

# The Dalhousie Gazette.

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## THE SUPERINTENDENT'S REPORT ON EDUCATION.

The subject of Education has been well discussed in Nova Scotia. But the discussion hitherto has always been conducted by interested parties. From these we do not expect to receive an exhaustive analysis of the state of Education in this Province, and thorough, searching criticism of methods pursued. In all our reading of the Provincial press, we have yet to hear of one journal that approached the matter in anything but a spirit of satisfaction. (Since the foregoing was written we have found one newspaper bold enough to discuss the question fairly on its merits.) In view then of this fact it is not without trepidation that we take up the pen on this subject. Who are we to have opinions of our own and to dare to criticise where others have no fault to find? Our only justification is our belief in the supreme importance of Education to our people, and our firm conviction that the time has gone by for mutual gratulation. Too long has it been the order of the day to congratulate ourselves that we in Nova Scotia are in the van in the march of educational progress. Too long have we been folding our hands and winking our eyes, utterly oblivious the while to the fact that other Provinces have been moving in this matter; this is not the time to assert that what is, is of necessity the best; this is the day of questioning the established orders of things. Nothing augurs more ill for Nova Scotia than this blind, unquestioning faith in matters as they are. And nowhere is this apathy more pervading and intended to work more harm than in educational affairs. Things were put right in '62; let them stay so,—this is the answer

reformers are met with. In vain do you point out weaknesses in the present system. We will have none of this criticism say the stolid conservatives.

It seems to this writer that the present is a peculiarly fitting time to indulge in a review of our progress in education. It is our purpose, therefore, to glean from the Superintendent's report some items of interest, and to offer a few suggestions, which, as coming from one who has had a somewhat extended experience in the Common Schools, might very properly be considered.

Dr. Allison regards the year (1882) just closed, as marked by "exceptional educational activity." Let us see upon what we are to base our concurrence in this opinion.

*Attendance.*—The number of different pupils attending schools during the year was 95,912, a decrease since the year 1881 of no less than 2,236. "The proportion of the population at school during some part of the year" was 1 in 3.8; in the year 1878 the number at school was 101,538; in 1882 it was 95,912. These figures require explanation, and to our mind no amount of "special causes," "local and temporary causes," "inclement weather," &c., should be accepted as satisfactory explanations of what must be considered by all thoughtful persons a serious question.

*Examinations for Teachers' Licenses.*—The total number of candidates examined in 1882 was 834; of these 45 per cent "failed entirely, or simply maintained the grades previously held." This shows that the pruning knife is being vigorously applied, and rightly so. The Province was for years flooded with teachers of little knowledge who made the profession a by-

word and reproach. The question here suggests itself, how much of these examinations is conducted on strictly professional lines; that is, are the requirements such as to test the candidates *ability to teach*. By giving "catch" questions a majority of applicants may be plucked; the point to be considered is, has this stringency in the examinations been applied to the professional subjects of the syllabus, or are matters as they were of old? It must never be forgotten that upon the teaching class depends the educational progress of the country. We shall return to this subject under the heading "Normal School."

*Salaries of Teachers.*—It is deplorable to learn that, far from increasing, the salaries of teachers in this Province are getting smaller and smaller year by year. Here is ground for alarm. Can Nova Scotia afford to underpay the men who are moulding the present generation? If she does do this, she will awake some day to find herself outstripped in everything that pertains to the well-being of her people. Is it not high time that the Government stepped in and regulated the *minimum* salaries to be paid teachers. There is no other way of blotting out this abominable cheese-paring policy on the part of school sections. We know of districts where the trustees are chosen, not on account of sympathy with the educational movement, but rather on the ground of their hostility to it. From such a section we look for nothing but the reduction of teachers' pay to a mere beggar's pittance.

*Special and County Academies.*—We have here a subject, the importance of which cannot be over-estimated. These institutions are the connecting link between the Common School and the College, hence it is especially desirable that the chain be not weak at this point. Or, leaving out of sight the Colleges, if we consider them as the copestones of the Common School—as many are inclined to do—their value as an educational factor is none the less great. But when we remember that no less a sum than \$12,450 is annually expended on Academies, surely on the ground of economy we are bound to ascertain whether they are returning an equivalent for the vast sums of money absorbed by them. This Province has but few institutions which will

stand comparison with the High Schools and Collegiate Institutes of Ontario. What are the facts? We have at present three "Special" and fourteen "County" Academies. The former are doing good work, especially those at Yarmouth and Pictou. As for the majority of the latter, the less said the better. Each receives a Government grant of \$600 per annum, which is in but few cases supplemented by money raised by sections where the Academies are located. And so the grant is just putting a premium on the meanness of many wealthy districts. The buildings are in many cases inferior; and the work done by the majority is but a little in advance of that attempted by the first class Common School. The "County" system is rotten to the core, and needs thorough reform.

