

# The Dalhousie Gazette.

"ORA ET LABORA"

---

---

VOL XXIV. HALIFAX, N. S. - FEBRUARY 11, 1892.

NO. 6.

---

---

## EDITORS :

J. A. MCKINNON, B. A., *Editor-in-Chief.*

K. G. T. WEBSTER, '92.

MISS S. E. ARCHIBALD, '92.

A. F. MACDONALD, '92.

J. W. LOGAN, '93.

T. C. MACKAY, '93.

P. M. MACDONALD, '94.

W. H. TRURMAN, (Law), '92.

C. M. WOODWORTH, B.A., (Law), '93.

G. D. TURNBULL, (Med.)

## MANAGERS :

J. A. MACINTOSH, '92.

R. B. BENNETT, (Law).

W. F. COGSWELL, (Med.)

---

---

Address business communications to J. A. MACINTOSH, P. O. Box 114, Halifax ;  
literary contributions to Editors of Dalhousie Gazette, Halifax, N. S.

---

---

**T**HE University Extension movement may be properly said to date from the year 1867. In that year a course of lectures on subjects calculated to interest the classes for whom they were designed, was delivered by Prof. James Stuart in Liverpool, Manchester, Sheffield and Leeds. So successful did these prove, that a course of University Extension lectures was immediately started by the university of Cambridge, which has been influential in establishing a more truly national character for that institution. Prior to this, in 1858, both Oxford and Cambridge had instituted the system of local examinations, which has succeeded in raising the standard of education, both in public and private schools throughout the land. Although it is but two years since the University Extension method has been introduced into America, yet it has spread with remarkable rapidity. The first National Conference on University Extension has been held in Philadelphia, where the three hundred delegates who were present on that occasion, manifested their interest in the movement by the manner in which they regarded the subject in all its bearings, both in connection with University work itself, as well as in its relation to outside influences. The movement has made more rapid progress in America than in the Old World, although the number of courses

and lectures given in England has more than doubled within the last five years. In the year 1889-90 nearly four hundred courses were given, and these were attended by over forty thousand people. In Canada as yet, only a few universities have adopted this method, but interest in the subject is increasing, and results will show the development of that interest. In the spring of 1891, the ablest advocate of University Extension, Richard G. Moulton, LL. D., of the University of Cambridge, lectured in some of the American colleges, and these, recognizing the breadth and power of the movement, have since adopted the system which he advocates. The promoters of University Extension have decided to hold an International Congress at the World's Fair in Chicago, which will bring the scheme prominently to the notice of all.

The purpose of this movement is to confer upon those who are unable to secure a college education, the benefits of university lectures. There are many scattered over the country who are kept by the force of circumstances from securing the education which a course in a university offers, and it is for the advancement of such as these that the Extension movement was mainly designed. In this way, instruction of such a character and method as is to be found in university teaching comes within the reach of students of all classes throughout the land.

Lecture courses are instituted not only in History, Political Economy and Political Science, but in all the departments of knowledge which fall within the sphere of a university; men are secured to deliver lectures on these subjects, who can treat them in an able manner, and all who wish to avail themselves of such opportunities are invited to attend. Weekly papers are written and certificates are issued, based on the results of examinations at the end of the course, but very many attend the lectures who are unable to give attendance to any further work on the subject, still even in this case the knowledge received may prove of incalculable good. The manner in which the subject is taken up rests, of course, with the lecturer, who suggests what he considers the best method of studying the subject; this course can then be pursued to greater advantage by the student himself. The aim of the lecture is to awaken interest in the subject, to show its importance, and to outline its further examination.

The results of this movement so far can hardly be judged in America, but in the Old World its effects are apparent. When many of the lower classes in England will undergo any hardships to attend these lectures, the fact speaks for itself. The ablest educational workers recognize the claims and scope of this work, while the benefits which it will confer upon all classes of the community are the best and most conclusive evidences of the strength and merit of the scheme. A way of securing a higher education is thus put within the reach of all, and from the growth and enlargement of this work in the future, the country will gain material advantage. It is to be hoped that all will interest themselves heartily in a scheme for elevating, as this does, the education of all classes of the people.

---

#### HISTORY OF THE DALHOUSIE FOOTBALL CLUB.

(Continued.)

"I love to see  
The insertion of strong men in the mud, the wallowing and the stamping with  
spirited shoes."

The association game was given up in '81 and with the introduction of the new rules a new era of awakened interest and enthusiasm was begun. George M. Campbell was 1st and E. J. Torey 2nd Capt. These men got a ready support from the football element, but it was not an easy task to pick a team from the inexperienced men at their disposal. With reluctance, therefore, the challenge of the Halifax F. B. Club to play a match on the common was accepted. This game was won by the city team on Saturday, Nov. 19th, by a score of 1 goal to 0. Dalhousie lined out as follows; Campbell, Mellish, Johnston, Pitblado, Calder, McLean, Blair, G. Patterson, W. R. Fraser, Reid, Jas. McDonald, Taylor, Martin, Kaye, and Fitzpatrick. Campbell's team can scarcely be said to have been a strong one, but, considering their entire lack of experience, the boys of '81-'82 played wonderful football. He was himself by all odds the best man among them. W. R. Fraser (Nebraska freshmen tremble at his name) played half back and perhaps ranked next to Campbell. In the following year J. A. McDonald was captain and A. G. Reid second captain. Early in the season an invitation came down from Acadia to meet her team at Wolfville. This was Dalhousie's first challenge from an outside club and it was with many misgivings that McDonald accepted. The game was played on Dec. 2nd in four inches of snow. It was very close and exciting throughout, but, "neither side could claim even a slight advantage."

