

# The Dalhousie Gazette.

ORA ET LABORA.

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NO. 8.

## DISCIPLINARY CULTURE.

"Many a matter hath he told to thee  
Meet, and agreeing with thine infancy."

—*Titus Andronicus.*

Upon mountain heights and in sequestered valleys reason dwells. There she breathes a purer and a finer air. Her places of resort are far from maces and musterings of authorities. The official platitudinarians hold their robes up out of the mud, and in so doing find full scope for their faculties.

One among the general hash of opinions that we inherit from our forefathers (and it is a true enough opinion) is that youth must be educated—that is, that youth intended to take a high standing must have an education beyond the education of children. Of this education of youth there are two kinds, Technical and General. Those designed for special functions in society, such as intending surgeons and navigators, must have an initiation into the processes of their pursuits. The necessity for this I cordially admit. Besides this it is deemed that there is a certain general education equally advantageous to all men. It I also recognize. Of these two I have nothing to say on the former, the technical, and do hereby drop it. But on the latter I have much to say and do proceed. These few years, when young men congregate together, under instructors, for their general education, constitute a sort of Hill Difficulty and introduction to life. As to the country beyond that Hill Difficulty, the most impassioned advocates of the Hill say that it still slopes upward, slowly or precipitously, but they acknowledge that the climbing is of another and perhaps an easier kind. The generality of those conversant with the neighborhood, however, assert that the upper country is pretty

flat, far flatter than a pancake, and nearly as flat as one can conceive. Once up that hill is victory! and the climber may then either add to his culture or keep it stationary, whichever he pleases.

What is the use of the Hill? We most of us believe that it produces a certain amount of refinement and intelligence in a man, which he otherwise would not have. Yet those effects when analysed fall away into nothing. In defending the Hill, the most powerful things that can be urged for it fall under one of two heads—1. That it is Disciplinary, that it leads to good—2. That it is in itself good. When it is said that it is Disciplinary the meaning is either, A., that it makes a man act better in life, B., that it makes him think better, or C., that it is a refiner. C., I need not consider, as the refinement proceeds from Literature and minor parts of the system, (who would venture to assert that Mathematics refines?) and to these minor parts I do not object.

A. To say that the Hill changes a man's character, or makes him fitter for active life, needs only to be mentioned to be laid aside. Character is native, and though it is often dormant, nothing brings it out but experience. No mental culture can make an unreasonable man reasonable, or an unjust man just. And it is notorious that it never does so.

B. The great argument for Disciplinary Culture is that it strengthens the reasoning faculty. Listen to my answer. A man must be a good reasoner to stand well with the people of the Hill. Yet what is reasoning for but the discovery of Truth. Now, a man may fail to find Truth, may fail again, may never try to find it, may condemn it, may find Falsehood,

may stick by it, may founder in it, and yet be in high repute with the people of the Hill. One grand mufti asserts that so-and-so is Truth; another yells out from the opposite side of the street that the same is Lies. And yet forsooth they are both good reasoners. Much good their reasoning does them!

Those who hold that the Hill or Mill is in itself good, go on a little better ground, or at least on no worse ground, but I am sorry that I cannot go with them, for to me the Mill seems in itself *eminently bad*. I shall now take up the machinery of the Mill in detail, regarded both as good in itself, and good as a discipline.

1. *Mathematics*.—The study of computation and measurement—the computation of numbers, their developments and relations—the philosophy of distance and size. This study, which has fascinated so many great minds, derives its attraction, not from its end, but merely from the zest of pursuit—curiosity to fathom the Mathematical universe, the sense of intellectual effort, and the sense of intellectual victory. But intellectual effort, ye Mathematicians, is intellectual pain, except in so far as it is rendered pleasurable by the element of Hope in it, and Hope must look to an end or substantial good, and that good is, I fear, in your case, Reputation. The fact is that Mathematics does require a certain degree of mental power, and accordingly one succeeding in it, *proves his power*. But is not the desire to show one's plumage the lowest passion that inhabits the human breast? And if you *must* prove your prowess, why not take those studies in Realities which are equally alluring, and pursue a real good. You may, of course, merely desire to prove yourself to yourself. But will that do you any good? Will it increase your powers to prove them? And if you wish to prove them, would it not be better to do so in a mental exercise in itself fruitful and important?

2. *Grammar*.—The eternal tinkering of words, words. So much of the study of Foreign Languages as consists in learning their vocabularies is, of course, pure memorizing. In following the intricacies of their syntax we have an exercise of higher repute. Its difficulty consists in the discrimination of minute shades of meaning—

that is, consists in hair-splitting. The great matter in hair-splitting, after you once catch your author's meaning, which his obscurity will probably render difficult, is to remember that idea thus attained, and keep it clear of others—that is, hair-splitting consists wholly in memorizing. Mathematical reasoning is also purely a process of hair-splitting. It also is wholly an exercise of memory.\* The memorizing faculty begets itself, nothing else. It cannot broaden or improve the mind. It is of no use in the life of most men. The hair-splitting quality is indeed necessary in the study of Law. But the training for Law is Law, not Mathematics. Law is a much nobler study than Mathematics. It has its roots in reality. It grows out of the very necessities of society, and is most interesting and vital to all men.