What has the Superintendent to say on this subject. He suggests that *Provincial Academies* be established, these to be worthy the name and to be *bona fide* in character should have at least *two* "qualified teachers exclusively engaged in Academic instruction," and the "passing of a required percentage of the pupils" in certain prescribed subjects "should be essential to participation in Provincial funds." To such Academies should be given by Government a fixed grant not to exceed \$400, and a "sum bearing a prescribed relation to the entire amount paid for salaries." The Superintendent thinks that under the "proposed system" there would not be more than *four* of these Provincial Academies. We are inclined to think the suggestions good, but there is a weak point in the proposed change. Who is to decide as to the location of the Provincial Academies? All interests, we fancy, would be satisfied if Yarmouth, Halifax, Pictou, and Sydney be chosen as the centres of Academic instruction. But to leave the matter to "communities, able and willing to carry it into successful execution," is only to jeopardize the success of the whole scheme and breed endless confusion.

Provision having been made for Provincial Academies, the Superintendent recommends that a special grant of \$250 per annum be given to all teachers holding grade "A" license, and "employed in sections (other than those maintaining a Provincial Academy) which have a

system of regularly graded Public Schools of at least three departments." The conditions attached to this recommendation are:

(1.) That this grant be paid only to teachers employed for at least one year continuously in the section.

(2.) That the teacher claiming this grant be in charge of the advanced department of the school.

(3.) That on an annual inspection and examination of the department by the Inspector in whose district it is situated, a required percentage of the registered pupils show a satisfactory knowledge of the subjects embraced in the first year of a prescribed course of High School studies.

(4.) That proper conditions for prosecuting advanced studies are provided by trustees.

We are firmly persuaded that the reforms urged in reference to Academies are sound, and calculated to prove of the utmost service to the Province. In place of seventeen Academies for the most part weak and inefficient, we should have four strong and powerful ones; at the same time the regulation in regard to grade "A" teachers would afford a great many sections more advanced instruction than the Common School can give. If action be taken upon this part of the Superintendent's report the much vexed Academy question will be set at rest, and such action we hope to see taken at no distant date.

*Course of Study.*—On this subject much discussion has been spent. It has formed the text for more than one sharp controversy at our educational associations. It would be idle to deny that there is a strong feeling in favor of its adoption. But for our part we are of opinion that the Province should not look wholly to prescribed courses for the efficiency of its schools. That must depend on something more solid than a superficial course of study. In any case there are very numerous and weighty objections against the course. Laying aside the objection that too much stress is laid on non-essentials, such as object lessons, &c., and passing over the obvious impracticability of adopting it, there yet remains a serious question to be answered by its advocates. Is it the intention to mould our schools on one model? Are we to have the Prussian system introduced into Nova Scotia—a

system which reduces all schools to the level of dull uniformity? If so, it is high time that the parents, who are after all the parties interested, should know of the step about to be taken. True, all the Inspectors, as the report informs us, favor it; but that only proves that they accept suggestions which, if rejected, would bring them into conflict with a Government from whom they draw their pay. Reasons more sound and arguments more cogent than any yet heard, must be advanced to convince the people of this Province that it is to their interests to commit their children to the tender mercies of a Government, whose educational policy they have no chance to mould.

*Inspection of Schools.*—Too little attention has hitherto been given to this subject, yet of all branches of the educational system, it is the one which if rightly conducted, is capable of producing the most good. We have nothing to say against the Inspectors as a class, but it is painfully apparent that Nova Scotia is not deriving from them that resultant benefit which the large expenditure justifies us in expecting at their hands. There are 10 Inspectors and 1814 schools to be inspected. Inspectors, as a rule, are chosen not for fitness, but rather on account of the political influence they bring to bear on the Government. Professional teachers are rarely chosen for the position. On the contrary, we find that the larger number of successful applicants are broken-down clergymen, briefless barristers, and practiceless physicians. It is high time that this disgraceful state of affairs was remedied. It suits the purposes of some to create no small hubbub, if a young fellow teaches a while in order to earn a little money. A shrill chorus is raised by those ensconced in the fat offices that the profession is being debased. Yet what inducements are held out to him to remain? The poor pay (previously noticed) is insufficient to effect that purpose. But how can it be tolerated that they who never taught school a day in their lives, and whose sole recommendation is that they have the ear of the Government, should be awarded the prizes which properly belong to the few who have made teaching a life work. The Superintendent says that "no por-

"tion of our educational expenditure is more directly fruitful of good results, than that which maintains an agency taking official cognizance, by systematic and periodic inspection, of all instruction in respect of which public money is claimed." We are then to understand that Dr. Allison approves of the present system. As to the importance of inspection we are at one with him. But as to the mode, at present in vogue, of appointing Inspectors we differ. If a rational method of choosing Inspectors were adopted, we should be inclined to endorse his remarks. The most enthusiastic advocate of the present system would hardly go to the length which the Dr. has gone.