The team was as follows: E. McDonald and George Robinson, goal-keepers; Reid and Bell, backs; Taylor and Henry, half-backs; Martin, Gammel, Crowe, Rodgers, Stewart, Fitzpatrick, McDonald (Captain), Mellish, and McLeod, forwards. It must be regretted that no other matches were played, for the team of '32-'83 was strong. Dalhousie has never produced a greater player than George Robinson. For a number of years, after leaving college, Mr. Robinson played for the Abegweits of Charlottetown, and contributed not a little to the eminent success of that club. He has, I believe, but lately retired from the field. Of Mr. W. A. Henry I need not speak; my pen could add little to his fame. Mr. Dougald Stewart was another famous member of this team. He came to Dalhousie fitted by nature for any kind of work. He took a place on the football field and in the gymnasium, and in both was unexcelled. In '83 W. B. Taylor was captain. He had nearly the whole of the previous year's team at his disposal. The opening match was again at Wolfville. It ended in a draw, slightly perhaps in favour of the Acadia men. On the following day Dalhousie met King's College at Windsor. Early in the game Bell and Langille were injured, but the advantage, if any, was with us. Soon after their return to the city they played a draw with the Wanderers. The GAZETTE remarks "that the college boys should have won but they did not do so on account of the poor team work." In these three matches it is rather odd that not a single point was scored. Arrangements were partially concluded for a game at Pictou but owing to the early advance of winter nothing came of it. The team was as follows: D. H. McKenzie, back; Taylor, captain; Bell and Reid, half-backs; Putnam and Locke, quarter-backs; Leck, Creighton, Campbell, Gammel, Fitzpatrick, Langille, Stewart, Martin, and Crowe, forwards. These men were noted for playing football very hard. At an athletic meeting, Nov. 9th, 1883, it was decided to adopt crimson as the college colours. At the assault-at-arms in the academy the students wore white jerseys trimmed with crimson, and stockings of the same colour. Blue football jerseys, however, still continued to be worn, no change was made in them till '87. In April, '84, the D. A. A. A. was organized. Every effort was made to have the whole body of the students interested. The first officers were, Hon. Pres. Prof. Forrest, Pres. Dougald Stewart, Vice.-Pres. K. J. Martin, Secretary A. S. McKenzie, Treasurer George Robinson. Mr. Robinson was at the same time elected captain of the football team. On Nov. 22nd Acadia, for the first time came down to Halifax. Having failed to get the Wanderers grounds, Robinson proposed to play on the common. The Acadia men at first demurred but in the end yielded. In less than fifteen minutes the visitors secured a try but failed to kick a goal, and until

half time the play was very even. In the second half Dalhousie had the wind, which was very strong, and were able to keep the ball well down on Acadia's twenty-five yard line. Once Creighton crossed the goal line, but in a desperate maul with Prescott—a much heavier and stronger man—he lost the ball. Shortly afterward Dougald Stewart unfortunately had his jaw bone broken. His place was taken by Cahan. Twice Acadia touched for safety, and it was with joy that Cummings heard the call of time. Our team was as follows: Martin, back; Robinson, Stewart, and Morrison, half-backs; Locke and Putnam, quarter-backs; Geo. Campbell, I. Gammel, R. Langille, Fitzpatrick, A. S. McKenzie, Creighton, D. H. McKenzie, J. W. McKenzie, and McLeod, forwards. The first match in '85 was on Nov. 28th, at Wolfville. This game was most unsatisfactory. It was characterized by unusual roughness, not to use a stronger term, and ended in a dispute from the decision of the referee. No points were scored on either side. On the same day Dalhousie met Pictou at Truro, and won by 3 tries to 0. Aulay Morrison particularly distinguished himself in these matches. On their return to the city this team sustained an overwhelming defeat at the hands of the Wanderers, 7 goals to 0. The fifteen was made up as follows: F. Stewart, back; Henry D. Stewart (captain), and Morrison, half-backs; H. McInnis, F. A. McKay, quarter-backs; Fraser, Creighton, McKenzie, Murphy Campbell, Morrison, Leck, A. Morrison and W. Brown, forwards; '86 was the year of the great Pictou tournament, by long odds the best affair of the kind ever held in these Provinces. The competing teams were, Pictou, New Glasgow, Abegweits, Wanderers and Dalhousie. For three days amid mud and mire these splendid teams contended for the mastery. It was here that the Wanderers got their first real rebuff at the hands of the hardy Islanders. Well do I remember "big" Cameron on that muddy day. George Gordon too was with the Abigweits. Before this time Dalhousie was counted, by outsiders, rather inferior to both the Wanderers and Abegweits. Our first match was with New Glasgow on the afternoon of Dec. 3rd. The ground was in a fearful condition. It was throughout a forward's game, and the weight of our forwards gave a great advantage over the light New Glasgow men. Dalhousie won by a score of 2 tries to 0. The game with the Abegweits was called Dec. 4th. On the previous day the Island men had pressed very hard on the "red and black," and were confident of success. But Dalhousie was out for a fight, and the game was very close and, in the end, a draw. D. K. Grant won laurels in the mud. The match with Pictou was played in the afternoon. Little advantage was gained on either side in the first half, and in the second a blinding snow storm prevented good playing. The season was closed

week  
later

by the drawn game with Acadia on the Wanderer's grounds. DeWolfe, a half-back on the visiting team, unfortunately had his collar-bone broken in the game. E. Bill, '92, played full back for Acadia. Our team was as follows: Frank Stewart, back; A. S. Cummings, D. K. Grant and Aulay Morrison, half-backs; Locke and A. McKay, quarter-backs; Creighton (captain), Miller, McNeill, A. F. Stewart, W. R. Campbell, D. F. Campbell, W. Brown, Armstrong, and G. Laird, forwards.

G.

### Contributed Articles.

#### WHAT IS THE USE OF COLLEGE TRAINING?

WHEN giving his rectorial address to the students of Glasgow University in 1879, Mr. Gladstone stated that there were at that time in attendance at the four Scottish universities 5500 students. This, out of a population of about four millions, is a considerably higher proportion than can be found in our Nova Scotia colleges. Mr. Gladstone further stated, that of those in attendance at Glasgow University, about two-thirds kept their place at college by one form or another of private employment, added on through the whole or a part of the year to the burden of their studies. These young men must have thought there was some value in university training when they made such efforts to obtain it.

