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**Dalhousie Gazette.**

Ora et Labora.



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SESSION, 1899-00.

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# \* The Dalhousie Gazette. \*

"ORA ET LABORA."

VOL. XXII.

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No. 1.

### CONCERNING THE OLDEST ENGLISH LITERATURE.

It will not seem strange, or need any preface or apology, if in a seat of learning in the English colony which has always cherished the deepest reverence for the home-land, the attempt be made, however unskillfully, to pourtray what has ever been that home-land's crowning glory—her matchless literature. Changes which the keenest eye cannot now foresee, may push England from her proud position among the nations of the earth; her famous deeds in trade and colonization may be remembered only as we remember the enterprises of ancient Phœnicia and her long list of statesmen, warriors and heroes slip from the unretaining memory of coming ages: but her literature is imperishable. As long as human nature remains human nature, as long as beauty delights us and sad things move us to pity, so long must the names of England's greatest sons be held in loving remembrance. The world will not soon forget the men who told in English speech her Canterbury tales, and wove the glittering web of her romantic drama and sang of paradises lost and regained. And while the names of Chaucer, Shakespeare, and Milton are treasured, the name of the land that bore them must be revered. These are her builded memorial, more enduring than brass. It is not, however, of the three great periods of our literature, named from three great Queens, that I purpose to-day to speak. My theme is not the Carlyles and Tennysons of our own Victorian day, nor the intellectual giants of the Queen Anne era, nor "the spacious times of great Elizabeth." I wish to take you further back than the time of Chaucer even, back to the early dawn of civiliza-

tion in Western Europe. It is the custom to speak of a stream of literature. Whatever its beginnings, English literature is now no rill or streamlet, but a very Amazon for grandeur, depth, and power. And while it might be not without interest to trace the wanderings of this mighty river, it is no part of my plan to do so, but I shall go at once to the very source, the fountain, the well-head where it took its rise. To continue the figure, it has not all flowed from one source: there have been many affluents and tributary streams of tendency all along its majestic course. There is the Norman flood meeting and flowing alongside, but not mingling, like the Ottawa beside the St. Lawrence. The effect of this confluence was incalculable. The united rivers flowed on with an impetus neither possessed by itself: but the English stream had flowed for centuries in its own bed and between its own banks. In other words, there was an English literature, native to the soil, with its own history and development long before Duke William of Normandy stumbled and fell on Hastings beach, and in his fall grasped a kingdom. It is to this indigenous English literature, and to the oldest part of it, that I wish to call your attention.

At the very beginning of our enquiry we are beset by a difficulty about names. If the subject of this lecture had been announced as Anglo-Saxon Literature, you might have felt that it was something which concerned *only* special students in that department. But I felt sure that your interest would be awakened in any portion of our literature, however removed from our age and sympathies, which could justly lay claim to the title "English." It is because I

wanted every lover of English literature to feel his right to every part of his vast and rich inheritance that I have chosen to call this particular period by a familiar name instead of one which sounds more learned, but is incorrect and misleading. It is not of a "Saxon" or "Anglo-Saxon" literature that I am going to speak, but of English and Old English. At first sight, it may seem absurd to hunt down a word, a mere part of speech: but many a misunderstanding has been kept fresh for ages by a misused word: and this term "Anglo-Saxon" has done more mischief than any other I know in the way of confusing our notions about our own history and literature. This term is largely responsible for the vague idea that there is a language and history buried somewhere in the gloom preceding the Norman Conquest, much less closely related to ourselves than the language and history of Homer's Greeks. It has made us think of the first stage of our language as a foreign language. It is due to this that we think of our literature as a literature of shreds and patches, with sharp lines of division between grotesquely separated "periods," instead of what it really is, one great organic whole.

Let us briefly examine the history of this obnoxious term, and see by whom it has been used, and in what sense. First then; it is popular usage. Nothing is commoner than to speak of the Anglo-Saxon people, the Anglo-Saxon language, the Anglo-Saxon literature: by which is usually meant the language and literature of the people inhabiting England between the 5th and 11th centuries. Up to the Norman Conquest they were Anglo-Saxons and then apparently, became something else. The practice dates from the revival of the study of our ancient language in the 17th century. A new interest was felt in the doctrines and customs of the early church and this old literature was appealed to, by religious disputants. For instance the sermons of Aelfric, a bishop of the 11th century were quoted, as protesting against, what was in his day, an innovation, the Romish doctrine of Transubstantiation. The term "Saxon" was also used loosely, as synonymous with "Anglo-Saxon" and

applied in the same general way. Both these terms have continued in use to the present time, but latterly "Saxon" has been superseded by "Anglo-Saxon."

As early as 1852, however, there was a protest. A hot-headed writer in the "Gentleman's Magazine" argues impetuously against this misnaming of our literature, our language, and ourselves. His argument is partially historical and partly based on the literary monuments. He finds, that of the three Low German tribes we believe to have settled in Britain, the Angles were by far the most numerous. They left their old home in a body, and according to the account in Bede† and the O. E. Chronicle‡, Anglia, *i.e.*, the territory of the Angles in Jutland was ever after their emigration, a waste. A glance at the map shows that, while the Jutes occupied the small County of Kent, and the Saxons the lands south of the Thames, the rest, and by far the greater part of what is now known as England, as well as lowland Scotland, was the domain of the Angles or Engles. We should expect that this territorial predominance would make the name of the Angles the most noted. Was it really so? For instance, what was the language of these people? What did they call it themselves? Strange to say, there is no mention of "Anglo-Saxon." They call themselves and their language always "English," and nothing but English. We might naturally expect that men living in different parts of an island, and separated by differences of dialect, would give their language local names, just as now-a-days one particular dialect of English is always called Scotch. But this was not the case. We have the indirect testimony of a churchman and a king on this point. The Venerable Bede was a Yorkshireman, and wrote a church history in Latin. Alfred the Great spoke the idiom of the South, and translated Bede's history. They have both only one name for the language of all the tribes, and that is English. Further, an examination of our ancient laws proves that the only folk-group spoken of

\* Gent. Mag., April, 1852, p. 321-8.

† Bede Hist., ed. Bohn, cap. XV., p. 24.

‡ A. S. Chronicle, ed. Bohn, 1847, p. 309.

is ENGLAND, and the only folk-name of their law and language is ENGLISH. Again: the testimony of the coinages is unanimous. Of the thousands of coins which have been found, not one bears the name "Anglo-Saxon," but English. The usual impress is "Rex Anglorum," "King of the English." When we come to examine the charters, however, we find a difference. The term "Anglo-Saxon" alternates with "English." But the language in which these charters were drawn up was Latin: their authors were foreign scribes, for whom the plain word English was not good enough, and the more high-sounding "Anglo-Saxon" was used instead. The first occurrence of the word is probably in the Latin life of Alfred, ascribed to Asser, in which the former is styled "Angul-Saxonum rex." This is late usage. To sum up briefly. The term used earliest by the people themselves, and by far the most extensively, is English. The term used late, used sparingly, and by foreign scribes at that, is Anglo-Saxon. So far the Gentleman's Magazine.