*Normal School.*—The Province has, with great credit to itself, erected a Normal School for the training of teachers. This it maintains at some considerable expense. So far all is well. But when we learn that beyond making provision for the instruction of pupil teachers, the Province has done nothing and has granted no privileges to Normal Graduates, we are surprised. Does the Normal School do good work? From unbiassed testimony we are informed it does. What then are we to think of a policy which has placed the Normal School on a par with every school in the country; the result has been that there are scores of young men and women hunting for schools, underbidding one another, and reducing wages to the starvation point. The Normal School should be lifted from this inferior position; the Common School should attend strictly to its own proper work, which does not include preparing boys and girls for license. We believe the day has arrived when none but those upon whom the Normal School has set the seal of its approval should be allowed to teach. Or, if that be too harsh, let none be allowed to teach more than a given number of terms, say *two*, unless they take a course at the Training School. We may be pardoned if we quote at this point from the Report. The Superintendent is showing that, as a rule, trained teachers are the most successful. He says:

If a teacher who, in addition to a fair mastery of the various branches of knowledge, has received special instruction in the principles which underlie and vitalize all successful teaching, and has been taught how to

apply those principles to practice in the opportunities afforded by a properly organized Model School, is not better prepared for the work to be undertaken, than one who proposes to pass directly from the position of pupil to that of instructor, then all analogies fail,—the intellect is simply bewildered in attempts to grasp an idea so incongruous with reason. To assume this negative, is to sharply differentiate teaching from everything which bears the name of art or science. It is to represent it as without principle, method, or process, peculiar to itself,—its supreme law the rule of thumb. But, in fact, education as the science and art of communicating knowledge, has laws of the most positive and immutable character, while a knowledge of the methods deducible from these laws, is above all things fundamental to effective teaching. These are simple facts, which, in some form, and to some extent, and in accordance with the dictates of reason, the whole civilized world unites in recognizing. That a person has acquired a certain amount of knowledge regarding a given subject, is no longer accepted as a proof that he is qualified to teach that particular subject, much less assume the responsible duty of organizing and conducting a school. The propriety of demanding of all who seek authority to assume that noble and delicate task, some satisfactory evidence, not merely of the possession of general knowledge, but of actual qualification for the work in question, seems founded on the firmest granite of right reason and common sense.

We have now run hurriedly through the Report; there are many other topics of interest which we might have touched upon, but in consideration of GAZETTE readers, we forbear. Before we close, we should like to offer a suggestion, which, we feel sure, would tend to break up that "deadness" in matters educational, which is so alarmingly prevalent amongst us. That there is a dry rot pervading our educational system few will be bold enough to deny, and some means must be found to destroy it. And what better means than to have in the Government of the day a Ministership of Education? For years Nova Scotia has been spending the larger portion of her income on schools, and it would seem that the people are not aware of it. Very few have any knowledge as to how and where these large sums of money are being spent. A few hundred reports are circulated throughout the Province; but the most of these reach the official class who have no interest but to keep quiet. And thus although, as we said, there is a vast deal of talk about education, few know what they are talking about. Were we to have a Minister bringing down annually his educational budget, we should be in a position to know just where the money

is going, public interest would be aroused, and the result would be a gain for the education cause. But, say some, if education were brought into politics it would be debased. Not necessarily. On the contrary, not only would there be a gain for education itself, but the tone of Provincial politics would be raised immeasurably if educational questions were made planks in our party platforms. Dominion politics is depressing enough; but can anything be conceived more hopelessly dull, than this eternal wrangling over the few dollars we have to spend on our roads and bridges, and subjects of that sort. And since the system of party politics is here to stay, Goldwin Smith to the contrary, notwithstanding, why should we not have something worth talking about. The present system is an anomaly in a free country like ours. Why should there be an irresponsible educational despot? Upon what principle do we commit our educational affairs to the keeping of one man? It will always be necessary to have a permanent Superintendent, but we are firmly convinced that this Province will never regain lost ground till the will of the people is reflected in her educational policy. \* \*

#### OUR EXCHANGES.

THE March issue of the *Acadia Athenæum* is before us. The number is very readable, but is particularly strong in its editorial department.

THE Exchange Editor of the *Institute Index* is "cross," yes "exceedingly cross." What dire consequences are to result from this unfortunate state of mind we know not; the production of such sentences as the following shows that something is wrong with the Ex. Ed.:

"Through the whole piece one can perceive that heroic feeling that is so pleasant in pieces of that style."

THE *Carson Index* from Mossy Creek, Tenn., would present a better appearance in any other cover than the one in which it is dressed. *St. Mary's Sentinel* is a new candidate for favor. We shall be happy to exchange. The students of Pembroke Academy issue a paper called the *Academician*, which appears to us to be a

sensible school paper; it is well conducted and of neat appearance; many of the contributions would do credit to journals of greater pretensions. We welcome the *Comet*—a journal in miniature.