A more striking illustration of the value placed by a people upon higher education, is found in the history of Holland, furnished by the people of Leyden three centuries ago. Their city had been besieged. The only way of deliverance was to open the dykes and let the sea flow in over large areas that had been reclaimed from the tide, so that on the incoming sea, ships of relief might come to the beleaguered city. The defence made by the citizens was one of the most heroic and most memorable in history. Better for them a ruined land than a lost land: and at last, when famine had reduced all and had killed many, the long expected relief came. To mark the nation's esteem of their gallant conduct the Prince offered the citizens of Leyden their choice of a university, or ten days' annual fair without tolls or taxes. Poor as they were, with their means reduced by their patriotic defence, and tempting as was the offer thus to increase their traffic and their gains, they chose the university, and the Prince granted them the commercial privileges as well. Like Solomon, when choosing wisdom they received wealth as well as wisdom; and in after years the University and the market of Leyden both became renowned. Why should the men of Leyden or the men of Scotland set such value on university education?

Why should so many young Canadians do the same? What is the use of college training?

Sometimes we might fancy that a greater interest would be taken in it if a larger circle of special courses was maintained, and if more attention was given to the so-called practical branches. Might we not, *e. g.*, have included in or affiliated to the University a Business College to train young men for a commercial life, an Agricultural College to give special instruction in scientific farming, a University College giving the requisite technical education for developing our mines and minerals, a college or a class for training young journalists, although, next to a university, one of the best places to graduate from is a newspaper office? Would not the usefulness of the University be increased and its influence be widened, if it could embrace special courses of this kind? But, apart from the difficulty, through want of funds and other causes, of carrying out any such comprehensive scheme, this fancy rests on a one-sided view of the main purposes and value of College training. The great object of such training is not merely nor mainly to impart that kind of knowledge that can be converted into cash, or that can serve directly in solving the great bread-and-butter question. It is rather to develop the intellect and character by the course of training through which the student is passed, so that as a man he is more fully developed for vigorous and successful work in any department of knowledge to which he may apply himself, abler to grasp the problems that may present themselves to him in life, be they social or scientific, literary or political, endowed with an ardent love of truth, and strengthened with a firmness of moral and intellectual fibre. Hence, though University education must be the privilege of a small minority of the people, yet this minority should have special fitness and force in moulding public opinion and public sentiment, and even, it may be, in shaping the destinies of their country.

What part of College training can best serve this purpose? The answer depends on individual tastes. Some are strongly set on the importance of classical education. It has been often pointed out, and notably by Macaulay in his Essay on Bacon,—written fifty years ago,—that the study of classics to-day has not the same relative value that it had at the time when our chief modern Universities sprang into existence, for, although the great works of Athenian and Roman genius continue what they were, yet, in proportion to the growing wealth of modern literature, their value has been constantly falling. Besides, most of them are accessible in the form of translations, and even Emerson says that he was not in the habit of reading any work of antiquity in the original when he could read it in English. But still, whatever discount the story of the classics must suffer

*Mr. Patterson  
Cummings only  
played  
one game.*

through such considerations, that story must still retain a high value, not only as a course of training, contributing much to that indescribable element that we call "culture," and ever essential help to the full understanding of modern European languages, but also as promoting reverence for the past, a due regard for the great thinkers of antiquity.

Others urge very properly the importance in College training of philosophical studies, Logic, Psychology, Metaphysics,—the science of what we can think,—and of Ethics, the science of what we ought to do. As the human form is the groundwork for the highest training in art, so the study of the mind itself is held to be of chief importance in mental culture. Certainly if we say with hope that "the proper study of mankind is man," we may admit with Sir Wm. Hamilton that this kind of study is fitted to show us at once our weakness and our worth, and be the discipline alike of humility and of hope.

Closely akin to this is the study of literature and of history, as it implies to us man's work in the past, not only in the deeds worth remembering, the efforts whose outcome is our modern life and progress, but also in the "thoughts that breathe and words that burn," familiarity with which has been felt by many a scholar to be alike a solace and an inspiration, a source of strength and a priceless treasure.

Others, again, look on mathematics as possessing special, if not supreme, value in mental discipline, training the student to seek for clear conceptions, to make sure of what he does know, and not to rest in shadowy, uncertain fancies, from which the latest argument or special pleading of controversy can shake him.

Of more recent years the many branches of natural science,—chemistry, botany, geology and kindred subjects,—have been receiving merited prominence, not only for their practical value, but for their worth as discipline to the mind, cultivating, as they should do, the spirit of humility and reverence, in view not of the Unknowable but of Him who has never left Himself without witness in the works of His hand that surround us, and stimulating to greater diligence in acquiring knowledge and greater singleness of purpose in devotion to truth for its own sake.

We need not here pronounce on the relative value of these studies as parts of College training; each student will probably look on them in the light of personal preference. The point to be emphasized is that the main value of such studies, and here the main value of College training lies in the large contributions they make to the development of intellect and of character, equipping the man for strong, steady, and successful work in the department of knowledge that he may choose, educating,—i. e., drawing forth and fostering,—the love of whatsoever things are

true, honest, just, pure, lovely and of good report, building up true manliness and adorning it with scholarly attainments.

Is it objected that all this is frequently attained without University training and that many of our foremost men here never passed through a College course? Granted; but yet it must be noted that not a few of such leaders here often express the wish that they had enjoyed this privilege; and further, some of those most signally successful in business are among the foremost to aid the Colleges with liberal hand, recognizing their value to the nation and regretting that they themselves had not enjoyed in youth those advantages which they now unselfishly desire to place within the reach of others.

---

WILLIAM BLAKE.

[A FRAGMENT.]