3. *Logic*.—The introspection of the reasoning process. Reasoning is very important in our communications with each other, and an inquiry into its workings seems very plausible. But it is useful rather in making others understand us, than in the pursuit of truth within our own minds. How unconscious and undiscoverable are the real workings of thought. How little influence has argumentation on the real tide and sea—impulse of the mind. Our thoughts are as much governed by Fate as the material universe is. We do not know what we shall think. That fallibility in reasoning which is part of our nature suggests inquiries in the hope that they may make us less fallible. Logicians admit that that fallibility cannot be wholly eradicated. From the very nature of the case it is hard for us to say that they do *nothing* towards reducing it. For who can tell? Yet they in reality do nothing.

Logic is futile 1st., because Logicians expect improvement on their present reasoning powers from a science which is wholly founded upon those present reasoning powers; 2nd., because our rough, native reasoning is in itself perfect, entire, and adequate, or there could be no science founded upon it; 3rd., because Logic, or the science of reasoning is a totally different thing

\* The idea that Mathematics contains anything but memorizing is merely traditional. What else can it contain? Reasoning indeed!

from reasoning itself, and quite foreign to it. One thing does not help another, and Logic helps reasoning no more than poking the fire does.

4. *Metaphysics*.—The attempt to reach the basis of things. This subject is a *pretense*, because it pretends to cast light on what can never be known. It follows from the fact of certain things being elementary and fundamental to us, that we can never question them or get below them. The object of Metaphysics is forcibly stated by saying that it is an attempt to reach something more fundamental than the foundations. The history of human beliefs and delusions is indeed interesting, like all other history, and hence in pursuing history we are led into a little Metaphysics in spite of ourselves. History dwells with no more pleasure on council-halls and battle-fields than on "the olive grove of Academe, Plato's retirement, where the Attic bird, minding her own business and doing her duty, trills through the summer long her warbled note, without trying to pry into the unknowable." I cannot go into this subject at greater length. What applies to Metaphysics applies also, of course, to Psychology, Logic, Ethics, etc.

5. *Rhetoric*.—The analysis of the desirable and undesirable in writing. The true method of attaining literary excellence is the diligent, but not analytic or vexatious, study of the great literary models.

6. *Natural Science*.—The material universe is interesting to us in so far as it is beautiful or sublime. It is important only as a back-ground to man, as the theatre of spiritual action. It is thus always interesting as a *stage*, never as *boards*. Science treats it as *boards*. However, even in Science, the poetic element is not wholly absent. It haunts the garniture and denizens of the forest, and of the always-wind-obeying sea.

7. *The study of Foreign Literature in the original, on the principle that translation is worthless*.—How poor a thing is literature if its thought is second to its language. It involves the theory that what is true and good to one race is vain and false to another. I admit, indeed, that much is lost in translation, yet I am sure that not more than twenty per cent. of the merit of an author is often lost. "I cannot but think," says Cervantes, "that translation

from one language into another, unless it be from the noblest of all languages, Greek and Latin, is like presenting the back of a piece of tapestry, where, though the fingers are seen, they are obscured by innumerable knots and ends of threads."† How much Cervantes' own case tends to the disproof of this. His own language, as a literary language, has fallen into desuetude. His rare and subtle genius is known *only* through translations.

Of course it is no sin for men to master foreign languages. But few need do it. As for Greek, I lay down a general rule for the majority with reference to it—to *leave it to the Greeks*. It is a remarkable fact that the Greeks had no musty fusty dead languages to learn in their day, their language being the first. It perhaps accounts for much of their intellectual greatness.

Those who say they are impelled towards Mathematics by a noble curiosity, assert that the relations of number, etc., constitute as inviting a department for study as anything else, and are in themselves very interesting. In answering them it is impossible to prove that those pursuits are not interesting. For it is impossible to prove one thing more interesting than another. We can only appeal to men's minds, and ask them, Is it so? The studies which seem to me most desirable are those subjects which constitute *Elegant Literature*. Mathematics deals with measurement, Literature with Life. Is measurement so interesting as life? In place of the vain measurements of space, conceive a physical world, varied, harmonious and inspiring. Conceive it filled with spiritual beings who can read it. In their own companionship, in their multiform and motley institutions, in their meditations arising directly out of these things, those spiritual beings create for themselves a world far higher and finer than anything physical. Their world is full not of meagre abstractions, but of satisfying or at least of engrossing things. It is like Prospero's Isle, full of wonders:

"Be not afraid; the isle is full of noises,  
Sound, and sweet airs, that give delight and hurt not.  
Sometimes a thousand twangling instruments  
Will hum about mine ears; and sometimes voices,  
That, if I then had waked after long sleep,  
Will make me sleep again."