THE Editors of the *University Magazine* are about to sever their connection with the University—they are Seniors—and the farewell editorial is full of a pathos all its own. We were about to shed tears over the untimely fate of College editors when we lighted upon the "Farewell of the Penn and Pennsylv Fiend." Hear him:

"Gentle reader, adieu! The Chief will express his feelings in a two-column valedictory, and the wail of the Ex. Ed. can be found on the last page, and the Penn and Pennsylv man is not going to be left. He is going to leave. Sweet reader, drop a tear over his departure. For well-nigh a year has he worked faithfully to fill his space with news and lies. He has lied—oh, how he has lied!—and now, repentant, he goes to spend the Easter recess, short though it be, in prayer. Another, a less skillful liar, will take his place, but time will bring experience and the hardened cheek, and the incumbent fiend will pass out, forgotten."

This checked our melancholy, and we await with impatience the opening editorial of the new board of Eds.

THE *Niagara Index* indulges in sneers at Wiggins—Professor Wiggins, (we beg his pardon.) This is always the way. No sooner does Canada produce a great man than our American cousins seek to belittle him. Any way, what are people grumbling about? Are they mad the storm didn't come? Can't they be thankful that the "greatest storm on earth" lost the connection and missed the scheduled time?

RECEIVED: *Oxford Review*, *Varsity*, *Rouge et Noir*, *University Mirror*, *College Courier*, and *Astrum Alberti*.

AN Irish editor says he can see no earthly reason why women should not be allowed to become medical men.

ONE of the girls says: "Eating onions not only keeps the lips from chapping, but also keeps the chaps from lipping."

A bald-headed man, who has heard that the hairs of a man's head are numbered, wants to know where he can obtain back numbers.

# The Dalhousie Gazette.

HALIFAX, N. S., APRIL 6, 1883.

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WE desire to draw the attention of Subscribers to the fact that subscriptions for the "Gazette" are coming in very slowly. There are yet a large number to be heard from. And as we are sadly behind in the payment of our printer's bill, those who have not yet paid would greatly oblige by doing so at their earliest convenience.

THE GAZETTE is ever ready to advocate reforms. It does not do so from any spirit of captiousness, and accordingly when it was brought to our notice the other day that this College had no collections illustrative of the sciences of Geology, &c., we felt that here was a subject which the GAZETTE might advocate with honor to itself and profit to the College. Other colleges with less pretensions than ours, have made great strides in the direction of establishing Museums.

Kings, especially, is notable in this respect. Nor is this to be wondered at. That college has a band of Alumni who are proud to do anything to advance their *Alma Mater* in any of her departments. We do not wish to be understood as saying that our Alumni are altogether deficient in that spirit which would lead them to be ever ready in helping on Dalhousie. But we do say that whatever be the cause, or whoever is to blame, there is a lamentable lack of spirit among Dalhousie Graduates.

To return, however, to the matter in hand; is it not high time for Dalhousie to make a commencement in laying the foundations of a Museum? True, the Provincial Museum is at hand, and Students are entitled to all its privileges. It is not creditable though that we are thus dependent. It would seem eminently fitting at this time, when so much is being done for Dalhousie by generous friends of no immediate connection with the institution, that the Alumni should put forth a little energy and show the College in what estimation they hold her. And let us hope that when this energy has been somewhat developed, when a little generous feeling has displayed itself, the claims of a Museum may not be overlooked.

DALHOUSIE is moving onward. In addition to a well equipped Faculty in Arts she now offers the attraction of a competent staff of instructors in Law. And when the "McLeod University Fund" shall be devoted, as we have every reason to hope it will, to strengthening the Faculty of Science, this College will offer unsurpassed facilities to Students in Arts, Science and Law. But having gone this far we must not stop. The Medical School should be affiliated with Dalhousie. It is offering no disparagement to the gentlemen who conduct that institution, when we say that the Medical School would acquire increased patronage and the value of its degrees be considerably enhanced, if this happy result were effected. In fact both would gain by the change. United they could secure many advantages which neither alone can hope to obtain. More especially is some such step needed when we consider that the University of Halifax, with which the Halifax Medical School was affiliated, is now defunct. We hope the day is not far distant when, former memories having become effaced, Dalhousie will, as of yore, give instruction in Medicine as well as in Arts and Law.

OUR readers, we are sure, will excuse any delay in the appearance of the next number of the GAZETTE. The saddest time of all the year is close at hand, and this, together with the closing proceedings of the Term, will account for any tardiness on our part.

AS we read in our American exchanges of the enthusiasm in matters athletic across the border, we are apt to feel a little envious. Boating, base-ball, foot-ball, lacrosse, cricket, lawn-tennis,—all these are fairly "booming" in the United States. Even Upper Canada is awakening. Toronto University has organized a boat club. McGill has a crack foot-ball team. In Nova Scotia we are immeasurably behind all other countries in college sports. We do hope that the start we made in this matter last fall shall not prove to be merely temporary. Foot-ball is the only sport in which this College can ever hope to excel. Would it not be well if foot-ball clubs were established at all our County Academies, so that young men training for Dalhousie might at least become initiated in the laws of the game.

