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LINES ON THE ALLEGED DEATH OF A FAVORITE CANARY.

And shall I hear no more thy thrill?
'Tis robin' life of pleasure,
Parroted must we ever be?
'Owl I live without my treasure?
It must be false! Thou art not dead!
A lark some one is playing,
I'll take no stork in such a tale,
Nor swallow what they're saying.
Sparrow spare my breaking heart,
I'm raven' mad with grieving;
Canary a one restore my life
My pent up grief relieving.
My night in gales of sorrow spent
Ostrich your hand in kindness,
I quail beneath my load of grief
Till 'I swan' my tears bring blindness,
I lent that bird to you, my friend,
I asked its quick returning;
You're gulling when you say its dead,
And you've left your crowny mourning.
Bitterness now my cup doth fill,
My bird must be discovered,
I'll eagle action take at once,
Nor pause teal he's recovered.
If law there be I linnet strive,
(All expense in starling paying)
This grouse deceit to ferret out
My heart's wild grief allaying.
I take no partridge cooing now,
With me all joy is over,
This wren-ching pain about my heart
Makes me sigh like a gone uplover.
Don't think my friend I woodpecker row,
Dodo tell me my bird's location.
I'll go with a speed Albert Ross can't beat,
Till I get to my destination.
What joy 'twill be to this martin' breast,
We thrush of gladsome thrilling,
To welcome thee back by long lost bird
With peace my bosom filling.

—A KINGFISHER.

THE ADVANTAGES OF HISTORICAL STUDIES.

Read before the Literary Society by W. R. Campbell, Friday, March 5th.

MR. CHAIRMAN AND GENTLEMEN, — In attempting to justify the study of history, I feel that I am leaving myself open to a remark similar to that made by the Spartans to the Rhetorician who offered a panegyric on Hercules: "Why, who ever thought of finding fault with Hercules?" For, who ever thought of denying the benefits of historical study, without perchance it be some poor student who, during his summer vacation, finding ever before him a ponderous history, is led to exclaim "much history is a weariness of the flesh and of prescribing work" there is no end. Yet in this age of scientists and philosophers, there is a tendency to turn away from the fields of knowledge left open to us by the toil of preceeding generations, and to occupy our time with studies largely of a speculative nature.

In the study of natural sciences which occupy such a prominent place in the world of thought at the present time, it is only reasonable to expect that the student will be engrossed if not entirely carried away by a study whose domain is as extensive as nature and as enduring as time. On the other hand, the student of the philosophical sciences will ever find open before him a field of thought as extensive and varied as are the minds composing it. But, if traced to its first source, the student of the former will find that he is merely engaged in studying the history of formations which took place ages ago, written in the book of nature by the finger of

PROF.—"How dare you swear before me, sir?" Student
—"How did I know you wanted to swear first?"—*Ex.*

God himself; while the student of the latter will find that his too is largely a history of the thoughts of great men who have preceded him. While it is right that these should occupy a sphere separate and distinct from the historical sciences, yet the benefits derived from the latter are no less real than from the former. While the former, which are largely speculative, must vary with the age and always remain in uncertainty, the latter, having for its foundation events which have transpired in actual life, will ever remain real and unchanging.

We, who "act in the living present," naturally give our attention to events of every day life and too often apply to history the epithet, "let the dead past bury its dead;" but what science can be called dead which makes the past present, which bring the distant, near, which places us in the society of men whose words and deeds still live, which invests with all the realities of life events which have changed the destiny of nations and influenced the history of the world.

Such a science is history. Its domain is within the grasp of every student and every thinker. He, who will not take time to plod over the volumes of a library, can find history written in the coal and rocks of the earth, in deep ravines and on wild mountains, or, if nature's teaching prove irksome, he need only turn to ancient battle-grounds or burial mounds to deserted cities or depopulated fields, to castle halls or ruined abbeys, and there too, he will find a field of history spread out before him.

"History," it has been said, "is philosophy teaching by example," and if the Queen of Sciences is thus dependent upon history for that which gives her life and reality, even our philosophers must condescend "humbly to worship at her shrine."

"We are the heirs of all the ages" and among the many legacies bequeathed us, to my mind, none are more richly laden with facts which should serve us as guides and examples than history. The experience of past errors often prove profitable to succeeding generations, and he must be a fool or a madman, who will venture upon a course which has proved the destruction of others.

But, if anyone thinks that the study of history is an infallible source of pleasure or profit, I would ask him to lay aside his Waverly Novel or his Book of Travels, and read a few pages of Gibbon or Liddell, and he will find that his thoughts undergo a rapid change. There, he will find statements to reconcile more difficult than ever met a philosopher, or be compelled to trace events through labyrinths more windy than *Theseus* trod to slay the monster *Minotaur*. Yet we must ever bear in mind that the object of history is neither to flatter nor to please; but rather, to impress general truths on our minds to trace the connections of cause and events, to draw political, social and moral lessons from the events of former times, to record particular acts which may serve as warnings to all who may come after. As there are certain general laws that run through the whole chain of natural events and can only be learned by the observation and study of nature, so there runs throughout the whole course of history certain laws for the guidance of society which can best be learned by the study of history.