In the case of William Blake, we have to do with the strangest of phenomena in the whole range of literature. These are the unaccountable rise of a pure lyric poet in an age of spiritual deadness and drought; posterity's recognition of the artist after the very traces of his grave were forgotten; the threefold aspect he presents to his fellow-men as madman, genius, and prophet; and the enchanting interest he excites in us as poet, painter and man. But it is only Blake the poet, the harvester of precious sheaves into the garner of English song, we shall at this time consider.

In the new freedom that the age of revolution has triumphantly won for us, we are prone to forget the bondage under which the old world of letters lay; and that Pope in England was nearly as tyrannical as Boileau in France. We do not at all times remember that to write in any but the prescribed fashion was once regarded in much the same light as making a book in the vulgar tongue in the age of mediæval Latin,—an exhibition of criminal bad taste. Deviation from fixed rule was immorality; deserving the reprobation of all respectable people, such as Richter, when he outraged society by refusing to wear his flowing hair in a queue. And this must be kept in mind, if we would correctly appreciate the boldness of the forlorn hope that headed the revolt against the time.

The last century swarms with poets, elegant and polite versemakers, Haylys, Armstrongs and the like, singers of Botanic Gardens, prolific authors of Lines to, Effusions on, to whom we of this age would as soon think of turning for the divine lessons and consolations of poetry, as of spending a hard-earned, long-looked-for holiday in a Dutch garden of wire and paper flowers.

Amongst these epigones, a boy of fourteen, who does not know that there is any other way of making poetry than by letting his heart speak aloud, sings like this :

How sweet I roved from field to field,  
And tasted all the summer's pride ;  
Till I the Prince of Love beheld,  
Who in the sunny beams did glide.

He showed me lillies for my hair,  
And blushing roses for my brow ;  
He led me through the gardens fair,  
Where all his golden pleasures grow.

With sweet May-dews my wings were wet,  
And Phœbus fixed my vocal rage ;  
He caught me in his silken net,  
And shut me in his golden cage.

He loves to sit and hear me sing,  
And laughing, sports and plays with me,  
Then stretches out my golden wing,  
And mocks my loss of liberty.

This was a fresh note among the scranell pipes and drawing-room airs. It was uttered in a corner and few heard the new singer. His setting in life was quite as unfavourable as his setting in time. Born and brought up in the lap of common-place respectability, that foe of generous impulse, he never enjoyed what the wise Goethe has shown us is indispensable to genius, education. He spent his life in drudgery and obscurity. But his genius could not be maimed or starved ; it triumphantly asserts itself, and stamps the signet of his power on all the poet touches,—poem, picture, engraving, life. Genius with Blake is no such humdrum thing "as an infinite capacity for taking pains" ; it is an upward, restless power that possesses him, sways him and makes him its only half-conscious agent ; the lamp hid in the earthen pitcher cannot be hindered from shining through. Every incident recorded of him has the impress of strangeness and originality. As a child he saw angels in white, with spangles on their wings, among the shining boughs of trees on Dulwich Hill. In an age dominated by Pope, he worships the Elizabethans. When the gods of Art were Rubens and Correggio, this strange lad turns to Raphael and Duerer. His love story is unique. There are two scenes in it that we willingly linger over. In the first, the young lover is telling his sorrows to the shy black-eyed girl of eighteen, who says at the end, "I pity you from my heart." "Do you pity me?" "Yes, I do most sincerely." "I love you for that." "And I love you." The second is in the fifth act of the life drama : the old artist with one more day to live, propped up in his bed, is finishing a picture. Kate is busied in the room, no longer fair to any eyes but his ; she passes near his bed, and the dying man commands : "Stay, keep as you are ; you have ever

been an angel to me ; I will draw you." And the last sketch he ever made is a picture of his faithful wife. Who else could have written his prophecies or have drawn the ghost of a flea ; or of whom else could the Adam and Eve story be told ? Every recorded incident of him reveals individuality, character, originality. He is like no one else : he is a law unto himself : proudly conscious that he is right, he will be tied by no bond of conventionality.

And yet you will search through many a history of English literature before you find even his name. Only one recent collection mentions him, as far as I am aware. Though he pleased the pure taste of gentle Elia, and won the condescending approval of Wordsworth, the prophet had no honour in his own generation, and this one is only learning to know and love him. More than thirty years after his death the publication of a life of him by one who had been his friend, awakened an interest in him and his work. Two poets have written about him and brought him into notice ; a little cult of Blake has sprung up, and only one or protesting voices are heard in the general chorus of praise. A word as to his critics. Spenser has been called the poet's poet, because a poet understands a poet best ; so one who has attracted such men as Lamb, Wordsworth, Rosetti, Swinburne, and Palgrave has a right to the patient hearing of us common folks. Critics may and do object. A Henri Taine might possibly explain Blake, the literary man by his environment in a series of brilliant paradoxes, but no one has done so yet. He remains unaccountable ; at least to me ; I simply say "Genius," and no further.

It is true that elsewhere in the latter darkness of the last century, was heard now and then a song before sunrise ; now from a rustic rake in Ayrshire ; now from a half-crazy broken gentleman in Olney. These are "the blind motions of the spring that show the year has turned." But there was no concert between them, very little in common, and all three can only be in a measure accounted for. An adverse critic writing in the *Fortnightly Review* would explain away Blake's greatness by saying he studied and imitated the great Elizabethans. But what prompted him to admire them ? they had long passed away, and the age he lived in would not have given the "Rape of the Lock" for a dozen Hamlets, even when improved and amended by Mr. David Garrick. This same critic asserts that his best lyrics are mosaics from Fletcher and Shakespeare, but this no more militates against his claim to originality than the appropriation of plots from Boccaccio, and whole dialogues from Plutarch, can detract from the greatness of Shakespeare's genius. From the turmoil of conflicting essays and reviews, we turn back with a sense of relief to Blake, from the books about books to the books themselves. As to an artist's work ;

our greatest critic nobly says: "In the sum of his life, he finds this to be the thing, or group of things manifest to him;—this the price or true knowledge or sight, which his share of sunshine and earth permitted him to seize. He would fain set it down for ever, engrave it on rock, if he could; saying, "this is the best of me; for the rest I ate, and drank, and slept, loved, and hated, like another; my life was as the vapour, and is not; but this I saw and knew; this, if any thing of mine, is worth your memory!" The true believer, outworn by the writings of skeptics and pious commentators, returns at last to the holy writings of his religion. The efforts alike of friends and foes have only troubled and perplexed him; and the first sight of the magical words weave the old welcome spell of faith about him once more. The best refutation of Blake's critics are Blake's own words. And this is the spirit in which we would approach Blake.