One of our latest authorities in English history, Professor Freeman, has taken up the subject in his usual incisive fashion. The great contention of his somewhat noted history would seem to be, that the English race is essentially one from their first settlement in the island of Britain to the present day. To this end, he spends much labour in establishing a consistent nomenclature, which he is careful not to violate. His is the most temperate, the most careful, and at the same time, most exhaustive statement of the case which has come to my notice. In his lectures on "The Origin of the English Nation," he has sketched his argument in a popular way, and elaborated it with more exactness and detail in his "History of the Norman Conquest." He goes over much the same ground as the writer mentioned above, basing his reasoning on the Old English Chronicles, the usage of foreign writers, and the language of the charters. He not only makes good the claims of "English," but shows that the terms "Saxon" and "Anglo-Saxon" are inapplicable and out of place. The

\* Harper's ed., p. 13ff.

† Oxford, 1873, vol. I., Ap. A.

following citation from Sir Francis Palgrave‡, although applied primarily to history, puts in a very clear way, the reasons for calling ourselves, our language, and our literature by one name at all periods: "I must needs here pause," he writes, "and substitute henceforward the true and antient word English for the unhistorical and conventional term Anglo-Saxon, an expression conveying a most false idea in our civil history. It disguises the continuity of affairs and substitutes the appearance of a new formation in the place of a progressive evolution." There is other eminent authority in support of this view. Professor Henry Morley, of the University of London, makes this statement in his history of literature: "It is certain that these peoples when settled in Britain, however they may have accepted distinctions made to account for the names Angles and Saxons, all called themselves alike the English folk, and their language the Englisce Sprace, English." But it is needless to multiply quotation. The leading authorities are agreed that the practically invariable usage of the men who spoke this so-called "Anglo-Saxon" was to call it "English." No one need stumble at the phrase "Old English" as applied to the earliest stages of our language, when we use without scruple the terms "Old French," "Old Norse," and so on. The case of German is in point. It is a sister language which has lost much in vocabulary, much in inflection; it has been much influenced by classic syntax, and there have been great influxes of foreign, particularly romance words—so much so that a patriotic crusade has arisen against the *Fremdwort*. Yet no German dreams of denying his own connection with the past by calling his language in its first stages by another name. To him it is simply Old German. We perform that peculiarly English action of turning our backs upon ourselves by calling the first stages of our language "Anglo-Saxon."

There is, then, analogy as well as historical accuracy on the side of "Old English." There are also practical advantages. We have a term

‡ Normandy and England, iii., p. 696.  
English Writers, I., p. 226.

which is simple and intelligible, which is at once adapted to popular use and "admits of scholarly definition." More than this, if this term is accurate, we perceive that there is no "new formation" but "a continuity of affairs," "a progressive evolution." We perceive that the period before the Norman Conquest is not to be cut off, as it were, from the rest of our literary history; that there has been no break with the storied past, but that English literature is English literature in the Ninth Century as well as the Nineteenth. That this is a most valuable point of view to gain, I need not stop to argue.

And do not think because ten centuries lie between that this oldest English literature is lacking in interest. The reverse is the case. No modern European literature is more interesting in its early growth. It is really not so far removed from our sympathies, for mankind is much the same in all ages. Coming down the mountain side, I saw a huge shape coming towards me in the morning haze; coming nearer, I saw that it was a man; nearer still, it was my brother. And so may we, across the mists of a thousand years still make out, in these old monuments, where writers of an elder time traced their unconscious portraits, the faces of men with features not unlike our own.

What is, then, this Old English literature? What is its age, nature, and extent? So much time has been spent in determining the name, that I can only answer these enquiries briefly, and then glance hurriedly at some of the more beautiful passages in the works which have come down to us. None of the vernacular literatures of modern Europe is older than ours, dating as it does from the Eighth Century. It contains both prose and poetical monuments: heathen poems, Christian poems, riddles, translations, homilies, annals. The history of the nation is recorded in what is known as the O. E. Chronicle. This was undoubtedly instituted by King Alfred the Great. Some of the entries describing events which took place long before the compilation began, sound like fragments of old war songs. For instance, under the date 473 we find this: "In this year

"Hengest and Esc fought against the Welsh and took countless booty, and the Welsh fled from the English as fire." We have translations from the pen of this great King, parts of which it would be fairer to call original compositions. These are accompanied by prefaces unconsciously portraying the character of the royal author, a character which a recent writer calls the most perfect in all history.\* Turning to poetry, we find that, at the upspringing light of Christianity, the English heart burst forth into a rapture of song like a lark at sunrise. The new convert from heathendom laid hold of Scripture story or legend of saint, and turned them into spirited English verse. The most remarkable of these is the so-called Cædmon's Paraphrase, describing the Fall of the Angels and the consequent Fall of Man, which in general outline as well as in single passages corresponds to Milton's famous epic. We all remember the line—

"Yet from those flames  
No light, but rather darkness visible  
Served only to discover sights of woe." †

Cædmon says in his description of Hell—

"They sought another land  
That was emptied of light,  
That was filled with flame,  
Fire's horror huge."

Again, Milton describing Satan rising from the black pool, writes—

"On each hand the flames,  
Driven backward, slope their pointing spires, and roll'd  
In billows, leave in the midst a horrid vale." ‡

And the Old English singer has it—

"He dashed the fire in two  
With fiendish craft."

It has been argued that Milton may have known of this poem through his friend Junius, the first publisher of Cædmon, and have borrowed lines from it just as he did from the classics. It seems at least probable.

But all these are less interesting than those remnants of an historic past that seemed even then far away and long ago. There was a world submerged when Christianity overspread Western Europe. It was the pagan Germanic world, but it had a civilization of its own, a philosophy and an unwritten literature. It was overwhelmed by a great flood of new ideas, and though little sur-

\* Freeman, Norman Conquest, vol. I., pp. 51-55.

† Par. Lost, I., 62-64.

‡ Par. Lost, I., 222-224.

§ Morley, English Writers, II., p. 109, f.