"THE COLLEGE QUESTION.—It seems we were premature in congratulating the Government and Legislature a few days ago on their immunity from the difficulties which arose in former years in connection with the College question. In the House on Thursday, Mr. Longley presented memorials from His Grace the Archbishop of Halifax, representing St. Mary's College, His Lordship the Bishop of Nova Scotia, representing King's College, and Rev. Dr. Sawyer, representing Acadia College, claiming for each of these institutions a grant of \$400 per annum under the arrangement of 1864, in connection with certain moneys loaned to Dalhousie College."

THE above appeared in a late issue of the *Morning Chronicle* of this city. We do not know what course the Government intend to pursue in this matter. But this much is evident: the sectarian colleges are about to make a desperate attempt on the Provincial Treasury. Ever since the defeat of the College Bill they have been nursing their wrath, and the outcome is that Dalhousie is to come in for the usual denunciations. The *Wesleyan*, too, joins in the cry, and says Mount Allison is entitled to something. In view of the depleted condition of the Provincial chest it is hardly probable that very much will be granted these colleges. It remains, however, to the friends of Dalhousie to see that her interests shall not suffer in the religious wrangle upon which we are evidently entering.

THE Alumni Association will hold its Annual Meeting on Wednesday, April 25th, at 10 A. M. It is hardly necessary for us to urge upon members the necessity of attending; business of importance will be discussed, and it is hoped that the meeting this year will be a notable one. Not to speak of the banquet, which offers attractions for the many, there is a chance to renew old acquaintanceship. We hope to be able to chronicle one of the most successful Alumni meetings ever held by the Association.

LITERATURE.

Considered as one of the phenomena incident to man's development, literature, as regards its conditions of growth, is a very interesting study. A nation may make material and intellectual progress, as the neighboring republic has done, without showing any great and lasting result in the way of literary productions. The whole world over, learning is prosecuted as at no time in the world's history, yet we are not seeing what we call models of the literary art forthcoming. Literature seems to demand not only learning but also vigorous national life. Under such conditions burst forth the wonderful literature of Athens; the Persian overthrow created an intense feeling of patriotism that seems to have had the effect of quickening the Attic intellect into literary production. But whatever was the cause of this rapid growth, its very suddenness points to some national events that roused up the whole people and started them in their glorious career. Take again the growth of Arabian literature in the eighth and ninth centuries of our era. The Arabs had wakened into life under the influence of the new religion, had swept all before them; finally they came in contact with Greek civilization and Greek literature; it they attacked as furiously as they had their enemies of the sword, but actuated by somewhat kindlier motives. Translations from Greek to Arabic were the first steps, then after the study of the Greek works, the production of Arabian literature. But presently it begins to decline; it sinks with Arabian power as did the Athenian literature with the decline of their

supremacy. But is it not rather curious that these flourishing periods of letters should be coincident with the periods of power? In the case of certain kinds of poetry whose inspiration is drawn from the glories of their country, we can see the reason of decline easily enough. But in dramatic poetry for instance, or in the writing of history, what connection is there between their decay and the decay of the country in which they exist. I am only speaking now of the two literatures above mentioned. Now, in modern times, we see a direct contradiction in facts to what took place in respect to Athenian and Arabian literature. The burst of the Elizabethan age was not coincident with the time of England's greatest power, though up to that time the country had never before been so strong. But this makes no argument, as we should in that case expect to see a constant and increasing and finer literature being produced from the time of Elizabeth onward, which we know was not the case. What then was the cause of this literary activity in England? From the accession of the Queen till the death of the Protector was a most momentous period in English history—the reign of Elizabeth representing the joy of the people at Protestant liberty—the accession of the Stuarts marking the deepening of the Puritan spirit and a feeling of the awful reality of life. These powerful motives combined to produce the models of English literature that we admire in the Fairie Queen, in Hamlet in the Paradise Lost, in the Pilgrims Progress. Though literary activity has been busy in England ever since this period, we find no names to place by those of the great poets, but few to compare with the humble prose-writer.

Now I think it might be shown, indeed it is acknowledged, that literature has a fashion of starting up quickly and soon reaching maturity; it may then live to a good old age, or die young, but its first period of youthful strength is the best and noblest of its career. Thus it appears that some great national event is necessary to quicken into literary life the dormant elements. Even the glory of the Victorian age may be ascribed to the effect of an unwonted and long continued period of peace. A peaceful era does

indeed seem to be the most favorable condition for the growth of letters, but it is not the invariable condition. Athens was continually at war, either among her tributaries or with the Peloponnesians, during the most vigorous and prolific period of her literary preëminence. In England the last years of Elizabeth were not a period of peace—actual war with Spain being in progress, Spain, then the greatest of European powers, while troubles and threatenings of war with other powers were continuous and alarming. Survey the whole period of English literary activity and then consider the wars into which the Island was plunged perpetually till 1815, and ask yourself what chance had literature if its growth depended on long-continued and prosperous periods of peace.