Perhaps the first and strongest impression produced is that of strangeness. Blake's life has a remoteness from the common habits and passions of man. Shelley's lines seem to have been written for him:

"He wanders like a day-appearing dream  
Through the dim wilderness of the mind."

And this phantasmal unearthly quality of his life pervades everything he wrote. All poetry is autobiography, actual or potential. This might be seen from the very titles. What had the sordid common-place Georgian era to do with songs unless they were "Here's to the maiden of bashful fifteen," much less "Songs of Experience," "Auguries of Innocence," "Marriages of Heaven and Hell," and the like. And even with our education in such things, they strike us as out of the beaten track.

His name will stand or fall with his lyric poetry. The greater bulk of the Prophetic books, in spite of Mr. Swinburne's brilliant special pleading, are likely to remain caviare to the general forever. But the pure songs of "Innocence" and "Experience" have the genuine lyric qualities of sweetness, simplicity, and persistence in the memory. Here Blake is unique. There is no trace of artificiality about him; he works with the simplest means and goes directly to the heart of the hearer. Heine is the only name to be put beside him. Burns is rough-handed, Herrick and Herbert are cloying and consciously fanciful. Béranger is stained with wine from the cabaret, and dust from the boulevard, Tennyson's songs have the daintiness of a perfumed lace handkerchief, and Shelley is too sad except to sing in minor key. These all write songs, but Blake sings. We are told that he used actually to sing in the "celebrated Mrs. Matthew's" drawing-rooms, in the brief period of his worldly success, and that his music was only less remarkable than his poetry and painting. That is the basis

of his poetry, the singing power, the unconscious art of the bard over-ruling imagination and the impulses of song. The crystalline spring in the Woodland Enchanted, with its purity, its freshness and its life of musical motion, is the image of Blake's verse. It is as natural, as effortless, as strong and full of delight as an ecstasy of bird song on a dewy morning.

A. M.

## Exchanges.

THE *Dominion Illustrated* now appears as a monthly—*The Dominion Illustrated Monthly*.

THE last *Student* departs from precedent and gives its readers a portrait of Miss Ellen Terry as "Portia."

THE Philomathic Society of Edinburgh University has discussed the question, "whether the blackguard of genius is more worthy of admiration than the honest blockhead." The honest blockhead had the majority of votes. Perhaps Browning's lines influenced the decision.

"It's wiser being good than bad;  
It's safer being meek than fierce."

THE LATE DUKE OF CLARENCE.—"One who knew him," writes to the *Pall-Mall Gazette* as follows:

"His private education at Cambridge was entrusted to Mr. H. C. Goodhart, now Professor of Latin at the University of Edinburgh, a man of singular culture and refinement. A warm friendship sprang up between tutor and pupil, as Goodhart was not only competent to instruct him in all branches of learning with which he needed to be acquainted, but was young enough to join in his amusements. It was a familiar sight to see the pair dashing up Trinity in a hansom, dressed in flannels, returning from a game of tennis or some similar exercise. The Prince was best man at Mr. Goodhart's wedding, and both husband and wife speak in strong terms of his touching and thoughtful kindness in circumstances where thoughtful tact is needed."

### HE WASN'T IN IT.

Bill orter larn philosophee,  
An' be high toned and Literee,  
I'll chuck him down to Varsitee.  
Bill wasn't in it.

He swaggered round so recklesslee,  
You'd think he owned Amerikee,  
He had a splendid liberee,  
But wasn't in it.

He thought he'd like the sights to see  
And swagger round the Queen Citee,  
But such a thing as hard studee—  
He wasn't in it.

His nights were spent at the Musee,  
At socials or some whist partee,  
He found the classics so prosee,  
He wasn't in it.

But at exams he was pluckee,  
 Yet wasn't able to copee,  
 For Mac did keep his eye on he,  
 He wasn't in it.

Then in the lists was bold Billee  
 As in the hearse was Godferee,  
 Aloud he wailed so bitterlee,  
 O, I ain't in it.

His father said disgustedlee:  
 "My son, yer done with Varsitee,  
 Ye'll get yer hoe and stay wth me."  
 And William did it.

—Varsity.

J. KOBBS.

---

## College Notes.

---

PROF. SETH is delivering a series of ten lectures on psychology before the teachers of the Halifax schools.

THE gymnasium classes have been opened under the care of Sgt.-Major Kelly and Sgt. Griesly of the Leicestershire regiment.

A VERY fine collection of birds from Mr. T. J. Egan's has been placed in the museum. Students who have been lucky enough to gain entrance to the museum also had an opportunity of seeing the antlered monarch of the forest, which attracted so much attention in Stephen's window Christmas week. We make bold to suggest that the museum be now left open on stated days.

THE inviting programme advertized for the last meeting of the Philomathic had the effect of drawing a full house. The first part of the evening was taken up by the reading of reports "On Progress in Literature," by Miss Archibald; "On Progress in Science," by D. S. McIntosh; "On Progress in Philosophy," by G. F. Johnson. The reports were well received and a committee consisting of Miss Harrington, G. Arthur, and A. R. Hill was appointed to report on the same subjects at next meeting. J. W. Logan read a paper on "Some Botanical Advenæ." After discussing Mr. Logan's paper, Dr. Lawson outlined the method of collecting and preserving specimens for the herbarium, and agreed to continue instruction in laboratory and museum for those wishing to make collections. Mr. G. F. Johnson read a very interesting paper on "The Sūmmū Bonūm"; a very lively discussion of the paper was begun; but owing to the lateness of the evening was abandoned. Shortly after ten o'clock a motion to adjourn was put, and both visitors and members went away feeling that the Philomathic is *par excellence* the society in Dalhousie.