Barle: Hist. of A. S. Lit., p. 112.

vived, we do possess curious flotsam and jetsam of that mighty world-wreck. Mouldy vellums found by chance on some island within the Arctic circle, or in some old monastery book-room, scraps of parchment covered with half-erased characters, binding some forgotten book, these are our treasures; for, from them, we painfully build again the vanished past. From a book of songs and a store-house of sagas we know with what eyes the Northmen looked out upon nature and life. We possess a cycle of ballads celebrating Siegfried, the winner of the Fairy Gold, and many a native legend done into Latin verse by Saxo Grammaticus and in monkish dress, the O.E. epic of Beowulf. These only show how much we have lost. Alfred the Great, as well as Charlemagne, made collections of the vernacular songs and ballads, no doubt such as those we find inserted in the O. E. Chronicle, and those worldly songs which induced the pious Otfried to write his harmony of the Gospels as an antidote. These collections are lost. The references are endless to manuscripts destroyed by accident, or by those who did not know their value, or to monkish zeal erasing the writing from parchments to make way for the barbarous Latin of some silly legend. We must be thankful, however, for what we have. The English collections, such as the Exeter song-book, and the Vercelli Codex, are among the most valuable. They form part of this Germanic world, but with a character of their own which I shall endeavour next to illustrate. Passing by some of the most interesting, such as "The Ruined City," which seems to link us with the last of Roman civilization in Britain, and "The Message of the Banished Man to his Wife" bidding her come to him over the seas at the first notes of the cuckoo, I shall take up a ballad of the Tenth Century. The poem in question is founded on an historic event in the unhappy reign of Ethelred the Uncounselled, when the Danes were harrying England in every direction and exacting tribute from the imbecile king. That this was not the spirit of the people everywhere is shown by this incident. News was brought to Byrthnoht, the *ealdorman*, or as we should say now, the lord-lieutenant of his county, that the Danes had plundered Ipswich and had moved their forces up to Maldon, where the river Panta divides. Their ships were moored in the stream, and they themselves were camped on the tongue of land between the forks. The poem gives an account of the opening parley, first on the English side. I cannot reproduce the music

of the original or even the form of the poetry, but can only hope to give some idea of the spirit in a rough and ready prose version.

"There and the Byrthnoht began to set his men in battle array: he rode down their ranks and counselled them: he taught his warriors how they should stand and hold their ground, and bade them that they should hold their bucklers aright, fast with fist, and be not afeared.

And when he had set that folk in fair array, he lighted down among his men where it liked him best, where he knew his house-carles were the dearest. Then stood forth on the shore and spoke up stoutly, the Vikings' messenger. He spoke words, he who, in boastful fashion announced the sea-farers' errand to the Earl, there where he stood on the shore.

"Dashing sea-rovers send me to thee, bade me say to thee that thou must quickly send us gold rings for safety: and better for ye is it that ye buy off this rush of the spears with tribute than than that we share in stern battle. —"

And there is more in the same insolent strain. Then,

"Byrthnoht made answer, he gripped his shield and swung on high his slender ashen spear: he spoke words, angered and single of mind: he gave him his answer. 'Listen thou sea-rover, what this folk saith: they will, for tribute, give you spears, the deadly point and ancestral sword, war-gear, I trow, that is not good for ye in battle.' —"

After this indignant rejection of their shameful proposal the battle begins. Byrthnoht in the spirit of chivalry allows the sea-rovers to pass the ford at ebb tide unmolested. The battle goes against him, however. The Danes are too strong for them. The brave old man is cut down fighting gallantly, many have already fallen, and the cowards turn and fly. But the house-carles, his hearth-companions, among whom "it liked him best to be," close round his body and are slain to a man, defending it. It is only evincing once more what the English have shown on many a battle-field, from Hastings to Isandula, that when all is lost they know how to die.

The greatest treasure of our old literature is the long epic poem of Beowulf, mentioned above. It is the legend of the Dragon-Slayer, which we find in so many mythologies, and consists of two episodes—the freeing of Hart-hall from the man-destroying monster Grendel by the hero Beowulf;

and secondly, a battle with a fiery dragon or Worm, in which Beowulf, now grown old, is slain in the moment of victory. The lay begins in true saga style with an account of the hero's ancestry. Soylf Seefing had come as a child over the seas in a mysterious ship. At his death, the old monarch is borne, according to his last directions, to his ring-prowed ship, shining and ready in the haven. His faithful thanes lay the body by the mast, heap war-weeds and armour round him, pile fair jewels from far lands on his breast, hoist his golden standard over his head, loose the sail against the wind, and "let the waves bear their gift to the sea." There is something in this sea-burial that appeals as strongly to the imagination as that other phantom ship which sailed before the visionary eye of Coleridge. I must pass by the various incidents, the midnight wrestle with the monster Grendel in the desolate hall, when he, who had the strength of thirty men, tore out the fiend's right arm, the swimming of Beowulf, and the struggle in the cavern under the mysterious pool, and dwell for a moment on the opening episode of the second part.

In it we see depth opening upon depth, and in that distant time men's minds turned upon a time still more distant. A characteristic tone of melancholy pervades it. The situation is one which must have had its parallel in those early days of strife and bloodshed. A whole tribe has been blotted out in some great battle; the few survivors build the burial mound for their dead friends; then one by one they die or wander off till one alone is left: his last duty is to consign the national hoard to the earth. Again I must resort to a rough prose paraphrase, as I cannot hope to reproduce the irregular music of the verse, which is like the break and fall and rush of billow after billow on the beach. It would make a poem by itself with the title, "The Last Man."

There were many such ancient jewels in that burrow, as a certain man had hid them there with thoughtful mind, the hoard of a noble race, the precious treasures. But death swept them away in by-gone times: and only one man of the nation's war-band who longest lived, mourned the loss of friend, and wished to tarry, that he might for a little while enjoy the long-lasting treasures. The mound, all ready, stood on the plain, near the sea waves, new by the ness, firm, inaccessible. There in the warden of rings bore a portion hard to carry of the treasure of earls, of beaten gold. Few words spake he.

'Earth! now hold thou, since heroes may not, the treasure of earls. Lo! in thee, aforetime good men got it. Battle-death has swept away, the fearsome life-bale, each one of the men of my people who gave up this life. They saw joyance in hall. No one have I to bear sword or fetch the cup of beaten gold, the precious drinking vessel. Otherwhere is the war-band gone. The hardened helmet inlaid with gold shall let the jewels drop from their settings: they who buried are fallen asleep, those who should brighten the battle-mask: and likewise the war-sark which bided at battle over the clash of the shields, the bite of the sword, it moulders to dust after the fighter who wore it. Nor may the ringed corslet go far and wide after the war-chief as an aid to the hero. There is no more delight of harp nor play of the glee-wood; nor swingeth goodly hawk through hall, nor does swift speed trample the castle-yard. Mighty death hath sent many of the race of men far away. So sad in mind, he mourned in his grief, the one alone after them all, in sorrow lamented by day and night until the wave of death touched him at the heart."