The benefits of historical study may in many respects be compared to that derived from travel. The student, like the tourist, is brought in contact with a new state of society where new fashions and modes of expression present themselves. He is brought to observe people whose laws, manners and morals are [different from his own. His mind is expanded and his sympathies are drawn out by thus coming in contact with men and events which "though dead yet speak." It is true that the student may be well versed in dates of particular battles, or in tracing the genealogy of kings; he may be able to tell of revolutions which have shaken nations and dethroned monarchs; he may study with delight the history of tribes which, rising like a thunder cloud and bursting forth, have spread with all the fury of a storm over Europe, sweeping everything before them, often disappearing as suddenly as they came, and yet he may know nothing of the systems of society, of the character of the natures; or of the workings of laws and governments which have helped to bring about such changes. Thus the student

may have missed the grand aim of historical study.

To study history right, we must not confine ourselves to the study of men in public life or to particular events. We must observe men as we find them in their places of business or pleasure. We must mingle with them as we find them in the office or the clubroom. We must visit their homes and their firesides and even enter the haunts of vice and misery. By such a study we would become acquainted, not merely with the transactions of public life, with the operations of law, religion and education, but with the spirit of the age; with the changes of manners and customs, and with those underlying powers that influence society for weal or woe. We would read of the revival of letters not as an event of chance, but as the outcome of a great thirst after knowledge. We would look upon the Reformation, not merely as the rise of a sect which has changed the religious condition of England and influenced the powers of Europe, but of a great moral war, which raged in every community, setting man against man, even parent against child.

For this purpose, the Historical Novel or the Sketches of Travels are often more profitable than the formal history; for, while we read of the wars of the Puritans in Clarendon, we are compelled to turn to Old Mortality for the customs, manners and even the language peculiarly their own. Or, while we may read of the public life of Elizabeth in any English history, we are compelled to turn to the Tales of Kenilworth for many of the events of her private life. Even the lines of Lewis of France or James of England lose much of their interest and profit unless supplemented by a Quinon Derward or the Fortunes of Nigel.

To the careless reader of history, nothing will seem more absurd than trying to remember, it may be, the order in which the camels and elephants were arranged in a particular battle in the Second Punic War, (which alas some of us know to our sorrow), or the way in which the fleet of Xerxes was drawn up for the battle of Salamis; yet these are important, not as particular events, but as links in that great chain

of events which constitute the history of the nation.

Let us look but a moment at the condition of the Roman Empire. In the period of her prosperity, we find the leaders cold, haughty and indifferent to human suffering. He, who for the time held the supreme power, felt it not only his privilege but his duty to destroy everyone whom he suspected of interfering with his rule. We find the nation enfeebled by luxury and vice laying the foundation of that force which is afterward to prove its own ruin; and when a few centuries later we see the enemy at their very gates, we cannot but feel that they themselves sowed the seeds of their own destruction.

On the other hand, when we trace the history of England through all her changes from the time when her inhabitants were barbarians, clothed in skins, if indeed they wore any clothing at all, their only ships rude canoes hollowed out by the fire, their axe a stone hatchet and their only weapon a pointed stake, to the present time, when her manufactures are known in every land, her ships are found on every sea, and her arms are the terror of the known world, we must feel that her greatness depends not upon single men or particular events, but upon the united efforts of all classes to make her the leading nation of the world.

Among the many great documents which have rendered the study of history profitable we need only mention the Magna Charta, a document which for centuries has been appealed to on behalf of the people; which sets forth the gradual blending of the democracy, the nobility and the monarchy, out of which has grown a system of free government which has secured the independence of the nation and the freedom of the subject; when compared with it, even the works of a Newton or a Bacon must sink into insignificance. Concerning it, one of England's historians has said:—"To have produced it, to have preserved it, to have matured it, constitutes the immortal claims of England upon mankind."

While such documents as these must ever remain before the public, the student will lose much that is profitable and interesting, unless

he becomes acquainted with the spirit of the age; with the nature of the society; with the feelings of the people; and with the underlying causes that led to such a work. Many of the events which have had most influence in the happiness of mankind; which have changed their manners and morals; which transferred communities from poverty to wealth, from ignorance to knowledge, have not been achieved by armies nor enacted by parliament. Their rise has been obscure; their progress has been slow yet ever onward, till at last their influence has been felt among all classes of men and in every society.

In conclusion, if the study of history helps us to trace these unseen causes; to find the underlying laws which influence society; to gather from the vices and virtues of men and nations how we may best shun destruction and reach fame; to learn those principles of honesty, truthfulness, and morality, which shall enable us to act well our part in life, and render us model men and women in society, to say nothing of that higher influence which sacred history may exert in our future destinies, then, it must be a study of infinite importance.

CORRESPONDENCE.

PRIZES.