---

PROFESSORS HALE and LAUGHLIN, who held the chairs of Latin and Political Economy respectively at Cornell, have taken the corresponding positions at the new university of Chicago, the salary being in each case \$7,000 a year.

## Personals.

E. W. LEWIS, B. A. has been appointed Principal of the Campbellton Superior Schools.

B. M. KITTRICK, B. A., '77, is still at the head of Lunenburg Academy and is doing the good work he always did.

GEORGE PATTERSON, M. A., betook himself away from his legal duties and mounted the stump in the recent Cape Breton campaign.

Among the prominent "eligibles" of North Sydney, appears the name of Willard Richard Tobin, Student-at-Law. We always said "Toby" would make his mark.

C. L. MOORE, B. A., has not found journalism to his liking and has taken a position in the Kentville Academy. We are glad to have Moore in Nova Scotia.

IN our last issue we neglected to mention that J. W. BREHAUT, B. A. spent the holiday week in Halifax. Although a disciple at "fair Harvard" he has not lost his interest in Dalhousie and Halifax.

REV. JOHN McMILLAN of Chalmers Church, is still suffering from his recent illness and unable to resume the active duties of his pastoral work. His many student friends wish him a speedy recovery.

THE sanctum board has one vacant place this issue. C. M. Woodward is campaigning among the apple trees of Kings. We can foretell the result of the election.

MISS HAY, who was with '94 for the first part of the session, left on the 20th ult. for British Columbia. Miss Hay we hear stood very well in the Christmas examinations, and we are sorry to lose such a good student.

WE were pleased to have a visit during the week from Mr. H. J. McCallum who was with the class of '90, but was compelled on account of ill health to abandon his studies in his sophomore year. Mr. McCallum has quite recovered his health and is now on his way to California. We wish him the prosperity which his ability is sure to secure in his new home.

---

## Dallusiensia.

---

THE "fust year" was small in numbers one day last week. Cause: a church social the previous night.

THAT great class of '94 has at last organized. "Organazashuns is queer things." There is little doubt that wisdom will die with this class.

"YE gods and shell fish!" Hark! Piling Ossa on Pelion! The freshmen are going to attempt to get "tuk." What a sight the result will be! An enlarged copy will be pasted in the furnace-room and parties intending to inspect it will please bring restoratives and avoid causing trouble.



THE freshmen are now enlarging their biceps and "Jim Naesium" is busy.

*Freshman.*—"Comedy of errors."

*Soph.*—"Much ado about nothing."

*Junior.*—"As you like it."

*Senior.*—"All's well that ends well." (Ex.)

THEY have a telephone at Pine Hill now. R—s finds it very convenient. He was richly left, however, when he first attempted that modern means of communication. 'Twas on this wise. Having "called her up" he was waiting for her to come, when in the meantime another telephone was connected with Pine Hill.

*He speaks*—"Hello!"

*He hears*—"Hello!"

*Speaks*—"What are you doing with yourself this afternoon?"

*Hears*—"Is that Pine Hill?"

*Speaks*—"Yes, how are you?"

*Hears*—"Is that Pine Hill?"

*Speaks*—(getting suspicious) "Who's speaking."

*Hears*—Dr. Forrest.

*Speaks*—!!! — — \* \* \* !!!

#### WISE SAYINGS:

*To be delivered wholesale and retail to Editors and Popular Orators.*

Nulla dies sine linea!	Daily one gets new wrinkles.
Divide et impera!	He who draws dividends, is master.
Principiis obsta!	Princes are obstinate.
Plenus venter non studet libenter!	The student would like to fill his stomach.
Alea jacta est!	The equestrienne was thrown from her horse in the Alleys.
Mulier taceat in ecclesia.	The bigoted woman is a gossip.
Habent sua fata libelli.	There is always something fatal in the libels of boodlers.
Audiatur et altera pars	The other party also has boodled.
In vino veritas.	I'll be sworn there is something in wine.
Hic haeret aqua.	A (salt) herring renders thirsty.
Memento mori	Monuments are erected to the dead.
Si vis pacem, para bellum.	The love of peace is a parable.

#### RONDEAU.

WITH borrowed thought men say wet wist  
Our verse—not ours—from lovers' tryst  
To disembodied want and woe;  
Ring every change on "buds that blow,  
And "skies that melt in Amethyst."

Each grinds in turn the self-same grist,  
Aye! Chaucer, Shakspeare—search the list,  
And you shall charge Boccaccio  
With borrowed thought.

What bard the critic dare resist?  
Was Homer, too, a plagiarist?  
And Moses? Ah, then make him so:  
Yet with uncovered head, for know  
He pierced the brooding spirit mist  
With borrowed thought.

—ELLEN HAMLIN BUTLER, in *Boston Transcript*.

## New Books.

READING AND SPEAKING. By Brainard Gardner Smith, A. M., Assistant Professor of Elocution and Oratory in Cornell University.

It is one of the marvels of our modern civilization that the subject of this little book receives so little attention in our institutions of learning. Surely the education of a man for professional or public life is lacking in a very essential element, if he is unable to speak or read in his own tongue with some degree of grace and power. Yet it goes without saying that some of our ablest men are shorn of a large portion of the influence they might wield over their fellow men, by a feebleness of utterance, or a grotesqueness of manner, which might be effectually removed by a little instruction followed up by faithful practice. Nowhere are these defects so marked as in the pulpit. This is probably to be accounted for by the air of conventionalism that seems to attach itself to the sacred desk.