I would like to dwell on the pathos and Hamlet-like gravity of this scene, but time will not permit. A word in closing. I have tried to show that the very beginning of that literature of which we are so justly proud, is worthy of what has followed; that it is not to be separated from the rest, and that there is food there for the lover of pure poetry, as well as material for the antiquarian and the student of grammar. In regard to this literature, early and late, as a College and as Canadians our attitude should be this. As a band of students we have a plain duty. To cultivate it ourselves and encourage the study of it in others. As a people as an English colony, we are the undisputed heirs to all that is best in the civilization of the homeland. It is our duty, as well as our right, to hand on the best of that civilization to coming generations. The grand possibilities of this young land cannot be measured. Scholars hold that the poems of Homer were first sung in Asia Minor before they crossed the Egean to become the glory of the land of Greece; and if we but reverence and study our language somewhat as the Greeks studied and revered theirs, the time may come when the fame of English letters shall leave the old continent to be indissolubly linked with the name of a greater England on this side of the sea.

## CONVOCAATION.

On Tuesday, September 24th, the Law Library apartment was thronged with citizens and students, the occasion being our annual Autumn Convocation.

Though senatorial notices had given ample warning that any misconduct on the part of the students would be punished with extreme severity, one there was who affected to despise such gentle reminders, and who for his courage has since gone to his reward.

The President, in his opening remarks, spoke of the good work that is being done by Dalhousians, making special reference to Miss Ritchie, Messrs. Creighton, Laird, Fraser, Murray and Trueman, all of whom have done honour to their Alma Mater. Without taking up much time himself, he soon proceeded with the introduction of Prof. MacMechan, whose address, throughout its whole delivery, was listened to with marked attention. As it is published in full in this issue we decline to make any criticism of it, feeling that any judgment of ours would be mere presumption. Suffice it to say that such a production can bring nothing but credit to its author. He was roundly applauded at its conclusion.

Attorney-General Longley followed in one of those happy speeches for which he has such a reputation, and was greeted with frequent bursts of applause. He told us how his Alma Mater had cast him off for favouring College federation, and how he was now a wandering refugee like Japhet in search not of a father but a mother. The honourable gentleman does not seem to have a very high opinion of the classical training given in most of our Colleges. While valuing our Classics at something above two dollars and a half, we are strongly of the opinion that much can be said in support of the views there expressed.

The following are the results of the Bursary Examinations:—

## SENIOR EXHIBITIONS.

1, McLean, J. B.; 2, Brehaut, J. W.; 3, Tupper, J. W.; 4, Robinson, C. B.; 5, Hugh, D. D.

## SENIOR BURSARIES.

1, West, T. F.; 2, Moore, C. L.; 3, McRae, A. O.; 4, Jordan, E. J.; 5, Baxter, Miss Agnes S.; 6, McMillan, F. A.; 7, Magee, W. H.; 8, McMillan, C. E.

## JUNIOR EXHIBITIONS.

1.—Logan, J. W., Pictou Academy.  
2.—McKay, T. C., Halifax Academy.  
3.—Forbes, E. W., Halifax Academy.

## JUNIOR BURSARIES.

1.—Dodge, Blanchard, Halifax Academy.  
2.—Grant, R. J., Pictou Academy.  
3.—Jamieson, Miss Harriet, Halifax Academy.  
4.—Robinson, D. M., Sussex, N. B.  
5.—Barnstead, A. S., Halifax Academy.  
6.—Rankin, Jas, B. C.  
7.—McIntosh, J. A., Halifax.  
8.—Arthur, Geo., P. W. College.  
9.—Murray, Miss Lucy, Halifax Ladies' College

## RESULTS OF GRADE A EXAMINATION.

Below we publish the complete list of successful candidates for license of the highest grade in Nova Scotia. It is but a repetition of last year, and on examining the two lists one cannot but think that Dalhousians are going to continue to secure all the best positions in the Academies of this Province. Of the thirteen, nine are Dalhousians. The list is in order of merit.

1.—Willard F. Kempton, Yarmouth.  
2.—A. G. Laird, Dalhousie, '89.  
3.—R. J. McDonald do. '89.  
4.—W. E. Thompson do. '92.  
5.—S. J. McLennan do. '88.  
6.—V. G. Frazer do. '89.  
7.—W. T. Kennedy, Halifax.  
8.—Geo. A. Cogswell, Dalhousie, '90.  
9.—Homer Putnam do. '89.  
10.—D. F. Campbell do. '90.  
11.—C. S. Bruce, Shelburne.  
12.—F. M. Shaw, Weston.  
13.—Edwd. Fulton, Dalhousie, '89.

# The Dalhousie Gazette.

Halifax, N. S., Oct. 17th, 1889.

## Editors:

G. W. SCHURMAN, '90. W. H. MAZER, '90.  
ALEX. LAIRD, '90. A. R. HILL, '92.  
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It will be decidedly to the advantage of the GAZETTE for Students to patronise our advertisers.

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ONE year ago the DALHOUSIE COLLEGE GAZETTE, donning for the first time the *toga virilis*, sought and received a formal introduction to the world in general and its readers in particular. To-day with becoming confidence in itself, as the oldest college journal in Canada, it seeks to renew its friendship with each and all of its former supporters and even solicits a still more extended acquaintance. That it hopes to retain its former honourable standing among colleges at home and abroad, its readers

can judge by noting the enlargement of its staff. That it shall do so, however, is another question and one unbecoming in us to discuss, but that we shall exert ourselves to the utmost to make it as successful as heretofore, our readers have our faithful promise. With this pledge, then, we extend greetings to our numerous exchanges and sue for their indulgence, hoping only that the kindly feelings of last year may prevail this. From professors, students and graduates, we claim hearty sympathy and earnest co-operation, for the GAZETTE is the greatest force at work to-day in binding all together. Trusting then that we may be able to please our readers and that they may all be mindful of their duties toward us, we cheerfully enter upon our editorial duties for the ensuing session.

IT is pleasing to notice that Dalhousie is sending forth her sons, year by year, to take post-graduate work in other colleges, and do honour to their Alma Mater. We do not, however, intend to expatiate on the merits of these students or even on those of their Alma Mater, which are sufficiently clear from the fact of her having produced them; but rather would we say a few words regarding the institutions such students ought to choose in which to prosecute their studies.