† Don Quixote, Jarvis' Translation.

The best parts of life consist not of things achieved from motives of competition, but of whatever is of itself good and desirable. The things looked back upon with pleasure at the close of life are not studies, but are the enjoyment of nature and society and of works associated with man. "There is a pair of eyes," says Theophrastus Such, "that once perhaps learned to read their native England through the same alphabet as mine, among the midland villages and markets, along by the tree-studded hedges, and where the heavy barges seem in the distance to float mysteriously among the rushes and the feathered grass. Our vision, both real and ideal, has since then been filled with far other scenes: among eternal snows and sun-scorched monuments of departed empires; within the scent of long orange-groves; and where the temple of Neptune looks out over the siren-haunted sea." Life should be continuous. There should be no Hill Difficulty in it. There should be no baptism or invitation to introduce a man into the Republic of the Cultured. With how much force might we bring to our aid Wordsworth's Ode on Immortality in this part of our argument:

"The child is father of the man;  
And I could wish my days to be  
Bound each to each by natural piety."

"But," says the Reverend Mr. McScuttle, of Ready Lake, "you are contrasting Mathematics, not with Literature, but with Life." Yes, Reverend Sir, and I shall now go on to contrast it with Literature. Literature is not the living of life, but the affectionate study of the lives of Former Men, of Imagined Existences, and of the reflections on life of other minds. Reflection, knowledge, memory, is indeed part of life. And what is literature but those things written down?

The object of study is the pleasant occupation of leisure. Study is not disciplinary. It cannot produce virtue, nor can it add to virtue when produced. Capacity for enthusiasm, magnanimity, refinement, insight into practical affairs, both with respect to duty and expediency; these things constitute character, constitute perfect sanity, and to perfect sanity book-learning can neither add anything where it exists, nor

can it contribute aught towards its formation where it does not exist.

I quite recognize the fact that it is necessary that young men should have their studies directed into the right channels, and that there is danger of their studying false models, learning to prefer the inferior to the superior, and, most likely of all, neglecting literature altogether. And for this reason, as well as for practice in speaking, etc., colleges are desirable. This is the true ground on which colleges are defensible. They are defensible on no other ground.

I should like to say something against Examinations, against the present way of examining even when Examinations are necessary, against academic costume, against instructors giving too much of their own *milk*, and too little of better material, against many methods of teaching historical and other subjects; but I shall stop here.

S. J. M.

#### A NUISANCE.

The Apostle Paul has laid down the maxim that we should be kindly affectioned one toward another, with brotherly love, etc. To the ordinary man in the ordinary civilization of the nineteenth century, obedience to this law means something very serious indeed, or perhaps we should say, the effort of obedience is serious. Not that the ordinary man in the ordinary civilization of the nineteenth century is beset by more enemies than a man of any other century; nay, quite the contrary I should judge, else of what effect is civilization? Besides to a man of right principle and desirous of following St. Paul's system of morals (as we all are) it is rather a glorious thing to be kindly affectioned towards one's enemies—real enemies, you understand. No, the rub does not come when we are dealing with out and out enemies. It is when the command is applied to our feelings towards friends that the shoe pinches hardest. Mr. Payn says he knew a gentleman, highly respectable, clever lawyer, wealthy, who made his (Mr. P's) life a burden to him. And how? Not by enmity of any sort, but by forcing his friendship

upon him, in streets, courts, home, everywhere. He had an engaging habit of rehearsing his cases in the presence of his victim, and with such affability that one could not interrupt. We need not go any further with the account of this man; you all know him intimately; you are fully aware that he is a good fellow, would lend you a shilling even, were you to ask him, (which you don't, for fear of encouraging him), and yet if you analyze your feelings in regard to this gentleman—for, you know, there are no ladies answering to this description—you will find that you are far otherwise than kindly affectioned. In fact he comes under the heading "bore," and though we will not go so far as to say that you would care to drop his acquaintance altogether, at least, you sincerely wish that he would fix upon some other individual for his intimate. Now what is one to do with a case like this? It is too much to ask one to always have a smile and a shake of the hand for this friend whenever he appears. And I suppose the above command would have us in a frame of mind corresponding to the smile and shake, but that is almost an ideal case, so we will not touch upon it. The outward manifestations of good-will are hard enough in all truth, when we have an inward consciousness that these will cause us to be bored for a couple of hours or more. To have the happiness of one's hours of relaxation marred in this way is not doing justice to one's self. We must look after our own happiness as well as other people's, and to the great majority of us happiness and bores are things incompatible. Now this is not addressed to you that frame your ethics upon convenience, and regard the world as a great big scramble where each gets what he can, and "the devil take the hindmost," as naval men say. We are of that amiable, weak, foolish, (if you like,) character that would like to stand well in every one's eyes, even in those of a bore. But there is only one way of arriving at this happy consummation, and that is by this being "kindly affectioned." We really think St. Paul should have made some limitation to his law; he surely would not have us embitter our lives—yes, embitter our lives, I am not joking—by some of the fearful afflictions that