The volume before us is one of a multitude of text books on elocution which have issued from the press of America during the past few years. Each of these works, in the opinion of its author, at least, has some special excellence, and it is safe to say, that the perusal of any of them accompanied by a faithful practice of the directions laid down, cannot fail to be of assistance to any earnest student. This modest volume does not claim to be either original or exhaustive. The chapters which contain the general suggestions on control of the breath and methods of correcting faults in tone and gesture, and those which emphasise the importance of earnestness and faithful preparation for every public effort, we consider the most valuable. The rules in regard to sentences and their delivery, with all due deference to the accomplished author, savour too much of empiricism, and would embarrass a student who had not the advantage of a teacher to explain them. These rules involve general principles which have their origin in the thought to be expressed, or the motives of the speaker. These principles, Professor Smith keeps entirely in the background. It might not be just to say that he fails to recognise them; he probably assumes that they are self-evident. For example, the use of the upward slide interprets to the ear the idea of appeal, inquiry, negation, etc., while the downward slide denotes satisfaction and conclusiveness. The reader of this book finds, instead of the statement of this general principle, the rules of delivery founded upon it. To give rules without reasons is a violation of the modern educational code. The more elocution can be simplified and principles

insisted on rather than rules, the less the danger of the student's becoming a mechanical speaker.

We think the author is at fault in confounding *emphasis* with *stress*. Emphasis includes stress, but it is a great deal more. It involves pitch, time and volume; in a word, whatever element tends to give prominence to a word, phrase or sentence. Though there are books on elocution which are more philosophical, we have no hesitation in recommending this little volume as containing many valuable suggestions to the intelligent student.

LATIN PROSE EXERCISES. Based on Livy XXI., by A. Judson Eaton, Ph D., McGill University. Boston: Ginn & Co., 1891.

The contention of the author of this composition is certainly right; that the best way of studying Latin prose is in connection with the reading of Latin authors. Compositions founded on Cæsar's Commentaries are numerous: on Cicero's works considerably fewer, in spite of the great Tully having been by far the biggest idol of the Latin-crazed pedants of the last three centuries; but on Livy, equal to either of them in his own department, few or no exercise books have been based: so this book fills a want. There are many excellent points in the little volume. First we notice each of the exercises is based on a specified part of the history, which part is to be studied before writing this particular exercise; the notes are at the foot of each page; there are four useful appendixes—one gives sensible directions about writing Latin prose, another is on idioms, one on Livy's style, and the other on the Latin order of words. The book of course is only intended for classes that are reading Livy; but for these it will be found very valuable. Price 40 cents.

WE are indebted to somebody for the *Statutes of Canada, 54 and 55 Victoria, 1891, Vol. I and II*.

TWO more of Ginn's International Modern Language Series are at hand,—Montaigne's *De L'institution Des Enfants*, 25 cents; and Racine's *Andromaque*; both edited by Bôcher.

MACMILLAN'S *Golden Treasury Series* is being reissued in cheaper form, at two and sixpence. The volumes are to appear monthly, and nearly a dozen must be out now.

THE same publishers are getting out a fine illustrated edition of *Green's Short History of the English People*. The illustrations are very numerous and good; Many, from contemporary cuts, are especially valuable. It is to cost 30s.

OUR thanks are due to D. C. Heath & Co., Boston, for Hugo's *Hernani*, with Introduction, and critical and explanatory notes by John E. Matzke, Ph. D., Associate in Romance Languages, John Hopkins University. Cloth, 70 cents.

MRS. OLIPHANT is out with yet another book, *Jerusalem, the Holy City*, a history of Jerusalem, in popular narrative form. Critics say that neither it nor her previous volume, *Royal Edinburgh*, is equal to her two works on Florence and Venice.

FRENCH FAIRY TALES, (Boston, D. C. Heath & Co., 1891,) is something that will take the eye of teachers interested in the late revival of folk-lore and fairy stories, or of youngsters beginning French. It is a book of 150 pages, containing eight classic fairy stories, notes, and introductory. Paper covers, 35 cents.

D. C. HEATH & Co., Boston, will soon issue the first four books of *Dichtung und Wahrheit*, edited with introduction and notes by Prof. C. A. Buchheim, editor of the Clarendon Press Series of German Classics. This firm has just published an *Italian Composition* by C. H. Grandgent, author of their Italian Grammar. It has references to the Grammar, a Vocabulary, Appendix on Pronunciation, and a list of irregular verbs.

MR. ALEXANDER FRASER, who graduated here in 1889 with First-Class Honours in Philosophy, and is now pursuing a graduate course in Clark University, published a valuable paper in the December number of the *American Journal of Psychology*, issued quarterly under the editorship of Dr. Stanley Hall, the president of Clark. The subject is "Visualization as a chief source of the Psychology of Hollis, Locke, Berkeley and Hume." Mr. Fraser's object is to show that the "Sensationalism" of these writers is the result of their reducing thought, more or less entirely, to terms of visions, and that the skepticism which is favourably regarded as the necessary outcome of sensationalism is in right the result of this limitation of views. The evidence is well marshalled, and the entire paper is highly suggestive. We congratulate Mr. Fraser on his successful start as a contributor to philosophical literature. The present article is a good augury for future work of the same kind.

TRINITY UNIVERSITY, Toronto, has a dramatic club. The *Review* states that the University extension lectures have been an unqualified success.

THE Acadia University Athletic Association will undertake at their own expense to make a portion of their campus suitable for athletic purposes.

## Medical Department.

HERE are a few things of general interest to us as medical students of which we presume it will not be amiss to say a few words through the columns of the GAZETTE. Some of these matters have already been brought up and discussed, either at meetings held especially for the purpose or at the regular society meetings. By neither of these channels, however, have they been brought to the notice of all the students.

In the first place a few words concerning the Society itself may not be out of place. We are sorry to say that these meetings have not been attended as we think they should have been. Surely every student can spare at least one hour each week for the purpose of meeting his fellow students, getting better acquainted with them and discussing topics of more or less general interest. Could we have each week a fully representative meeting any little matter concerning us as a class might then be discussed and satisfactorily settled without delay.