It is becoming more and more a recognized fact that a training of at least one or two years abroad, is necessary to all who aspire to the professorial chair. It is true that some students have been fortunate enough to secure this coveted position without having had such a course, but the majority of American Students, who to-day take rank among the teachers of the world, have spent some years of study in European Colleges, and it is reasonable that they should have done so, for doubtless they believed—and we think rightly believed—that in this way, a new world would be opened up to them, and that they could not fail to receive a broader education than would otherwise be possible. No doubt, too, the more far-seeing ones among them, were impressed with the fact that they would thus obtain a better

standing among the educated men of the world and that their chances of securing a position at the close of their course, would be greatly increased. But we do not wish to be understood as recommending a complete post-graduate course abroad. Such a proposal would be out of the question in the case of most Dalhousians, nor do we think that, even if any were fortunate enough to have the opportunity, they should avail themselves of it.

It is as well first to become acquainted with the methods of some of our leading American Universities, and also with the teachers in them; for often more is to be learned, we think, by thus coming in contact with the minds of living teachers than by reading books, which only partially contain the thoughts of those who have been dead for centuries. Moreover, taking a practical stand-point, it is in America after all that the best educational positions are to be obtained, and we venture the statement that acquaintance with the leading American educationists, is the first step towards obtaining them. Now, many of our students, though desirous of pursuing such a course, are embarrassed by want of funds, and it is these in particular that we presume to address.

What University then seems to offer the best opportunity for following such a course as we have proposed? Without hesitation we answer, it is Harvard. Some of our students have gone to Johns Hopkins and have distinguished themselves; others have gone to Cornell and are doing likewise; but why Harvard, which has most to offer in the way of scholarships and fellowships, has been passed by, we have failed to discover. None would presume to say that the instruction given there is inferior; for Harvard always having had the reputation and the means has been able to secure the services of the most capable instructors. Fellowships are there open to our application and even should we fail at first no good son of Dalhousie need fear securing a scholarship at the end of one year's work which will go far towards paying that year's expenses, and then too his chances for a fellowship are greatly increased. There are, moreover, in Har-

vard travelling fellowships to enable the proper class of students to study abroad, and there is no reason for supposing that Dalhousians are not included in that class. From a consideration of these facts we would ask our fellow-students not to be unduly influenced by the course pursued by any of their friends or teachers, but to consider carefully what course is best for them, and then not to come to a final determination without becoming fully aware of the many advantages and opportunities afforded by this first of American institutions.

AS in all flourishing and growing institutions the staff of Dalhousie is continually changing. Not long ago Cornell, apparently without any regard for the Scriptural injunction, "Thou shalt not covet, etc.," became desirous of obtaining one of our professors, and accordingly enticed him thither. At this we did not wonder because we had always recognized the fact that Uncle Sam's sons never had any too much respect for the inspired writings. But witness the power of example in wickedness. Toronto University, though long upright in character and firm in the faith, has succumbed at last, and six months ago transferred by some undefined means, our popular professor of English. At the time, these losses were keenly felt, but Dalhousie, in such emergencies has the happy faculty of securing the right man, and both appointments have been most suitably made.

As to Professor Seth three years ago, so to Dr. McMechan to-day, we extend a hearty welcome feeling confident that he will do honour to the chair around which his predecessor has shed such a lustre. He has come to us with the very best recommendations as a student, and better still with a most successful experience as a teacher. His training for the work he has to perform is all that could be desired, and from a consideration of these facts, we are certain our confidence has not been misplaced. There can be no doubt, that he will find in Dalhousie, a sympathetic and interesting class of students.

and already the proper spirit is manifesting itself between him and his pupils.

In this issue, we publish his address given on Convocation Day, assuring him at the same time, that any writing he may feel disposed to do for the GAZETTE will be gratefully received by the editors.

WITH this issue we welcome back to Dalhousie in their new spheres tutors Shaw and Morrison, both of whom at one time belonged to the Gazette staff and took an active part in its management. The former was a member of the class of eighty-seven and on graduation obtained the highest honours in classics, thus winning the Governor General's gold medal. He was, too, the class valedictorian, and if we remember correctly was one of the strongest advocates of the third and fourth years English class. Mr. Morrison, after a distinguished course in mathematics, graduated with the class of eighty-eight standing first of his year in that subject and receiving as a reward for his merit the Sir William Young gold medal. Both gentlemen were well and favourably known while at Dalhousie and the news of their appointment was received with general approbation. We congratulate them on their good fortune hoping at the same time that they may find their work most agreeable.

IN this number are to be found the result of the senior and junior competitions. The former proved somewhat of a surprise to many of us for only one of the former exhibitors retained his rank. If any of them feel sore over the innovation they should be comforted by the fact that a bursary in their case is as valuable as an exhibition in the case of their successors. In the results of the junior competition may be found matter with which to support last year's valedictorian in his appeal to the citizens of Halifax on behalf of his Alma Mater. We decline to renew a discussion on a subject so properly and so ably handled by him, but we would ask the people of Halifax to ponder these results and see if there be anything in them that should cause them to think well of and do well by Dalhousie.

#### JUDGE GRAHAM.

WITH pleasure, do we in this our first number refer to the elevation of Wallace Graham to the bench of Nova Scotia's highest court. While the distinction must be most gratifying to its recipient after a service at the bar of over fifteen years, no less so, we are confident, could have been the tone of the press of both political parties concerning his appointment. As none could be found to impeach his integrity or question his ability, neither can there be a doubt in anybody's mind that he will wisely and conscientiously interpret our laws. While extending hearty congratulations to Judge Graham we can only express the hope that as such vacancies arise hereafter men as capable and as deserving as himself may be found to fill them.

#### LITERARY NOTES.

THE WITNESS PRIZE COMPETITION.—The winners of the Montreal *Witness* "Dominion Prize Competition" have just been announced. The competition, concerning which we notice some writers request that it should be made annual, or at least repeated, was a capital device for stimulating patriotism and native literature at the same time. Tales and sketches were asked for from all school children, illustrative of pioneer life in Canada. The *Northern Messenger*, a small paper published at the same office, was offered as a prize for the best tale in every school in the Dominion. A prize of greater value, Macaulay's history in five volumes, was sent to the writer of the best tale in each county, and a set of Parkman's works was the reward of the best in each province. The judges appointed to award these prizes were men of recognized ability, the judge for the province of Nova Scotia having been Dr. J. Hall, of Truro. Finally a Dominion prize, a splendid type-writer, was awarded by Lord Lorne. The Dominion prize has very curiously been taken by a young lady outside the Dominion, the *Witness* having, in view of its numerous readers in Newfoundland, counted that province, for the purposes of this competition, as though it had been a part of Canada. No one will be jealous that our little sister province has carried off this honor. The winner is Miss May Selby Holden of St. John's, whose portrait and autograph appear in

the *Witness* with her tale. The second honor is awarded by Lord Lorne to Norman L. Cook of Gay's River, N. S., whose production also appears, as will many of the others. The other province prize winners are: Miss Ellie Ladner, Kamloops, Yale Co., British Columbia; Miss Lizzie McLaren, Woodnorth, Dennis Co., Manitoba; Miss Mary Ann McPherson, River Charlo, Restigouche, New Brunswick; Miss Abigail Smith, Harwich, Kent Co., Ontario; Benj. Howard, Summerside, Prince Edward Island; Victor Morrill, Stanstead, Stanstead Co., Quebec.