To the Editors of the Dalhousie Gazette:

SIRS,—In your last issue there appeared an editorial on the giving of Class prizes to general students. I do not pretend to pose as a critic, but at the same time I would like to ask a few questions regarding this matter. And first I would like to know what is the practical utility of Class prizes. Are they meant as stimuli to urge the student to make himself thoroughly master of the subject? Or are they meant as rewards for perseverance and diligence on the part of the student?

A stimulus to study! Well, I must confess that a few dollars worth of books would never influence me sufficiently to deny myself some pleasure that I might enjoy were I not studying for such a prize. For my own part I do not believe that during the whole history of the University there have been half a dozen prize winners (whether General Students or Under-

graduates) whose motive in competing for a prize was its intrinsic worth.

As to the prizes being rewards of perseverance. Everyone who has had anything to do with College life knows well that it is the exception that the plodding Student should take first place on the pass list. Examinations are a notoriously bad criterion from which to judge of a student's real worth or real knowledge. And this I think is due to several causes. In the first place the students in coming to College vary very much in their state of preparedness. Some students have gone over and more or less thoroughly mastered a large proportion of their College work before they ever come to the University, while others may have scarcely acquired a smattering of knowledge sufficient to enable them to matriculate. Again, in as much as an examination can touch upon only a few of the numerous points discussed during the session, a student who has but a comparatively small acquaintance with the subject may chance to make a very high mark at the examination. In addition, a good deal depends on the natural good judgment of the student, on the speed with which he can write, on his knowledge of the examiners system, on the state of his own health, &c., &c. All these points come into play in an examination. Therefore it is quite possible even for the student who has the best knowledge of the answers of the questions asked to be well down on the pass list. So that we see the prize winner is not of necessity the most thorough student.

But there is still another point about the competitive examination system which has served to bring it into discredit. It is a well-known fact that in almost every subject, where the professor is examiner, there is next to no possibility of any question being asked the required answer to which has not been given in class already. Now the student who gives an answer which is the substance of the statement given in the text book or Lecture room is surely entitled to a full mark for that answer. In order then to make a high mark how should the student study? Why let him get up thoroughly the class work and abstain from reading anything on the subject outside of that prescribed for examination. Thus competitive examinations tend to discourage the acquirement of a greater knowledge of the subject than that to be obtained from the Class work. But now it is evident that the Class work cannot more than lightly touch upon many important matters. Again the student carries away from College but a small portion of what he has studied. Minor points so necessary in examination are soon forgotten, while through

lack of outside reading the general knowledge of the subject is very limited. So we may safely conclude that the proper mode of obtaining a really useful knowledge of almost any subject is well nigh impracticable under the competitive examination system.

There are many other defective points in the competitive examination system on which I shall not here dwell. But it may be asked what system would you recommend. To put all students exactly on the same level seems scarcely fair. Well, why not adopt a course midway between these extremes? Abolish prizes. Arrange the students in say three divisions according to merit. The divisions of First Class, Second Class and Pass now existing in Dalhousie seem to the writer very suitable for such a system. Let all those who attain to a First Class position be arranged in alphabetical order. Let the same be done with the Second Class and the Pass students. If the marks required for First Class &c. were as they are to-day in Dalhousie, the difference between the highest and the lowest mark in each division could not be so great as to give to the student taking highest place sufficient cause to complain of being ranked equal with the rest in his division. There might be a possible exception in the case of the Pass division. This, however, might be obviated to the advantage of all concerned by raising our pass mark five per cent. higher than at present. Such a system would, I think, encourage general study.

But to return to the awarding of prizes to General Students. In an excellent paper in the last GAZETTE the necessity of specialists in this age was ably advocated. Although I do not fully hold with the views of the writer, in as much as I believe a general education such as that obtained by the ordinary Dalhousie graduate should precede a devotion to special work, yet I think that those desiring to pursue special studies should be encouraged to do so. Now General Students who are likely to take prizes will in all probability be those who are aiming at Specialism. The Undergraduate on the other hand is, for the most part, taking a general course aiming at a Degree. He is in a preparatory stage. The specialist, who probably intends to devote his life to a particular course of study, is naturally anxious to distinguish himself in his favourite subject and I think rightly. Now if prizes are to be given at all I contend that they should be open to General Students if to any. In Dalhousie College the prizes are offered I believe by the Professors. How then would a Professor wish his prize to be given? Is it to the student who distinguishes himself in another class and subject? By no means; the prize

should be given to the student who shows the best knowledge of the subject for which the prize is offered whether he be general student or under graduate.

Thanking you for granting me so much of your valuable space,—I am, Sirs, faithfully yours,
COLLEGIAN.

COLLEGE THOUGHTS.