Mr. Harrison, the essayist, in a recent article (or publication of a lecture) in one of the reviews, very skilfully and with much learning, illustrates this curious fact that, despite our prodigious advances in this present century, our improved methods of locomotion, communication, transmission, our manufactures and the general advance in the mechanical arts, improved methods of learning and all the advantages we pride ourselves upon, mind remains the same in its range and development. In how many respects do we still follow the thinkers of the previous century? The truth seems to be that literature does not depend upon facilities for its cultivation, but rather upon great convulsions in national history, convulsions that infuse vigor into a nation and produce vigorous intellects. However, it is impossible to lay down any rule on such a subject, as we have abundant examples of literature flourishing under either condition, with this difference, however, that whereas the one is to a large extent imitatory and polished, the other is original, strong and lofty.

A Howard county mule recently kicked the finger clear off of a man's hand at the first kick. If this was done without a looking glass with which to take sight over his shoulder, it is one of the best exhibitions of marksmanship on record. The mule will probably go on the stage.

## STUDENTS.

This is a mysterious subject to many—not of course to the readers of the GAZETTE—but to a large number of our population who have never been in college halls. Students are looked upon by outsiders as peculiar beings, destined for ever after their entering the college door, to a life far different from theirs, the object and future of which they cannot understand. The student's interested relatives, however, invariably believe that "a brilliant future awaits him"—founding their opinion not upon their friend's ability, but simply because he is a student. Even a Freshman whose chief claim to the name of student is his *study* of the pastry-cook's window and his anxious thoughts about attaining popularity with the "fast" set who play billiards instead of read classics, smoke cigarettes by the dozen, instead of making men of themselves in the gymnasium—even the boy with *such* an ambition is often considered by his friends at home an embryo preacher. How much higher are the expectations if the young man be "very quiet" and not disposed to join in the rough games and amusements of his fellows at home? The good people do not know what his fellow-students have discovered—that his quietness is but another name for natural dullness, and that his shunning games means inherent cowardice. The ordinary young fellow too, with no marked propensities either for good or bad, with but ordinary talents, but who from a desire for improvement and society, goes to college and who, doubtless, would find a useful and happy life if left alone, is appointed at once to a "profession" by his acquaintances. I think the students of Dalhousie enjoy a particularly good name abroad. A Junior from our college lately attended service in a Baptist Church at a place in which he was a total stranger. The preacher, however, had heard that he was a "Student of Dalhousie," and waited upon him before service with the request that he would "come up, come up." The stranger, at first, could not divine what was expected of him—what sort of an ascent he was to make. But the preacher soon made him understand that he wished him to ascend the pulpit and assist in the service?

Such is the fame of Dalhousians! Well, it is a fine thing to have a good reputation. But if the young man is intrusted with a reputation for ability which does not belong to him and is thus led to appropriate it as his own, and hence to steal into a position for which he is totally unfitted, and so to become "a round peg in a square hole," the "fair name" becomes a serious misfortune, for I believe that students are unduly influenced by that public opinion, or perhaps, I should say acquaintances' opinion. If they consulted their own true interests and inclinations they could find out themselves what they were best fitted for, and so make a wise choice. The prevalent opinion—prevalent among students themselves—that collegians must enter a "profession," or become failures, is folly. There are usually but three professions considered and it is unreasonable to suppose that such numbers can be suited with so little variety. Tastes differ too widely for such a narrow classification. And yet this is the classification that is adopted in reality. Of the three professions, that of the lawyer seems to be the favorite. The B. A. has too good taste or too weak nerves to become a doctor. Original sin works too strongly to permit of his being a preacher. The only "open door" is that of the lawyer's office, and into this he escapes to satisfy public opinion and his own distorted views of life. No, the public are not reliable judges, however well-meaning they may be. The only safe oracle is his own mind, and as it directs he should go, and let the public mind its own business. A man who gets his education by his own unaided efforts, has a right to use it as he thinks best. The world has no more claim on him than on an apprentice in any other calling. Everybody is a student to some degree. The circumstances in which we are placed in the world compel us to be ever learning. The amount that a so-called student acquires beyond an ordinary education is but as another drop in the bucket which has been secured from the vast unexplored ocean that lies beyond. And yet it is a drop which, if used aright, may leaven the whole previous acquisition and make it doubly valuable. A college education is nothing more than every one needs.

and has a right to. It is nothing more than enough to fit for a successful life in any occupation. It is objected that a college education requires more time than can be spared from our short lives. But the standard of success in life should not be the amount of genuine happiness secured. A liberal education is necessary in order to distinguish genuine happiness from "wallowing in the mire." It opens up a far wider field for thought, and the remaining years of life, even if few, are doubly valuable;

"Better fifty years of Europe than a cycle of Cathay."

It may be objected that this is too selfish a view of life. It would be well for the public if more of their servants would take such a selfish view, it would save them from the affliction of "briefless lawyers," "stickit ministers," and "quack doctors."

R. L.

#### ABOUT THE COLLEGE.

THE Calendar is to be issued earlier this year than formerly; it will appear in May.

THE new postal arrangements are giving very general satisfaction.