Following is the name of the County prize winner for (Halifax Co.) Miss Blanchard E. Hilchey, Tangier.

Those who took school prizes were: Miss Blanchard E. Hilchey, Tangier.

OUTING for October is a very good number, indeed. It marks an improvement over previous numbers, and such articles as "The Trail of the Bison," illustrated by Julian Ralph and E. B. Gorton, "A Tricycle Tour in the Essex Country," "The Granite Club of Toronto," beautifully illustrated, and "The Valkyrie in British Waters," readily show the advance made. An unusually interesting story, by Captain Hawley Smart, is begun in this number. It is entitled "Flycatcher, a Tale of the Hunt Cup." Other articles are "From Lake Nipissing to Ottawa," illustrated; "Fishing for Whiting on the Irish Coast;" "Among the Basques and Navarrese." "An Osculation," "October" and "Feronia" are poems of much merit. The Editorial Departments give useful information on many topics of interest, and the records chronicle, as usual, the achievements of our athletes.

The *National Magazine* is the name of a new literary venture of Chicago, which begins with the October number. It is published under the auspices of the new "National University," which opens October 1st, of which it is the organ. The first number will contain articles on literary, educational and scientific subjects, and a prospectus of the University, which is said to be modelled after the London University and has extensive non-resident courses, teaching many subjects by mail. Published at 182 Clark Street.

#### EXCHANGE.

We beg to acknowledge the receipt of the following Exchanges:—*Cornell Era*, (two numbers), *Pennsylvanian*, (two numbers), *Trinity University Review*, *Niagra Index*, *The Owl*.

#### IMPRESSIONS AND IDEAS.

Knowledge, said Hume, consists entirely of impressions and ideas, and man himself is simply the bundle of these. Nay, answers a Kant, impressions are for knowledge nothing till taken up by self-consciousness and related in the unity of a single, connected experience. They must be arrested in their passage, appropriated, and brought into a grand net-work of relations in order to constitute knowledge. And it is just this synthetic unity of self-consciousness, which thus erects the known world, that constitutes man's *self*.

Now it seems to me, that if we look at knowledge in the more popular acceptation of the term—what is generally called education, intelligence, learning—in the light of this 'Answer to Hume,' we shall readily discover the secret of its true nature, and at the same time see that there is, after all, but too much truth in Hume's startling statement. And, at the outset, I wish to premise that, laying aside philosophical refinements, what a man's education is that he is himself, and that Hume is practically correct in saying man is simply the sum of his knowledge. One who is educated—*truly* educated—is necessarily possessed of a higher type of selfhood than one who is ignorant or falsely educated, and I shall, therefore, in what follows regard man and his knowledge as identical. If Hume is in error in his definition of knowledge, he is in error in his definition of man, if correct in the one, he is correct in the other.

Who then, let us ask, is the truly-educated man? "A well-educated gentleman," says Ruskin, "may not know many languages,—may not be able to speak any but his own,—may have read very few books. \* \* \* \* \* But an uneducated person may know by memory any number of languages, and talk them all, and yet truly not know a word of any,—not a word even of his own." In other words the knowledge of the former is *unified*, that of the latter is a mere mass held together by an external bond. The former relates his knowledge to himself, realizes it in his own inner life; the latter—well, what is he, practically, but a bundle of impressions and ideas? The educated man does not *appropriate* knowledge merely, but makes it *his own*; no words of his are a mere reproduction of what he has read or heard others say. Even old ideas receive from him a new life and vigour, because he stamps them with his own personality, and they become organic members of a system—not merely new beads on the string of memory. It is

just this that gives the marvellous power to the "man of one book." He has mastered his author and obtained a real grasp of mind. The man of many books, on the other hand, has but a scatter-brained, desultory knowledge,—in short, a floating mass of impressions and ideas. He may be a "walking encyclopedia," may have picked up a great deal of information on various subjects, but his knowledge lacks unity and therefore power. Finally, the completely-educated man "sees all things in God, the Supreme Unity"; and looking from this great centre, his point of view is no merely individual, or sectarian, or even national one, but ultimately cosmopolitan. Not that he is "so broad, that he is perfectly flat and without a point." He may find his present duty within a very narrow sphere, but the part is illumined in the light of the whole.

If now we look abroad upon the mass of mankind and distinguish them by this test, I fear we shall find that Hume has the largest support in his assertion that man is a bundle of sensations. Is my meaning not clear? Then look at the dude, if you will have an obvious example, and tell me if it is not on sufferance alone, that his chief characteristic is said to be *self-consciousness*? Or, again, see the young miss who devours trashy, *sensational* novels, and hear her talk. Ye gods! But, more seriously, look at mankind as a whole; and, first, at our so-called "high" society. I venture to say that nine-tenths of its members are bundles of sensations—men and women who live for self (?) and pleasure, whose sum-total of knowledge consists of paltry fashions and rules of etiquette (all right in their place and properly understood), and whose dogmatism is unbounded—people, in short, not possessed of that true self which grasps our fellow-men and the universe itself in its embrace, making life noble and pure, and rich in meaning, and the whole world beautiful and harmonious.

This class is the most striking, however, only because of its pretensions. Look now at the opposite extreme of society—at the "lower" classes. Witness a French populace harangued by a demagogue, or an audience of working-men cheering to the echo a Henry George, completely carried away by glittering verbosity. Are not the original impressions made by the speaker's voice and their fainter reproduction in memory, the sum-total of their knowledge of the matters which excite their enthusiasm or their indignation? Where is here the *self* which arrests and tries everything at the bar of reason!

Of the "middle" classes, it is generally conceded that they possess the greatest average intelligence, but here again we do not need to probe very deeply in order to find further confirmation of Hume's paradox. Here, as everywhere, we are met on all sides by people, who either, on the one hand, hold what they are pleased to call *their* views without ever submitting them to the test of reason, if, indeed, they will tolerate any interference on the part of reason, or, on the other hand, are carried away by every wind of opinion or doctrine, always the disciple of the last speaker or writer—fixed and fleeting impressions respectively.