attack us under the name of friend. It is not of the slightest use to try to be happy under this burden; it can not be done; it is not human. Present to your mind any of the numerous variety of bores that have crossed your path—the spinner of yarns, the liar, the self-praiser (if we may so style him), the arguing bore and the many others—and frankly acknowledge that you're not happy in the presence of any one of them. Are we not then justified in cutting bores, in excommunicating them from our society? We think so at least, and have no doubt, that those of sound understanding will fully coincide with us.

#### CORRESPONDENCE.

To the Editors of the Dalhousie Gazette:

There is an old observaion thatt "whom the gods wish to destroy they first make mad." Never did this saying seem to me more applicable than in the case of certain Freshmen and one Sophomore who at the late general meeting made themselves particularly offensive and officious. It was commonly supposed that the meeting was to be for the purposes of sober debate; but the gentlemen (?) aforesaid seemed to be under the impression that they were in the "gods" at the Academy; else why did they disturb the meeting by hissing those who happened to disagree with their peculiar notions. I noticed, too, that they were inclined to oust the Graduates, Seniors and Juniors, from any share in the discussion. A fine state of things indeed! Where have they, who have yet to stand a sessional, learned so much about the workings of College life. I was indeed surprised, sirs, that their impertinence was passed over unnoticed. Never before did I see the spectacle of Graduates and Seniors pleading their right to be heard in an assembly of Dalhousians. The Freshmen are not taking the right way to allay that prejudice which has ever existed against their class. Merit has always been recognized in debates at Dalhousie, but vain-glorious imitations of Yankee stump orators are not wanted.

Yours, &c.,

ONLOOKER.

# The Dalhousie Gazette.

HALIFAX, N. S., FEBRUARY 23, 1883.

## EDITORS:

J. A. BELL, '83. A. G. REID, '83.  
 J. A. McDONALD, '83. D. A. MURRAY, '84.  
 R. M. LANGILLE, '85. W. CROWE.  
 H. DICKIE, '83, *Financial Secretary.*

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IN another column we give an account of a meeting held by the Students at which a subject of vast importance to them was discussed. It would be unfair to the minority to say that the meeting was a representative one. And in this respect we have cause to deplore the fact that so few Students availed themselves of the opportunity of discussing a question of such vital interest to them. But we shall not consider here whether that meeting was a thoroughly representative one or not. It will be enough for our purpose if we can draw from the arguments advanced a conclusion at once sound and fair to all. Surely it is apparent that too much work is being forced on the students of this College. Two remedies are open. The B. A. course should be thoroughly remodelled, and more option allowed to students; or else, if matters are to remain as at present, the length of the session should be increased. In fact, if both of these reforms were effected, the College would be none the worse for the change. Laying the first remedy aside, however, we think that a strong case can be made for increasing the length of the term. A short session is too conducive to "cramming"—that glaring evil in modern education. The strongest argument against the change—and we admit it to be a

very strong one—is that students who have to look to their own unaided efforts for the means of obtaining an education, would not be able to attend College. Teaching is about the only way open to an Undergraduate whereby he can earn money. The College session and School term correspond as to length. Were the former lengthened this source of supply would be stopped, and what could take its place? We all agree that ten years ago the matter was not ripe for discussion. Now, however, the case is different; we are working under a different order of things. Bursaries and Exhibitions, thanks to Mr. Munro, have placed the matter in a different light; and in this connection it seems to us almost inexplicable that the five who opposed the resolution brought in at the meeting referred to were Bursars. Nor are there so many teachers among Dalhousie students as is popularly supposed. We have made a calculation from last year's Calendar which may not prove uninteresting at this time. We find that of the 68 Undergraduates named there, (the General students for obvious reasons being omitted from our estimate,) some 22 were teachers; and of this number 9 were holders of Exhibitions or Bursaries. There were, then, of the 68 the wishes of 13 to be considered. The opinions of these 13, few though they be, are certainly entitled to every consideration. We trust that any steps which the Governors think necessary to be taken in this matter may be productive of good not only to students but also to Dalhousie.

THE establishment of a law faculty in connection with Dalhousie would, we believe, be a great stride towards that high position which the College is destined to occupy. Not only would it largely increase the number of its students, but, by sending out year after year a class of men who are to occupy influential positions in life, it would very greatly extend its influence. The benefit that would be conferred on the Province at large would be incalculable. Young men who are going in for law do not as a rule take an Arts course. One reason is, no doubt, that four years in Arts followed by another four in a law office, is longer than the majority of students

can afford to expend. Those of limited means could hardly force their way through this extensive course in less than twelve or fourteen years, and life is altogether too short to employ so much of it in preparing for a profession. The result is that young men are admitted to the Bar who have received no collegiate training whatever, and who are by no means fitted to discharge the responsibilities of their calling.