Medals, no less than scholarships, introduce a base and inferior motive for intellectual activity. We conceive that the proper motive is self-cultivation, growth, and expansion, and not the mercenary advantages or the self-complacency which may result from the possession of a medal. The chief argument that has been advanced in favor of money scholarships is that they furnish indispensable aid to needy students. But even this doubtful argument is not available in the case of medals. We object to medals because they invest their winners with a certain distinction at the expense of others who are often equally meritorious. Medals are granted on the basis of competitive examinations, but the spirit and the very finest essence of true education cannot be caught by the clumsy device of examinations. Yet by this means a class is made to appear to the world to consist of two medallists, the others being merely an indeterminate number of nobodies. The false basis of this system is plain from the fact that these two medallists frequently sink into unbroken oblivion after graduation. A prominent barrister of this city told the writer recently that he wanted no medallist clerks in his office. "For," said he, "the very possession of the medal is *prima facie* evidence that much of the time at College which the holder should have occupied in broadening and deepening his mind, has been wasted on the petty trivialities which decide rank in examinations.—Forsyth.

There is, however, a good reason why the modern languages cannot take the place of Latin and Greek for discipline: the discipline is not in them. The close, mental labor that is required in studying Latin and Greek is not found in studying the modern languages. After a few months a student reads his French and German with comparatively little difficulty. He may feel trouble in understanding the thought, but not in understanding the language. But with Latin and Greek the case is different. They are always difficult. A student never gets so familiar with his Homer or his Thucydides that he can glance hastily over a sentence and see its meaning. But he must give it his most thoughtful attention. In the first place the connection of the thought must be kept up. Then again he must examine each word in its native import; he must look at it from every side; he must see its every different shade of meaning; and, finally, he must consider all this in relation to the other words in the sentence. In doing this the student gets the habit of seeing everything that is in a sentence—of getting the entire meaning out of every word.—Forsyth.

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MANY men of the world, and we find them in colleges, too—are prone to consider literature an ornamental aggeration of mere fancies, conceits and strivings after effect. Belief in this view is far too common an error. *Thought* is the bone marrow and muscle of all enduring literature; accompanying rhetoric is the life blood that gives it the highest effect.

A student cannot too soon learn the difference between literature and science. Science is bare fact. Literature deals with fact, but is more than a simple statement of the truth; it includes the thoughts, views and reasonings of the author. The elements of Euclid are science not literature. They would become literature if they should be so treated by a writer as to convey to us in the treatment his own views, ideas, habits of thought and peculiarities of mind. Some of these habits of thought and

peculiarities of mind might find apt expression in one language, and no expression at all—or at least, only a weak, roundabout, obscure sort of expression—in another tongue. Hence the best literature suffers by translation. Locke and men of his school, have maintained that the literature worth preserving is the same in all languages; that what cannot be easily and effectually represented in one language quite as well as in another is not literature, but a spurious thing. If this were true, it would therefore follow, as one of the first English writers has observed, that Shakespeare is literature because translatable into German; and, at the same time, not literature, but only a spurious thing, because not translatable into French. Therefore, too, the multiplication table is the most perfect of all literature, because it is precisely the same in all languages; and on the same principle Beethoven's piano music is not literature because it cannot be played on the hurdy-gurdy. But we are digressing from our purpose, which was to remind our fellow students that notwithstanding the grandeur of the achievements of physical science, and the honors accorded to its enthusiastic votaries, the literature of our language has claims to our attention which it would be simply suicidal for us to disregard.

English literature in a course of education may be made the medium of a discipline and culture not attainable by the study of the sciences, nor by the slipshod study of the classical and modern (foreign) languages. In the latter tongues to the extent to which they are studied by nine-tenths of our professional and commercial men, study seems to be largely confined to purely mechanical work, and only to a limited extent ascends to the investigation of those higher principles that can be properly called the study of literature. For instance, the literal meanings of Latin or Greek words are too vague in the pupil's mind to enable him to see the force and aptness of figurative expressions, and the details of translation, if studied with precision, as they ought to be, are often too laborious to study accurately the arrangement and harmonious flow of the thought, the pith of the wisdom of literature; hence if the nine-tenths we have in

view are at all to enter profitably upon such investigations, they must do it through the medium of their own English tongue. We have a literature capable of stimulating thought; a literature capable of developing mind and of influencing character for the better, and withal a literature that every man must be familiar with if he expects to occupy a respectable place in the history of this country. It is our own interest to familiarize ourselves with it; and no enthusiasm over the real greatness of some scientists, or over the half absurd, bold originality of others should tempt a student to think lightly of the importance and greatness of English literature.

WE may toil on towards perfection, and even approach its enchanting confines. The way, however, is rugged and wild, and strewn with the mistakes and wrecked hopes of others, that have made the same essay. Alas! Perfections are the inheritance and birthright of the few. If we presumed to set up as an adviser of confident, impulsive, reckless youth, we should say: "Take no thought for perfections; they will take due care of themselves; chiefly seek to avoid blunders, labor not to be rich in display, but to be fully competent in your homely requirements."

