament met on Saturday evening the 14th inst. The Committee to make arrangements for the new Club Room reported, and it was decided to have the room seated with chairs and tables and that the students be levied on for sufficient funds to assist in suitably decorating the room.

The "Commercial Union" resolution was then introduced by the leader of the Government, Mr. Armstrong, who, in a lengthy speech, set forth the many virtues and commendable features of the scheme.

Mr. Roberts followed in opposition, and in the short time at his disposal, set forth the many virtues and commendable features of the opposition.

The hour for adjournment having arrived, Mr. McNeil moved the adjournment of the debate. At the next meeting some lively discussion is anticipated.

PERSONALS.

WE had the pleasure of a visit from Principal McKay of Pictou Academy, a few days ago. More than half of Dalhousie boys have had the advantage of his training. His face recalls many a happy day spent in the Academy at Pictou.

W. R. CAMPBELL, B. A., Principal of Truro Academy, and DUGALD STEWART, B. A., Principal of Shelburne Academy, were in the city and paid us a visit during their Xmas. vacation. They are looking well, and we hear, that, in their professional work, they have shown that "they are worth their breeding."

DALHOUSIE is well represented at Princeton Theological Seminary. Of the 143 students attending the three classes, Princeton sends 34, Lafayette 11, and Dalhousie stands next with 7. Of the whole number in attendance only 16 have not taken a full college course. The Dalhousie boys are:—

In the Senior Class, J. Matheson McLeod, P. E. I., and Wm. M. Tufts, Halifax, both of the Class of '85.

In the Middle Class, A. W. Thompson, Durham, N. S., of '84, and Alfred Nicholson, P. E. I., of '86,

In the Junior Class, M. E. Allison, Windsor, N. S., of '86, F. J. Coffin, P. E. I., also of '86, and M. J. McLeod, P. E. I., of '87.

ACKNOWLEDGMENTS.

Dr. R. C. Weldon, \$3. Frank Jones, \$2. House of Commons, Ottawa, \$1.17. Miss Belle Crowe, Miss M. L. J. Stewart, Rev. D. McDonald, Alex McKenzie, R. A. Finlayson, D. M. Soloan, W. C. Morrison, D. C. Mackintosh, E. J. Rattee, W. J. Bowser, Arch. O. Macrae, D. McD. Clark, A. M. Morrison, A. H. Trefry, Sir A. G. Archibald, J. D. MacKay, R. J. MacDonald, H. M. Mackay, M. S. Mackay, A. C. L. Oliver, Geo. F. Pyke, W. H. Magee, E. N. Worthy-lake, F. Roberson, E. W. Lewis, Geo. Miller, J. A. Matheson, Rev. Jas. Fitzpatrick, Rev. Geo. McMillan, S. A. Morton, \$1 each.

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