But if such a faculty were established an opportunity would be afforded to the student to take his course in law together with many of the subjects in the Arts for which he might have a fancy, or he might put in the years of article clerkship at the same time as he is studying for the degree.

As many students, instead of studying in the towns throughout the Province, would likely come to the city where they could avail themselves of a college training, and where they would also find increased facilities for the study of their chosen profession we have no doubt that the students in Law would far outnumber those in Arts. In McGill students get "Professional Exemptions" which enable them to take their first and second year in Law at the same time as they take their third and fourth in Arts, and by remaining a year longer they obtain the degree of B.C.L. By such an arrangement more latitude is given to the student to pursue those subjects which are best suited to his tastes, and to take that course which he intends to make of practical account in after life.

The lawyers as a class who are being admitted to the Bar, have not the acquirements they should have, and though much has been done of late in the way of raising the standard, yet we believe that no material improvement will be made, until a Law faculty is established in connection with Dalhousie where they would receive wider and more liberal views of the principles on which their profession is founded.

WE know that vast and striking improvements about the college have lately been putting the finances of the University to a severe test. How do we know this? How? Why do we not see that the halls have been gorgeously

decked in a coat of the most fantastic combination of colours? Has there not, at the University expense been placed in the library a small something faintly resembling a book case? Have not the library books (Oh! the labour of attending to so many) been fitted with little bits of paper indicating their various numbers from one to "upwards of two thousand"? Have not innumerable things been done which one cannot notice but which would certainly be detected by an eye skilled in observing fine points in art? Verily a lot has been done to reduce our revenue. But strange to say, something of vast importance to our lives remains disregarded by our masters. How long are we to remain without having a better means of ascent and descent from and to our garment depository and general recruiting place? Certainly despising Virgil, we may now groan, "Difficilis descensus Averno." We feel quite assured that both ladies and gentlemen would appreciate a staircase on which it would be possible for two people not resembling matches to any extent, to pass with something like dignity. How awful and overpowering are our sensations now, when, having climbed half way up the obnoxious ascent, and panting from our efforts, we look upwards and observe an embryo avalanche of smiles and hairpins about to descend upon our devoted heads! We beat a hasty but modest retreat. Ye gods and governors such things should not be! In justice to our own feelings, in justice to the janitor and his family whose present inconvenience must be great, we demand reformation in those stairs, to preserve our sense of dignity we demand protection from the force which now causes such backslidings. Yea, for our very lives we demand protection! Oh guardians treat not our demand with scorn.

THE editors of this paper would desire from the students more literary aid than they have been receiving. The office of an editor is no sinecure. Students are only too ready to criticise their college paper, but few are willing to assist in making it a success. This session the editors have received even less help than formerly. Surely this should not be the case, as editors are

but human and have their exams. to face. We appeal to graduates to give us some assistance. The troublous times of the session are approaching; shall the editors ask in vain for support?

### OPTIONAL COURSES.

It is assuredly a good thing that students have their College papers through the columns of which they can bring to the notice of the authorities matters requiring attention. Time was when students suffered in silence; but that era has gone by. The undergraduate mind is now particularly active in devising plans whereby present abuses may be remedied. Among the many subjects about which students are at present much agitated no more important one has presented itself for consideration than that of "elective" studies. I know that the very word "elective" will throw some of our conservative educationists into a *furor*, but a dispassionate view of the matter will convince those open to reason that the advocates of optional courses have strong arguments in their favor. Certainly the onus of proving the desirability of having "electives" lies with the opponents of the present system; but that should not lead us to treat the present condition of affairs as perfect, nor should we regard it in the light of a theological dogma the slightest dissent from which is to be looked upon as educational heresy.

Whence, then, comes this desire for reform in College courses. Surely no one is justified in calling it a merely morbid desire for innovation. It seems to me that the spirit proceeds from a well-founded opinion in the student mind that many Colleges are teaching too many subjects and few of them thoroughly, and that it is futile to attempt the moulding of intellects on one model. Then, too, the field of learning has widened vastly within the last fifty years, so much so that some change from present methods is imperative. In view of this, then, what are the Colleges to do? Are they to go on adding to their curricula subject after subject? In this connection the example set by Dalhousie may not prove uninteresting. At this College years ago there was a certain fixed routine through

which the student had to pass before he received his B.A. degree. The course was not wide nor particularly difficult, and if the undergraduate did mutter a little at its rigidity he was not listened to. Prosperity came the College. New Professors were added to the faculty, all specialists, each striving to make the most of the pupils in his own subject. But in consideration of the new circumstances was any relief given to the student? As far as can be seen, none. In vain he talked, and scribbled in the GAZETTE. Few would hearken to his appeal. But if perchance one did, it was in an unsufferably patronizing way which plainly said to him,—“Oh! you're only an undergraduate, wait till you're older and know more about these matters, and then perhaps your grievance will be considered.” And so these are the days of “primers.” The student unable from press of work to burrow deeply in a subject skims the outside by the aid of “primers.” These are the days when “mental discipline” is all that is looked for. The average student is “left”; and even the clever men get but a smattering of knowledge which in after life will prove of small service.