But there is a little self-constituted world generally thought (by outsiders at least) to be made up entirely of the truly-educated, into which it may be well to look. I refer, of course, to the college-world. What do we find to be the real state of affairs here? Whether the majority, or even any considerable minority, of college students, come under Hume's category, as I have applied it, I shall not take upon myself to determine, but that some do we must all admit; and I assert that it is the standing disgrace of our universities, that it is possible for men to pass through them with the highest honor without acquiring one particle of real knowledge or laying the slightest foundation for future improvement. *Possible?* rather is not every facility given to do so by our artificial system of examinations and prize-giving? Would you be a model prize-taking student, then cram, cram, cram, waste the time you ought to employ in improving your mind in studying the technicalities of examinations and the eccentricities of examiners! No doubt examinations are primarily only a means to an end, but in colleges, as in many other institutions, religious as well as secular, the means have become more prominent than the end, and surely it is time that we here apply the principle of all true progress and cast off the external and non-essential, in order that the internal and essential may stand forth undisguised.

B. E. M.

#### GENERAL STUDENTS MEETING.

The above meeting held in the College Building on the evening of the 24th was largely attended and interesting. President Mackintosh occupied the chair.

Mr. Grierson presented the report for Mr. Frazee, financial editor of GAZETTE. Two years ago

Mr. Frazee took charge of the GAZETTE, saddled with a debt of \$125.00, and this fall reported a balance of \$23.63 in its favour. In addition to this a new cover was provided for the GAZETTE, and a number of magazines handed over to the reading room out of its funds. This was certainly a most satisfactory report and the students showed their appreciation by tendering Mr. Frazee a hearty vote of thanks.

Mr. Mellish reported for the committee appointed last spring to make arrangements for the presentation of the play of *Julius Caesar*.

Dr. Alexander favoured the prospect and assisted Mr. Mellish in making assignments of the different roles. The committee had not made any definite arrangements about getting a competent instructor in elocution. The undertaking would entail little expense, but would require a sacrifice of some time on the part of the students.

Mr. MacRae, secretary to committee said he had met with every encouragement from the students he corresponded with during the summer.

The funds of the general student's meeting amounting to \$17.00 were placed at the disposal of the committee.

The claims of the *sodales* were ably presented and the following officers were elected:—

*President:* A. O. MacRae.

*Vice Do.:* J. A. Grierson.

*Sec'y-Treas:* J. W. Tupper.

*Executive Com:* G. R. Rowlings, D. C. Mackintosh, A. R. Hill, K. Webster.

A *Financial Com.* was then chosen: Dodge, Forbes, J. W. Logan, Barnstead.

We presume, ere this the financial editor has given them all necessary information as to their duties.

#### Y. M. C. A. NOTES.

The College Y. M. C. A., begins the work of the session with particularly encouraging prospect. The first meeting was held on Saturday evening September 28th. President Forrest was present, and delivered a very stimulating address. Professor Seth,—to whom the Y. M. C. A. is under special obligations for his voluntary and valuable services last session, was also announced and expected to address the meeting, but was unavoidably detained. During the session, however, we expect to have the pleasure of hearing him more than once.

A piano which the Association has rented, and hope soon to be in a position to purchase, adds to

the interest of the meetings. The attendance at the first meeting was not large, but through the exertion of the Membership Committee, the following meeting was much larger.

The Association intends to do all in its power, with the means it possesses to make the meetings interesting, and the hour as profitable as possible; and hope that the students will show their appreciation by at least attending the meetings.

The officers and committees elect for the session, are as follows:—

J. A. Macglashen, *President*.  
C. Munro, *Vice-President*.  
J. W. Braham, *Corresponding Secretary*.  
K. G. T. Webster, *Recording Secretary*.  
D. D. Hugh, *Treasurer*.

The Devotional Committee is composed, of A. E. Chapman, E. W. Lewis, J. Mahon, J. F. MacCurdy, J. B. Maclean, A. J. Macdonald, R. J. Grant.

Membership Committee:—R. Grierson, E. J. Jordan, A. R. Hill, E. Annand.

Sick and Visiting Committee, A. V. Morash, G. Miller, M. S. Mackay, J. A. Mackintosh.

In addition to the general meeting on Saturday night, to which all are cordially invited, Bible training class for active members meet on Sabbath morning at 9.45. It is expected, too, that there will be a general Bible class on Sabbath afternoon taught by one of the members of the faculty. But any special features of the work, when fully decided upon will be duly announced. In the meantime don't forget that you have a friend in every member of the Y. M. C. A.

#### MOOT COURT.

##### REGINA vs STYLES.

This, the first case in the Moot Court for this session, came on for argument on Thursday, the 19th Sept., before John T. Ross, Esq.

The facts were that the prisoner went to a hotel with his valise, ordered dinner and engaged a room for the night. In the morning, pretending that his valise needed a lock, he was directed to a locksmith by the landlord; when the latter was out of hearing, the prisoner called a cab and drove to the railway station leaving his bill unpaid. The learned Judge directed the jury that if they were of opinion that the prisoner when he left the hotel with his valise, did so intending to deprive the landlord of his right to detain the valise, they should find him guilty of larceny of the valise. The jury found him guilty.



For the prisoner it was contended that the inn-keeper had no lien because he had no possession. (4 camp. 291.) There must be an actual delivery to make a lien. (3 T. R. 119.) If the innkeeper had a lien he waived it by allowing the goods to be taken from the house and neglecting to insist upon his right. (9. C. and P. 741, 1 Camp. 410.) Even if the inn-keeper had a lien, and had not waived it the direction to find larceny on the evidence was wrong. (1 Hale 509.)

For the Crown it was argued that the prisoner being a guest at the hotel, the landlord had a lien on the valise for the unpaid board bill. (3 B. & AED. 283, 3 Q. B. D. 484, 10 Q. B. 210.) Although the hotel-keeper became dispossessed of the valise he still retained his special property in it. (1 Hale 507; 2 Denn C. C. 464.)

Judgment was reserved.

H. Wickwire and S. L. Fairweather for the prisoner.

H. J. Logan and V. Paton for the crown.

#### PERSONALS

##### CLASS OF 1889—ARTS.

Henry is teaching at Sydney Academy, and will probably spend the winter there.

Putman is at his home at Lower Onslow. He expects to get a school for the winter.

McLeod Harvey, will come to Halifax before long, and continue his course at Pine Hill.

MacDonald, R. J., is teaching at Baddeck Academy, and will probably spend the winter there.

Burkitt is still a mystery, without plans. He is now in Halifax. When at length he bestirs himself he will doubtless make a noise in the world.

Frazer, will teach Mathematics in Pictou Academy for at least a year. He is substituting until November at the Halifax Academy, getting his hand in for the winter's work.

Edward Fulton, we are pleased to hear, has taken the place of Dr. Hall as teacher of English in the Lower Normal School for a year. He taught in the Hants Academy for two months.

Our preachers are harder to follow. Smithers is lost. We haven't seen or heard tell of him since April. We presume he will continue his Theological course somewhere.