THE number of representatives of Oxford and Cambridge in the new House of Commons of Great Britain, is about two hundred and twenty-five, while the London University graduates are said to be only twenty. How many of the Oxford and Cambridge men are also members of the London University we have no means of knowing, but no doubt there are a few, as it was a common practice, a few years ago to "spoil the Philistines," as it was called—that is, members of the two elder universities used to whet their academic swords by sweeping off the prizes and scholarships offered at London. In the House of Lords, Earl Clifford is the solitary representative of the "great paper institution" of London. The large number of non-professional University men prominent in the Commons indicates that the time has gone by when a

University man would be considered a useless ornament if he did not belong to one of the professions.

COLLEGE NEWS.

GRAND ASSAULT-AT-ARMS.

This is a subject which has been agitating the minds of the Students during the last few weeks. A great many difficulties at first appeared to stand in the way. Owing to a series of circumstances over which they had not control, the committee were obliged to postpone the event from Thursday, Feb. 25th, to Tuesday, March 9th.

On the last mentioned evening, an audience of about eight hundred assembled in the Academy of Music, who, judging from the continued applause and their keen interest in the events, were highly delighted with the performance. The affair was a complete success, each of the actors performing his part most admirably.

The exercises consisted of heavy and musical dumb-bells, horizontal and parallel bars, club swinging, vaulting, single-sticks, boxing, fencing, wrestling, &c. The performance on the horizontal bar was particularly worthy of notice. We would be inclined to mention as especially good the feats of Lewis, Frazer, Buchanan, Laird and Davidson. Buchanan's trick of pulling himself up by one hand showed him to be possessed of muscle which we do not think can be equalled in the city.

The exhibitions in fencing were perhaps not quite up to those of former years, but showed that in a few weeks training, the actors had acquired considerable skill in handling the foils. A most admirable exhibition of skill in fencing was given by Instructor Bailey and Mr. Reynolds.

One of the most exciting events of the evening was the boxing matches between Murphy and Miller, Shaw and Murphy, Jr., followed by a boxing match which had all the appearance of a free fight.

The novel and exciting tricks on the vaulting horse, such as *elac-somersaults*, flying through hoops of fire, hold the audience breathless. Brown, who by the way does all his tricks with a fearless vim, deserves especial notice for his flying somersault.

The last and perhaps the event of the evening was the wrestling. T. Murphy after three closely contested trials succeeded in throwing Whitford twice out of three times. In the match between Ross and C. J. Murphy, the former was victorious.

At the close of the exhibition, Principal Forrest made some appropriate remarks showing by the fact, that among the performers were many of those who stood highest in their classes that a due regard to gymnastics had not interfered with their intellectual acquirements. He then called upon the judges, Colonel Coates, Prof. Sumichrast and Mr. W. J. Stewart, to give their decision. Prof. Sumichrast on behalf of the judges stated the highest score, 39 points, had been made by Lewis, who, however, having won the medal last year, was debarred from the competition. The gold medal was therefore awarded to A. M. Morrison, who made a score of 32, and the silver medal to F. J. Stewart. The latter had a close competitor in J. Buchanan, whose score was only half a point less, and to whom also a medal is to be awarded.

The medals were presented by His Worship the Mayor, after which the audience dispersed well pleased with the evening's entertainment.

Great credit is due to Instructor Bailey not only for the excellent training in gymnastics, but also for the interest added to the evening's entertainment by his wonderful sword feats.

The club swinging and bar exercises also, showed that in Mr. Cunningham the class had an instructor who was well qualified for the position.

We desire also, on behalf of the Students in general, to thank the enterprising and energetic committee for their untiring zeal, and for the able manner in which the affair was conducted.

On the evening of March 5th, the Dalhousie Literary Club held their regular meeting. The subject for discussion was "The Value of Historical Study." Those present claim it was the most interesting, enjoyable and social meeting that has been held this year. The next meeting, March 19th, will be the last for the session.

COLLEGE Y. M. C. ASSOCIATION.—The object of these societies, as stated in the constitution adopted by the College conference, is to promote growth in grace and Christian fellowship among its members; and aggressive Christian work, especially by and for students.

Now, every one will acknowledge that the object is a good one; but some fail to see that it is their duty to make an effort to carry out this object. They excuse themselves, it may be, by saying, well this is no place for Christian work; we will wait till we are through our college

course, and then we will have more time and not so much worry and anxiety. Now this is a mere delusion, for although our studies here are very absorbing and calculated to keep our minds away from the things that concern our everlasting peace; yet, it is the testimony of all who have had the experience, that college studies are not so absorbing as the professional life that follows. Besides this, if we do not put forth some Christian effort while we are in college, we will grow so indifferent that we will have no desire for such work when we have completed our course.

Therefore since it is desirable that students should engage in some Christian work, it was found necessary that there should be some rallying point to which all would unite their efforts. The students prayer-meeting, at which all the students could meet, and feel that they were at home, was a necessity. Out of these separate prayer-meetings, in the different colleges, has grown the College Y. M. C. Association, which has already established itself in nearly all the important Colleges and Universities in America and Great Britain. The good that has been accomplished by these Associations cannot be estimated. The direct influence on the students themselves, is very marked in all the colleges. This direct influence can be estimated approximately, and may be learned from the published report of the International Committee. But who can estimate the indirect influence. It is as wide as the world, and extends to every settlement, village, town and city in our land, wherever students are found spending their vacation. These facts should appeal to every right thinking person who has the prosperity of our college and of our country at heart.