THE Lecture Committee desire to thank the Students who so liberally made up the balance necessary for the recent addition to the Library.

BOOKS are to be returned to the Library before April 20th.

EXAMINATIONS begin on Wednesday, April 11th, and end on Saturday the 21st. Convocation will be on the 25th, at 3 P. M.

IN consideration of the recent endowment of Chairs in this College, and the provisions of the charter in that respect, Mr. Munro has nominated as his representative Governors, Hon. James Macdonald, Chief Justice of Nova Scotia, and Wallace Graham, Q. C. Chief Justice Macdonald is too widely known to make it necessary that we should give any extended notice of him here. Mr. Graham is a Graduate of Acadia. From the "Report of the Associated Alumni" of that College we extract the following:

"Admitted to the Bar in 1871. Practised for a short time at Pictou, N. S. For the past nine years has successfully practised in Halifax. Appointed a Q. C. in 1881. Is head of the

law firm of Graham, Tupper & Borden, and occupies a prominent place as leading counsel at the Halifax Bar. Is a member of the Council of the Nova Scotia Bar Society, and is agent for Nova Scotia for the Minister of Justice for the Dominion of Canada."

SINCE the last number of the GAZETTE was issued the Law School has been organized; work will be commenced in this department at the opening of the Session 1883-'84. The following are the names of the gentlemen who are to compose the Law Faculty, with the subjects upon which they are to lecture:

Richard C. Weldon, M. A., (Mt. Allison,) Ph. D. (Yale)—International and Constitutional Law.

Hon. S. G. Rigby, Judge of the Supreme Court—Torts and Crimes.

Hon. J. S. D. Thompson, Judge of the Supreme Court—Statute Law, Evidence and Procedure.

James Thomson, Q. C.—Real Property and Conveyancing.

Wallace Graham, A. M., (Acadia,) Q. C.—Mercantile Law.

Robert Sedgewick, B. A., (Dal.) Q. C.—Equity Jurisprudence.

Benjamin Russell, M. A., (Mt. Allison)—Principles of Contracts.

THE Governors have appointed to the Tutorships lately established by Mr. Munro, Messrs Campbell and Trueman, both graduates of the class of '82. These Tutorships are for the subjects of Classics and Mathematics, are tenable for two years, and are of the annual value of \$1,000. It may not be out of place at this time to give the "records" of these gentlemen during their College careers. It must be borne in mind that they did not matriculate together. Of Mr. Trueman, the new Tutor in Classics, the Calendars of the various years show the following:

FIRST YEAR.—First Alumni Association Prize; First Class Certificate of Merit; First Prizes in Classics, Rhetoric; Professors' Scholarship.

SECOND YEAR.—Second Class Certificate of Merit; Second Prize in Classics; First Class in Latin and Greek; Second Class in Mathematics, Logic, Chemistry, and Roman History.

THIRD YEAR.—First Class Certificate of Merit; Prize in Classics; First Class in Latin, Greek, Metaphysics, and French.

FOURTH YEAR.—Governor-General's Gold Medal; B. A. Honours of the Second Rank in Classics; First Class Certificate of Merit; Prize in Classics; First Class in Latin, Greek, and French; Second Class in Ethics and Political Economy.

With regard to Mr. Campbell, the Tutor in Mathematics, we have the following information:

FIRST YEAR.—First Alumni Association Prize; First Class Certificate of Merit; First Prizes in Classics and Mathematics; First Class in Latin, Greek, and Mathematics; Second Class in Rhetoric.

SECOND YEAR.—North British Bursary; First Class Certificate of Merit; Prizes in Mathematics and Chemistry; First

Class in Latin, Greek, Mathematics, Chemistry, and Roman History.

THIRD YEAR.—First Class Certificate of Merit; Prize in Metaphysics; First Class in Greek, Metaphysics, French, and Classical History.

FOURTH YEAR.—Sir William Young's Gold Medal; B. A. Honours of the Second Rank in Mathematics and Physics; Prize in Astronomy and Optics; Second Class in Greek and French.

We heartily congratulate these gentlemen on their appointment to these offices.

#### COLLEGE NEWS.

YALE has an income of \$175,000.

PRINCETON has sixty-two endowed scholarships.

THERE were 203 students enrolled at Pictou Academy during the year 1882-'83; the average attendance was 141. The total income was \$4651.

W. H. VANDERBILT has added \$100,000 to his \$1,000,000 endowment of Vanderbilt University.

FIVE thousand dollars have been appropriated by the Trustees of Cornell for the purchase of books to be used by the department of American History.

BOWDOIN has furnished to the nation a president, 22 senators and representatives in congress, 14 judges of high courts, 9 governors of states, 18 college presidents, a Longfellow, a Hawthorne, and S. S. Prentiss.—*Ex.*

YALE seems to have more substantial friends in California than in Connecticut. Recently she received from there a bequest of \$60,000 for a chemical laboratory.