We are all proud of our best man, Arthur Gordon Laird. He holds a \$400 fellowship at Cornell, and is now in the midst of his work. He will devote this winter more especially to Greek.

Our two philosophers will be philosophers still. Alex. Frazer gave us a call at Convocation, looking as blooming as ever. Alex. is to be congratulated, as the holder of a scholarship at Harvard worth \$250.

It's hard to tell what will become of E. W. Brown. The last time he was seen he was on the farm at Lower Newcastle, N. B., digging potatoes. Brown hopes to spend the winter at the New Clark University at Worcester, Mass., where he has been awarded a scholarship worth \$250.

Frazer, J. K. G., we are sorry to hear, was compelled to leave his work in the mission field during the summer, and now lies sick of consumption at his home in Alberton, P. E. I. Fraser is sure of the heartiest sympathy of his classmates and fellow students.

Our lawyers, Allison, Davidson, and Paton stick well together. They are good fellows; all Halifaxians; all continuing their work at the Dalhousie Law School, and all studying in Law offices in the city. Allison is in Borden, Ritchie, Parker and Chisholm's office. Paton is with Lyons and Lyons. Davidson is with Meagher, Drysdale, Newcombe and McInnis.

J. N. MacLean, who entered Dalhousie with the present fourth year class, and was compelled through ill health to abandon his studies, is now engaged in mission work at *Moose Jaw, N.W.T.*

The "Moose Jaw Times" speaks of him as an "effective and popular speaker." We accept this, but would add that he was equally as popular and effective a *forward* on the *foot-ball* field as he is now a preacher in the *Mission* field—a combination of talent rarely met with. We are pleased to learn, that the prairie climate agrees with our once formidable soph. The GAZETTE wishes him complete restoration to health and continued success.

We regret that the account of the whereabouts of last year's class in Law has not arrived, though we fully expected it would have been here in time. However, we will tell all about them next issue.

#### OBITUARY.

ON Sunday last, the news of the death of one whose ability and character we shall never cease to admire, effected us with heartfelt sorrow. Thomas A. Lepage, so well and favourably known throughout these Provinces as the efficient teacher of English literature in P. W. College, passed quietly away at the residence of his dear friend Mr. Otto Baird of Charlottetown, on the morning of Thursday, October 3rd. He was a student at Dalhousie during the session of 1875-6 and, though a mere boy stood first at the sessional examinations in classics, mathematics, psychology and chemistry. He then went to Montreal with the view of acquiring a thorough knowledge of French and was shortly afterwards appointed to the position which he continued to hold till within a few months of his death. Though we could write much in commendation of such a life, we feel that we cannot do better than quote the following from a Charlottetown paper, desirous at the same time of tendering to his bereaved relatives our sincere sympathy.

The *Examiner* says:

"He never went into the class-room till he made himself as familiar as possible with the subject in hand; and what, by careful research and patient thought, he had made his own, he had the gift, in a rare degree, of communicating to others. He possessed the most valuable of a teacher's powers—the ability to arouse and stimulate thought; and there are not a few young men and women who feel that, under his leadership, they first learned that most valuable of arts—the ability to think. He was, besides, a writer of great ability. His lectures show a power of thought and expression, very rare in so young a man, while the poems that he has published give evidence that he possessed genius as well as talent, and that, had he lived, he might have obtained a high place in the world of literature. But, after all, it is his moral character which excites our greatest admiration. As a young man, he wore the "white flower of a blameless life" among us. He has shown that it was possible to join with the keenest zest in all manly sports, and to enjoy life to the full, while preserving his manhood from the slightest stain."

THE arrival of a telegram, two weeks ago, announcing the death from pleurisy, Sept. 8th, of Mrs. Macrae, wife of Rev. W. L. Macrae, of Princetown, was a severe shock to her friends here.

Mrs. Macrae, or, as she then was, Miss Creelman, attended the classes in French and English

in Dalhousie during the sessions in 1883-86. In the fall of 1886 she became the wife of W. L. Macrae, the newly-appointed Presbyterian missionary to Trinidad, and accompanied him thither, where she has performed the arduous duties a missionary's wife is called upon to do in such a manner as to bring forth the highest praise from those who knew her.

THE GAZETTE extends its heartfelt sympathy to her afflicted husband, and to her sorrowing friends and relatives.

THE FORUM, which *The New York Times* says "continues to hold its place as the foremost of our magazines for the value, the variety, and the weight of its articles," is a monthly review of living subjects that concern thoughtful people; including politics, education, religion literary criticism, social science, and commerce. It presents the conclusions and investigations of the foremost men in every department of thought; and it admits discussions of each side of all debatable subjects, striving always to be constructive, and never sensational or merely popular. Its contributors include more than 200 of the foremost writers of both hemispheres. It is offered to thoughtful readers with the hope of being helpful to them.

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**Dallustensia.**

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.

Who takes lessons in elocution at the Ladies College?

Tupper has turned over a new leaf. "None too soon" is the verdict of all.

The Reception Room of the Ladies College has been enlarged. A pointer for Rettee, Pelton, &c.

If conceit were consumption, some of the Freshmen would not be able to *dodge* the inevitable.

We give the probable addresses of some members of the Freshman class for the benefit of Medicals or others who may be interested:—McKay, Mac Intosh, Melville Island; Logan, Forbes, Rockhead; Ross, Martin, Poor House; Grant, Ladies College; Dodge, Infants Home, but Report has it, that the S. P. C. will take charge of him during the winter months, to try to induce him to wear long pants.

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The Exhibitions and Bursaries are open to all Candidates. For particulars see Calendar.

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Latin.—Caesar, Gallic War, Books II, and III. Plauti, Aulularia, Book II. Prose Composition: As in Arnold's Latin Prose Composition by Bradley, Exs. 1-4.

Greek.—Demetrius, Anabasis, Books IV, V, VI. Prose Composition: As in Fletcher and Nicholson (A. S. Series, Kingston, Ont.), Exs. 1-3.

For 1901.—Latin.—Caesar, Gallic War, Books IV, and V. Plauti, Aulularia, Book II. Composition: As in 1900.

Greek.—Demetrius, Anabasis, Books V, VI, VII. Composition: As in 1900.

Mathematics.—Arithmetic: The ordinary rules of Arithmetic, Tables and General Equations, Proportion and Interest.—Algebra: As far as Simple Equations and series with Theory of Indices.—Geometry: First, Second, and Third Books of Euclid or the subjects thereof.

English.—Language, Grammar, Analysis, Writing from Dictation, Description, Expository, Persuasive, History and Geography, Outline of English and Canadian History, and General Geography.

Books, text books are mentioned by initials in a general way the usual of knowledge required.

Any further information or hand may be obtained on application to the President, Dalhousie College, Halifax, N. S.

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