Then our prayer-meeting encourages the study of the Bible, that book of books, second to none even from a literary standpoint. But its value does not end here; for from it alone can we learn God's will, and as some one says, it is the light on the pathway of life, the guide to happiness and heaven, the corner stone of Christian character and of national prosperity.

These statements need no proof, they are acknowledged by all of us. Is it not our duty

then to encourage the study of this invaluable book? All have a responsibility here, whether professing Christians or not. It is especially the duty of those who are Church members; but it is also the duty of every one, who, by reason of some natural gift, has an influence over the majority of his fellow students, to use that influence in the way that it will do the most good. Now there is no way that we, as students, can have such an influence for good as by attending the prayer meeting regularly and making an effort to make it more interesting. The meetings have been very good so far; but let every one act conscientiously in this matter and we will succeed beyond our most sanguine expectations. In conclusion let us sum up thus,—A students prayer meeting is a necessity because, it encourages brotherly sympathies between the students individually and among the different colleges. It exercises an influence which is world wide. It encourages Bible study among the students, and most important of all, furnishes the means to influence the young men who come to our college, in choosing that better part that shall not be taken away. Let us then all do our duty and we need not fear the result.

Submitted in the spirit of brotherly kindness and charity.

EXCHANGES.

WE have received the February number of *Outing*, "an Illustrated Monthly Magazine of recreation," published by the "Outing Publishing Company," New York. It takes for its province all varieties of outside sport and pastime, and deals with them chiefly by means of personal narrative. One at once sees what a field this gives for the description as well of incident and scenery, and as far as we can judge, the Magazine before us is making the best use of its opportunities. At first sight its object may seem trivial, but a little reflection will, we think, convince anyone that it is really important, and that the influence exerted by such a publication may be most beneficial. The articles are extremely well-written, and have a breezy, healthy flavor, that makes one long to be out by

the woods and waters. The mechanical get up of the Magazine is equal, we think, to that of the *Century*, and it is of about the same size. Poultney Bigelow, Editor. Terms, \$3.00 per annum.

We are glad to see for the first time the *Manitoba College Journal*. It partakes of the solid ecclesiastical character of those bulwarks of the Presbyterian Church the *Knox College Monthly* and *Montreal Journal*, but caters to the ordinary taste in a short article on that inexhaustible subject, "learning to skate." We hope to see more of the *Journal*.

The *Argosy* for February, presents a very creditable appearance. We should imagine, however, from the *Sackvilliana* column (which, notwithstanding the warning, we have been endeavouring to appreciate), that the editor thereof is too rudely interfering with the mutual yearnings of the "cads," and the "sims." We would recommend him to reflect on the days of his own youth. The "Land Question in Prince Edward Island," is well and concisely put. Down in a corner of the *Argosy* we find what we conceive to be the most important thing in it, viz:—a reference to a proposal for the establishment of an Agricultural College in some central position in the Maritime Provinces. Such an institution, we believe, is the most pressing educational want to-day of these provinces, and we are surprised that we see it so seldom advocated. In all probability Sackville would be the location that would most commend itself, and we think that the *Argosy* can take no worthier mission upon itself than a vigorous stirring up of this matter.

The *Acadia Athenaeum* is to be congratulated on the good taste and enterprise which has resulted in the production of an artistic effect surpassed, we think, by none of our Exchanges. We are sorry however to see that the Editor of the Exchange column has thought it necessary to warn us against the impression that "may have been received" from the remarks made by Acadia's representative at our late Munro dinner, on the subject of College Federation. We decline to be crushed by the warning however; our experiences of College journalism has shown us how easily an individual or limited voice may be mistaken for a general one, and in a conflict of authorities man naturally inclines towards the more congenial view. The statement of Mr. Knapp (a gentleman who, in his short stay amongst us, won for himself the warm esteem of all with whom he came in contact,) as understood and reported, referred solely to the

Senior years of Acadia, and was to the effect that the majority of the graduates which that University now sends forth hold opinions favourable to consolidation. The *Athenæum* will not quarrel with us for cherishing the opinion that this statement is correct till we are obliged to abandon it.

We have also received the following:—*Brunonian, Varsity, Acta Victoriāna, Week, Vanderbilt Observer, King's College Record, Queen's College Journal, Adelpian, Oberlin Review, Niagara Index, Tuftonian, University Mirror, The Academy, (Pictou,) McGill Gazette, Presbyterian College Journal, University Monthly, Bates Student, Portfolio, Yankton Student, (Da kota,) Literary Monthly, Home and School Supplement, Beacon, Knox College Monthly.*

PERSONALS.

REV. ARCHIBALD GUNN, formerly of Windsor, was last summer inducted into the pastorate of the Presbyterian Church St. Andrews, New Brunswick.

MR. W. M. THOMPSON, '81-'84, who was last year teaching in Dartmouth, is now principal of the Baddeck Academy.