It seems to me that instead of forcing men to work in all departments of learning certain subjects should be chosen, and in these thorough study required to be done. And this could be most effectually accomplished by the “elective” system. Granted that the student is not capable of deciding what is the best course for him in his two first years, surely in his third and fourth years the widest choice should be freely left him. Give him a broad foundation on which to rear the superstructure of future knowledge, then let him choose his own subjects.

A similar system is pursued at Edinburgh and at some of the American Colleges—notably at John Hopkins University. Does it not seem strange that with these examples before her Dalhousie should apparently have set her face against any reform in this direction. Dalhousie is soon to have at least three new Professors. In view of this fact is it not imperative that the present system should be thoroughly looked into, and such improvements made as the changed condition of things will necessarily require.

.O.

### OUR EXCHANGES.

OUR old friend *The Bates Student* has at last put in an appearance. In future, the *Student* announces joyfully, the editors of that paper are to be “excused from a part of the rhetorical work required of them.” Happy editors. The friends of Bates are taking steps to add \$100,000 to the endowment fund. May they meet with success.

WE see by the *Queen's College Journal* that an agitation is on foot there to have the weekly holiday changed from Saturday to Monday. A correspondent of that paper has this to say about the matter:

“In fact it is always a bad sign when a man comes to classes on Monday morning with his recitations perfectly prepared, while on the other hand, any man who habitually comes unprepared is without doubt studying for the church. Now, if the unscrupulous man could enjoy his day of rest on Sunday, as he ought, and both he and his more conscientious rival could work on Monday, it is evident that a much more satisfactory state of affairs would be brought about than now exists.”

THE last number of the *Argosy* has its title page adorned with a cut of the new Male Academy. They revel in buildings at Sackville, and the *Argosy* rather truthfully remarks that Dalhousie has “a somewhat shabby local habitation.” We might say to the *Argosy* that the late bequest to this College was for a specific object, viz.—“the endowment of three or more professional chairs.”

WE have also received the following: *University Monthly*, *King's College Record*, *Beacon*, *University Magazine*, *Index and Chronicle*, *University Mirror*, *Outlook*, *Niagara Index*, *Varsity*, *Wollestook Gazette*, *Delaware College Review*, *Central Collegian*, and *Adelphian*.

### ABOUT THE COLLEGE.

THE Librarian has been busily engaged for some time past in cataloguing the Library.

IN conformity with the agreement between the Governors of Dalhousie and the City Corporation, which we mentioned last winter, an Act has been introduced into the House of Assembly vesting the property of the Grand Parade in the City.

SODALES:—On the evening of the 9th of February this Society assembled to discuss this question: “Should the length of the Session at Dalhousie be increased?” The following engaged in the general discussion; Cahan, E. M. McDonald, Mellish, A. W. Macrae Ross, Alex. Campbell, Murray, D. I. Morrison, Crowe, Frank Coffin and Potter. In view of the importance of the subject and the desirability of a large attendance, it was decided to hold a mass meeting of students on the next Friday evening to consider the same question.

### GENERAL STUDENT'S MEETING.

A “mass-meeting” of students was held on Friday evening, 16th February, to consider the advisability of lengthening the session. Gammell was appointed chairman, and the minutes of last meeting read and approved. McColl, in opening the discussion, explained how the question arose for argument and declared himself in favor of the change. He was followed by McDonald, Murray, MacGregor, J. P. McLeod, and Crowe, all of whom expressed themselves in favor of the movement. Then came Nicholson who considered that Seniors and Juniors had no concern in this matter, and that the Freshmen had, and should have, the whole say about the subject. E. M. MacDonald, in reply to the last speaker, repudiated the idea that Freshmen were the only ones entitled to speak to the question; he humbly submitted “that grey hairs were to be respected.” Fitzpatrick and Cahan followed; both of these were for the lengthening, the latter on condition that the work would not be materially increased. Tufts took much the same position as Cahan, but feared that with increased time there would be increased work. Langille and Mellish argued for the change. Dugald Stewart in a forcible speech spoke for the “impecunious” who, if the term were lengthened, would be deprived of a collegiate education. He said, that the majority of Dalhousie students were dependent on teaching as a means of livelihood; that by an absurd provision of the School-law young men were not allowed to teach till they had reached the age of eighteen; and that by the time a young fellow had taken a course at an Academy, and then got his B. A., afterwards