THE following is a list of the oldest colleges in this country: Harvard, founded in 1638; Yale, 1701; the College of New Jersey, (Princeton,) 1746; University of Pennsylvania, 1749; Dartmouth, 1769; Rutgers, 1770.—*Ex.*

MR. JOHN W. GARRETT's recent arraignment of his fellow trustees of John Hopkins University has excited deep interest throughout the country. He charges that they are not carrying out the wishes of the founder with sufficient haste, and that in the location of some buildings they are violating his wishes.

THE Corporation of Harvard has voted \$1000 towards paying for the grading of the Holmes track and ground. An additional loan of \$2000 has also been granted, which is to be repaid out of the gate receipts. It is pleasant to chronicle such a recognition of the practical good to be derived from Athletics.

THE dispute between Harvard and Yale in regard to the boat race has been settled by the adoption of a set of official rules. They provide, among other things, that the referee be a graduate of some neutral college; but boats shall be started by small flags on each boat, placed equally distant from the centres.

By the will of the late Henry Seybert \$60,000 is left to endow a Chair of Mental and Moral Philosophy in the University of Pennsylvania, to be called the Adam Seybert Professorship of Mental and Moral Philosophy. He also left \$60,000 for the Ward for Incurables in the Hospital. A condition of the former gift is that spiritualism shall be given an impartial investigation.

THE third spring meeting of the Harvard Athletic Association took place on Saturday, March 24th. About 2000 spectators watched the sports which took place in the Hemenway Gymnasium. The events were, running high jump, flying rings, rope climbing, pole vault, double trapeze, horizontal bar, running high kick, tumbling, and a tug-of-war between Freshmen and Seniors, in which the latter won.

#### 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.*

KEEP clear of the bottle of rose-water.

WHO wouldn't be a General, and have his Logic, Ethics and Metaphysics exams. over at one sitting.

A FRESHMAN says that it will be the pony's fault if he does not get out the translation all right.

To have such fine weather when cramming makes one feel lonesome.

NONE but General Students can become society men,—so says a hard worked Undergraduate.

THE Freshmen undertook to make bread in the Eng. Lit. class.

AND so the Literature boys are not to be encouraged at the exams. by the smiles of the fair!

CERTAIN seats in the Chemistry class are at a premium. Why is this thus?

Lo the evils of elective studies! A General contemplates taking Honour Math. next year, and then gradually work down to Decimal Fractions. Some this year are taking a full course in Mental and Moral Science—commencing with fourth year and descending to second year work.

Young lady to Soph. (who is not an Adonis): "What nice looking fellows some students are." Soph. (blushing): "Don't flatter me."

TAKE a good look at the Freshmen; on Wednesday begins the metamorphosis. After the 18th their nearest friends couldn't recognize them.

WE know a young man at this College who has so far stood no less than 32 exams., and he isn't a B. A. yet.

A GOOD record for the Halifax girls. Three Freshmen engaged, five almost to the point, and seven more wounded by Cupid's darts. The remainder of the class yet to hear from.

HARD work is having its effect on the Sophomores. Lately two of them were found walking (in their sleep) in the neighborhood of Willow Park at the hour of 3.15 in the morning.

THERE is a Freshman in deep distress. It appears by actual calculation that he spent two hours a week in shaving; and now in the plugging season he bewails the loss of the forty-two wasted hours.

PERSONALS.

REV. F. W. ARCHIBALD, M. A., was in the city lately. We are glad to hear that his health is improving.

J. H. MORTON, B. A., '76, who was previously noticed as having finished his Medical Studies at Bowdoin, Maine, has taken an M. D. at the University of New York.

REV. SAMUEL MACNAUGHTON, M. A., Preston, England, has our thanks for a recent pamphlet of his: "The Wines of Scripture; or, Total Abstinence the True Temperance." The same gentleman is author of, "Our Children for Christ," "Joy in Jesus," "The Duty of the Christian Church in Relation to the Temperance Reform," &c., &c.

JAMES M. OXLEY, B. A., '74, has received an appointment in the Marine and Fisheries Department, Ottawa. We clip the following from a late Halifax paper:

A translation of Eugene Sue's "L'Orgueil," by James M. Oxley, Esq., of this city, has been accepted by the publishers of the "Seaside Library" and will shortly appear.

THE subject of the following notice is well known to Dalhousians:

"Principal McInnis' lecture delivered on Friday evening before the St. Andrew's Mutual Improvement Society was quite a success. A large audience greeted the lecturer. Mr. McInnis' subject and his mode of

treating it reminds us of the necessity in a country abounding in valuable minerals of a museum to be associated with our County Academy. No time for a commencement could be more opportune than now. Mr. McInnis is Principal, and has a thorough knowledge of Chemistry and Geology."

ACKNOWLEDGMENTS.

R. McC. Stavert, \$3.00; George A. Downie, James F. McLean, \$2.00; Rev. Dr. Pollock, Roderick McKay, B. A., Charles Blanchard, B. A., D. McDonald, Hector McInnis, H. J. Furneaux, G. E. Robinson, E. M. Dill—\$1.00 each.

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