F. H. LARKIN, who completed his Sophomore year at Dalhousie in '84, is now attending the Presbyterian College, Montreal.

J. P. MCPHIE, who was a general in '79, is a member of the middle class in the Theological Seminary, Auburn, New York.

DURING the past summer Knox Church, Pictou, extended a call to Mr. G. S. Carson, B. A. Mr. Carson completed his Arts Course at Dalhousie graduating in 1882. He then went to Princeton, where he studied theology. He completed his Theological Course in Edinburgh, where he spent the winter of 1884-5.

H. H. WHITTIER, is a flourishing barrister at Shelbourne.

REV. JOHN M. ALLAN, M. A., a member of the class of '73, was recently inducted into the Grove Church at Richmond. Until very lately Mr. Allan was in Edinburgh. He gives every promise of being a most successful pastor.

AMONGST the exhibits to be forwarded from Canada to the Indian and Colonial Exhibition, is a magnificent and very complete collection of Nova Scotia plants. The Herbarium, which is very tastefully gotten up, is the work of Mr. G. G. Campbell, B. Sc. '85.

J. H. KNOWLES, B. A., of the class of '82, is taking his final year in Medicine at the University of Pennsylvania, Philadelphia. During past years

the *Gazette* has more than once had the pleasure of congratulating Mr. Knowles on his success in Philadelphia. We understand that last year Mr. Knowles was suffering with an affection of the eyes are glad to hear that his sight has been perfectly restored.

AMONG the Barristers who came to town last week to form a Provincial Barrister's Society, were not a few old Dalhousie students. Among others there were W. G. Ives, L. L. B., D. C. Fraser, B. A., and J. McGilvray from New Glasgow; Hugh McKenzie, M. A., from Truro, C. D. McDonald, B. A., from Pictou.

WE have received from the Rev. L. H. Jordan, a copy of the *Annual Report* of Erskine Church, Montreal, of which this well-known graduate is the present pastor. It is quite a pamphlet, and an idea may be gained of the responsible position occupied by Mr. Jordan, from the fact that the revenue of the Church is nearly \$15,000. Mr. Jordan's pastorate has only just begun, but we have no doubt that his unusual energy and ability will make it a marked success.

DALLUSIENSIA.

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

IT is reported that one of the Freshmen lost his fair one in the crowd at the Assault-at-Arms the other evening. We understand, however, that he has put (a) man to look for her.

THE attraction in the audience were so great that two of the Juniors were drawn from the stage to their seats before the close of the performance.

OUR Freshman, who is quite a ladies man, has determined to fool (i) on the boys no longer and has at length appeared in public with his fair one.

JUDGING from the anxiety with which one of the students watched at the Academy door the other evening, we trust that there are bright prospects in store for *Canada*.

WE understand that one of our *generals* has been persuaded by his fair one to knock off tobacco. Friend—"One thing thou *leckest* yet."

WE regret to say that the medicals as a body have given up the study of Physiology and have turned their attention to Physiognomy. Subject—the ladies on the street.

ONE of our Freshmen is showing alarming symptoms of his possible development into a rival of the great Scotch lyric poet. Coming across Goldsmith's lines,

Nor the coy maid, half willing to be prest,
Shall kiss the cup to pass it to the rest.

he desired the Prof to explain to him the meaning.

BUYING A BOOK.

CUSTOMER.—Have you Anthon's Homer?

BOOKSELLER.—No, sir. But we have Anthon's Virgil, if that will do instead. We can recommend it highly. [Recommending Virgil! I wonder if "we" had ever read it. Always "we," too, notice. No bookseller takes the responsibility of ever recommending Virgil on his own shoulders. He divides it up amongst all his clerks.]

CUSTOMER.—No, I want Homer. Can you get it for me?

BOOKSELLER.—Certainly, with pleasure, sir. [He has not the remotest idea who Anthon or who Homer was; and whether Anthon wrote Homer, or Homer wrote Anthon, nevertheless "certainly 'we' will get 'it' with pleasure." So he proceeds:]

BOOKSELLER.—What is the exact title, sir?

CUSTOMER.—Homer's Iliad by Anthon.

BOOKSELLER.—Homer's Ill, by what, sir. [He thinks Customer is using profanity.]

CUSTOMER.—By Anthon—edited by Anthon.

BOOKSELLER.—Oh! Beg pardon, sir, Homer's Ill [to himself; Illness I suppose he means ("I" this time).] By Dr. Anthon, we presume, sir.

CUSTOMER.—Dr. Anthon; yes, I suppose he was Dr. Anthon. When can I have it?

BOOKSELLER.—If you will be kind enough to step in [always "step in," you notice. It would be absurd for a man who is wanting a book very much and in a hurry to come especially for it; he must "step in" as he passes] next week some time.

NEXT WEEK.

CUSTOMER.—Has my book arrived?

BOOKSELLER.—to clerk.—Has Mr. Jones' book come, Jim?

JIM.—What Jones?