studying for a profession, life was well-nigh spent. At the conclusion of his speech he was loudly applauded by his supporters. Munro gave the reasons which would induce him to support any measure looking towards a change. Nicholson in his characteristic way made a frantic appeal to his fellow-countrymen (P. E. Islanders) not to assent to a movement "which would leave them in the dark." V. Coffin thought that the P. E. Islanders, to whom the former speaker had so eloquently appealed, were decidedly in favor of the alteration. A. W. Macrae was for, and was followed by Calder who made, perhaps, the speech of the evening. The remaining speakers were Flemming, for, and D. H. McKenzie Robinson and D. I. Morrison, against, the proposed lengthening. The Chairman then reviewed the arguments advanced by both sides, and pointed out that Stewart was incorrect in his assertion that a majority of students had to teach to get the wherewithal to attend College. He submitted to the students some statistics, the truth of which, none could gainsay.

Cahan now moved and Macrae seconded the following resolution:

Whereas, the term of Dalhousie College is shorter than that of other prominent Colleges in America.

And Whereas, the session is not of sufficient length for a thorough mastery of the course.

And Whereas, through press of work, students are unable to sustain the Societies of the College, and are consequently deprived of the benefits derived therefrom.

Therefore resolved, that in the opinion of the students the session should be lengthened provided that the curriculum is not extended in proportion.

Nicholson moved and Robinson seconded an amendment to the resolution, which was defeated 26 to 5. The original resolution was then carried by the same vote. A number of students refrained from voting. After the transaction of some minor business the meeting adjourned.

#### AMONG THE COLLEGES.

PROFESSOR G. T. KENNEDY has begun his duties as Professor of Science at King's College.

THE records inform us that Dalhousie's College Building cost £13,707 13s. 3d.

PROF. GOODWIN of Sackville is to lecture in Halifax early in March. Dalhousians will turn out to hear him.

LIBERTY H. HOLDEN recently gave \$150,000 to the Western Reserve College upon its removal to Cleveland.

MR. VANDERBILT, the millionaire, has added \$100,000 to his former donation of \$1,000,000 to Vanderbilt University.

OBERLIN has secured \$23,000 of the \$25,000 necessary for the endowment of a special professorship of political economy.

FOR Dickson College, Carlisle, towards the \$500,000 endowment to commemorate its centennial, upwards of \$300,000 have been received.

MORE fires at Sackville—this time the gymnasium has been burned. The only effect of this will be that Mount Allison will have a better building than ever.

MR. ROBERTSON SMITH, the great biblical scholar, has accepted the professorship of Arabic in the University of Cambridge, vacated by the death of Prof. Palmer.

THE citizens of Cambridge have raised \$250,000 by subscription to give Harvard that she may maintain dormitories which will not cost for rent more than \$50 per year.

THE University of Lewisburg is in luck. William Bucknell of Philadelphia recently presented it \$100,000 and a check for \$50,000 on condition that another \$50,000 would be raised.

NEW and splendid buildings are going up at Cornell University, a chemical laboratory, and a library building; these are to be more extensive, convenient, and costly than any others in the country.

IT was stated at a public meeting in Edinburgh lately that a bequest of £15,000 to the University had been revoked in consequence of Professor Rutherford's experiments in vivisection.

THE Mayor of Manchester presided at a meeting held lately for the purpose of raising a fund to establish a Natural History Museum in connection with Owens College. Towards the £50,000, which will be needed, about £20,000 has been subscribed.

YALE'S new athletic grounds of 30 acres are being fitted up with improvements. The college authorities show their appreciation of the movement by bearing half the expense of keeping them up.

THE Oxford undergraduates are going to start an *Oxford Magazine* next term, which is apparently to follow on the lines of the existing *Cambridge Review*. One of the best of these

University periodicals, in recent times, was the *Light Green*, which was published at Cambridge ten years ago, and contained some extremely clever parodies. The *Oxford Spectator* (1867-68), was still better, and some of the papers by Mr. Humphry Ward—notably an account of Oxford in Herodotean style—are amongst the best things of the kind ever written.—*Truth*.

THE University of Vermont has received a bequest of \$115,000. A handsome gymnasium is to be erected. A bronze statue of Lafayette, who laid the corner stone of the University, is soon to be unveiled on the campus.

#### 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 alone are expected to understand its contents.*

"I SAY he'll not."

"DON'T care who he is, lady or otherwise."

THE Freshman innocently asks "is cram deleterious?"

THE "philosopher" is going to die when he gets through Dalhousie.

WE are informed on good authority that a Pine-Hill man divides his affections between two of the "fair."

WHERE and when did the "officious Freshmen" find out that Seniors were not entitled to an audience.

THE all-round-honors Soph. has grave doubts as to the "propriety of cosmopolitan credulity in all circumstances of collegiate vicissitudes."

DID you get a valentine? Owing to the absence of Neil the receipt of valentines this year was not up to the average.

ABOUT this time of year the average student gets irritable. This, we suppose, is due to the fact that exams. are only seven weeks ahead.

A SENIOR on reading the editorial in our last issue referring to the seating capacity of the English Literature room said:—"If there is to be any lap-business going on I want the Senior year called in."

DALHOUSIE has a "Psychologist" who is able to divine the thoughts and motives of others. At any rate he has been trying to take a peep into the mental workshops of some of the Seniors.

WE understand that the ladies, after reading our thoughtful appeal to the Governors on their behalf, moved a unanimous vote of thanks to the editors of the GAZETTE. Thanks, ladies.

THE Zulu was invited to a party a few days ago and waltzed to the accompaniment of the piano. He was heard regretting the absence of his national bag-pipes on such an occasion.

SOME exceedingly thoughtful person, having in his mind's eye the improvement of the Freshmen, has very kindly supplied the reading-room with Kindergarten literature, wherefrom the frothy orator may draw inspiration.

WE would suggest that students in the habit of carrying cigars to church, in their overcoat pocket, had better take a little precaution and remove them before laying said garment over the back of the pew. By so doing the occupants of the rear seat would be able to bow their heads in prayer without having to breathe in the obnoxious fumes of tobacco. This suggestion is particularly applicable to Seniors.

IT has been intimated that the curiosity of the young ladies of the English Literature Class has been more than satisfied with a "full face" view of the "lardy dah" young man attending this class; and they would now recommend that the back of his "cranium" be occasionally exhibited—both that monotony may be avoided, and the youth's eyes may be relieved from overstraining.

WE have much pleasure in presenting to our fellow-students a few short extracts from an essay written by one of the "beauties" of the English Literature Class: "The College is situated at the north end of a square . . . and faces on the parade called the Grand Parade." "The College consists of a main building two stories high with two wings one on each side. The back side is three stories high and is partly occupied by a man in the grain business." "After ascending some half-a-dozen steps you find yourself in a hall adorned with what Paddy shot at." (The ambiguity of this sentence is a slight fault. Is it the hall or the person that is thus adorned?) "In the centre of the library there is a stove to which all eyes are anxiously turned about the time it appears to be going out, which event occurs rather frequently."

#### PERSONALS.

JOHN WALLACE, B. A., '70, has charge of a congregation at Bermuda.

DOUGLASS, a Freshman of '79-'80, is Principal of the High School at Albion Mines, Pictou Co.

KINSMAN, B. A., '80, is still studying medicine at the Halifax Medical College.

S. KEITH, who was a student here for some years, is still attending Medical College, Kingston.

WE are very glad to learn that F. J. Coffin, of the second year, has recovered from his severe illness.

J. F. DUSTAN, a general student here a few years ago, finishes his course in Theology at Princeton, N. J., this session.

F. A. SYMONDS, Ph. M., a General of '80-'81, passed successfully an examination for dispensing chemist held last fall.

J. S. MORTON, B. A., '76, who spent some years at the Halifax Medical College, graduated last spring at Bowdoin College, Maine, and is now taking a post graduate course in New York.

REV. DANIEL MCGREGOR, B. A., '74, has been called to Amherst, to supply the place made vacant by the resignation, on account of illness, of Rev. F. W. Archibald, M. A.

W. A. MILLS, who attended Dalhousie for three years, and was at one time on the staff of the GAZETTE, has entered into a legal partnership with Foster & Foster of this city.

DUNCAN CAMERON, one of the former editors of THE DALHOUSIE GAZETTE, who had charge of the North West Arm and Goodwin Mission last summer, is completing his course in Theology in the Theological Seminary, Auburn, N. J.

WE clip the following from the Sackville *Argosy* :

"W. P. Taylor, a Freshman at Mt. Allison, Sophomore at Dalhousie, is now a grave and reverend Senior at Boston University. He ranks well in his classes. He expects to graduate in Liberal Arts this year, then to don the cloth and devote his energies to the services of the Church. He appears to take well to the itineracy already."

THE following is from the *Queen's College Journal* :

"Hugh N. McDonald, M. D., '82, of Lake Ainslie, N. S., though he carried all before him when joining our athletic competitions, has at last met his equal, or rather his superior, with the result of the complete annihilation of our champion. For owing to the charms of Miss Bella, daughter of our old friend, John Cormack, Esq., Hugh is now only the smaller half of a new being, whose amalgamation is the joint production of the efforts of the Revs. Dr. Smith and James Cormack, B. A., '72, brother of the bride."

Dr. McDonald is also well known to many old Dalhousians.

### ACKNOWLEDGMENTS.

Professor Schurman, \$5; Rev. A. B. Dickie, Alfred Dickie, B. A., O. C. S. Wallace, W. McKenzie, Edward H. Owen, A. G. Reid, J. W. McLennan, Mrs. Dr. Murray, Mrs. Cathcart Thomson—\$1 each.

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