BOOKSELLER.—What name did you happen to say, sir?

CUSTOMER.—Tom Jones.

BOOKSELLER.—to clerk.—Mr. Tom Jones.

JIM.—Tom Jones. What book.

BOOKSELLER.—I forgot for the moment [!] the precise name of the work you ordered, sir. It wasn't (turning pages of daybook) "Cometh up as a Flower," was it?

CUSTOMER.—No it was Anthon's Homer.

BOOKSELLER.—Fiction, sir?

CUSTOMER.—Fiction? well I can hardly say. There are so many theories on the subject. Gladstone says it's not fiction, so does Dr. Schlieman. [The word Dr. recalls the book to what the bookseller calls his memory.]

BOOKSELLER.—Oh! of course; yes, sir, we remember now accurately. Anthon's Illness

of the underlined phrase. "Young man," said the Prof., "Let not thy burning thirst for knowledge seek to penetrate the mysteries of the soul of woman! *Omnes stampunt.*"

ALAS! alas! The Ethics class is fast going to the Dogs. The ladies are by far the most dogmatic in their assertions, yet we forget not the canine utterances of the Philosopher. Long will we remember the growls of the *mas(t)ive* smith who defends unvariably the orthodox *Left*. Fitting cerberus for so gloomy an Acheron!

DALLUSIENSIA ANTIQUA.

PROFOUND student in Ethics to the Prof.: "What are the essential differences between the doctrine of the Necessitarian and the Libertine?" Wonderful facial convolutions on the part of the Prof. ably seconded by the class.

"How are the mighty fallen." A Senior t'other morn sorrowfully listened to a janitorial progeny carolling melodiously those prerogative ballads of ours: "O Kafoozlem," and "Upidee." *Here progenies Janitoris!*

IMPETUOUS Soph., extended at ease on one of the benches in the far back ground, to Prof.: "I can't hear, Sir." Prof. to astounded Soph. in a state of painful and rigid erectitude? "Then come down to the front, Sir." Why, oh why, did he speak?

QUOTH the Prof. in Ethics, relating to investigations among the heathen: "The testimony of missionaries is considered of the highest importance." Prospective missionary pats his back against the desk *Hen. James, D.D.*

PROF. (criticising the thesis of the four foot Freshie): This essay exhibits marked ability and research. With a due regard to the external fitness of things it is distinguished as is it author by extreme brevity.

LAW SCHOOL FACETIE.

The law school dude seems very shrewd

In lecture rooms and out;

He thinks he's great in our debate,

And in each mental bout.

He sports a cane with as much brain,

Or more, perhaps, than he;

He's awful sweet, when on the street

He does the "agon-ee."

But at the table, faith, he's able

The Emperor to seem;

He puts it on, and asks for *lawmb*,

In fact he makes *ewe* scream.

And it is boss, when he wants "glaws"

To drink his nectar pure;

But let him go, this man of show,

You'll see him yet I'm sure.

by Dr. Homer, was not that the work you wished for?

CUSTOMER.—Homer's Iliad, it is called.

BOOKSELLER.—Precisely, Homer's Ill [ends in an inarticulate murmur.]

Confabulation between bookseller and clerk.

BOTH.—It is on the way, sir. *If* you will kindly step in next——

CUSTOMER.—Week?

BOOKSELLER.—Month.

NEXT MONTH.

CUSTOMER.—I ordered a book here some time ago called Anthon's Homer's Iliad. Has it arrived yet? Tom Jones is my name.

BOOKSELLER—to clerk—Jim attend to Mr. Jones.

Customer repeats the question,

JIM.—Anthon's Homer's Iliad's — — — beg pardon, sir.

Customer explains.

JIM.—See, sir. [This always means "I will see, sir."] Long pause.

JIM.—Was this the work, sir?

Customer takes proffered book and reads title: "Tom Jones, by Fielding." No; *my* name is Tom Jones; the name of the *book* is [long very long explanation—at least so customer thinks. But is no explanation from Jim's point of view.]

BOOKSELLER—(from back part of shop in attentive tone)—We have just ordered it from England, sir. It will be here next——

CUSTOMER.—Month?

BOOKSELLER.—Year.—*Grip's Comic Almanac*

ACKNOWLEDGEMENTS.

Prof. McDonald, Rev. J. A. Forbes, \$3.00. Archie McColl B. Sc., \$2.00. Rev. J. A. McKeen, \$1.25. Hon. Judge Ritchie, \$1.10. D. Fraser, J. A. Matheson, W. S. Doull, Rev. George Murray, M. J. Griffin, Rev. J. R. Fitzpatrick, G. G. Patterson B. A., A. A. McKay, Miss McLeod, J. S. Sutherland, J. S. McLean, G. Drysdale, H. F. Calder, Prof. Alexander, C. A. McReady, Rev. H. H. McPherson, W. Brown, H. H. Banks, J. P. Falconer, McLeod Harvey, \$1 each. Also received \$1.00 without a name. The party who sent it will oblige us by sending his name.

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