Again, we have observed a marked tendency of late on the part of some person or persons to cut out items from the daily papers almost as soon as they are placed in the reading-room. Considerable indignation has been expressed at such proceedings and with good reasons, as those papers are placed there so that every student may have an opportunity of reading them at his or her earliest convenience. Now, if they are to be mutilated as soon as received, each one may as well first as last request the news-boy to leave the papers at their respective residences and thus be sure of seeing all they contain. We trust nothing more need be said, as every one must see the unfairness of such measures.

Another matter concerning which we consider a few remarks justifiable, is the relation of student to professor in the lecture room. In our opinion every sentence uttered there by a professor or lecturer should be regarded in the same light as a professional communication between two medical men, or between physician and patient, *i. e.*, a strict silence should be observed. To deny that we are bound by the accepted code of medical etiquette is to deny ourselves the right to be termed medical students. We believe that, from the time we enter our names in a medical

register and begin the study of medicine, either in a college or with a practitioner, we are henceforth morally bound to maintain a professional silence concerning any communications between us and our preceptors, professors and other medical men with whom we may be brought in contact. In connection with this subject we think the relation of one member of a class to the class as a whole should be considered. Our opinion is that no one man has any right to publish any article under the *nom de plume* of Medical Student, and thus indirectly make the class responsible for ideas held probably only by himself. That the class is thus held responsible for individual acts has been clearly demonstrated to us.

In conclusion we extend a hearty greeting to our old friend and classmate A. A. Dechman, who is again one of our number. Although coming in late, we trust he will be able to more than make up for lost time and at the end of the session be able to say "better late than never."

---

### MEDICAL RESPONSIBILITY: ITS MORAL ASPECT, ESPECIALLY AS TO PREVENTING DISEASE.

The responsibility that rests on an M. D. is obviously of great importance, and no doubt must be of a moral nature. By moral responsibility, I understand that in the treatment of one another, medicinally and socially, we ought to be as careful as though the individual was our own brother or sister. This treatment should not have to be done as a politic course for the benefit of its results simply, but should be done with spontaneous desire to benefit; else if done at all for an unworthy purely selfish purpose the immutable laws of cause and effect will, by their action detract from one's moral worth and character. I say with the highest, and best Authority on Duty, for us all ever to quote from, that it is an M. D.'s duty as a man, to strive with his best energy and knowledge, to prevent all kinds of disease. By so striving we will assuredly benefit humanity with a lasting benefit, and we ourselves will be enobled by the right exercising of the talents given us. These talents which we should have—and do have, some more and some less—when we become legally qualified practitioners in medicine, ought to be used, no doubt, for moral purposes only, and such talents should never accept the lucrative standard. The truth given us that "the labourer is worthy of his hire," is a very kind truth. Although some of us may have treated these sentiments as something only to be admired in the abstract, as it were; or as something desirable to be seen in others, but not deemed practicable for one's own self, yet surely we know that a *moral aim* in any vocation should be incorporated in a man; then, especially in an M. D., particularly because of his many responsibilities in public and private life. These ideas should be, and are, of more vital importance to us, students in medicine, than any other questions, I believe; and such questions are deserving of the most careful consideration and study; for herein lies the question as to what kind of material we should choose

for the building of that most important dwelling—the *moral dwelling*. To me it seems that a properly carried out system of hygienic treatment has a tendency toward some of the most marked results that any moral ambition could desire. The science of hygiene embraces much more (I think there is sufficient reason to say) than any other of the single subjects in medicine; and a good knowledge of this branch—so called—of medical study suggests great responsibility. To illustrate the importance of such a science as hygiene I give the definition of Robley Dunglison M. D., LL.D. He says that hygiene is: “The part of medicine whose object is the *preservation of health*. It embraces a *knowledge of healthy man*, both in society and individually, as well as of the *objects used and employed by him*, with their *influence on his constitution and organs*.”

If we trace the causes of any ill effect we can see that there were mistaken or careless ideas of right and wrong which originated the ill effect, and the responsibility for these misguided actions rests largely on those with whom we come in contact.

\* \* \* \* \*

Take for instance the case of some especially hateful disease and study its course of effects, its accompanying miseries both mental and physical; and herein lies an illustration, but hinted at, of what true responsibility is to the M. D. who should devote his best and most intelligent energies toward the *prevention* of any such hateful disease arising hereditarily or otherwise. This just stated is none the less important because of being so simple; for the question goes to the very foundation of the matter of responsibility; and, whether the disease be mental or physical, the happiness of all is concerned.

Of the mental diseases a dangerous and very common one is such a morbid condition of selfishness that may prompt one to aim at nothing better than a lucrative standard of life and by such selfishness be a source of contagion to many others and cause them to stumble on the road leading to moral refinement. Surely it is an M. D.'s duty to discourage the use of alcoholic liquors as a beverage or luxury; and by our acts and opinions we may serve many in many ways, in their “hour of need” of moral help and reform. As an M. D. to a family we should take a genuine and trustworthy interest in the growth and refinement of the boys and girls. I repeat that “the labourer is worthy of his hire” and I know full well that the profits only from a right action are the only true benefits worth having or to be sought after. I wish now to quote a few lines from a much loved author of mine—Ralph Waldo Emerson; wherein he shows the importance to a great degree of *all* moral action.

“The moral must be the measure of health. If your eye is on the eternal your intellect will grow, and your opinions and actions will have a beauty which no learning or combined advantages of other men can rival. The moment of your loss of faith, and acceptance of the lucrative standard will be marked in the pause, or solstice of genius, the sequent retrogression, and the inevitable loss of attraction to other minds. The vulgar are sensible of the change in you and your descent, though they clap you on the back, and congratulate you on your increased common sense.”

I hope my fellow students will see, even by a few remarks on such an all important subject, that I mean them to infer that a practitioner in medicine has great opportunities to confer everlasting benefits upon all those

with whom he may come in contact; also, that he could use his opportunities to the like extent in the other direction. I hope to see in years to come, that I had associated and “College coursed” with, at the Halifax Medical College, fellow students who had aimed—long before I had made a few remarks about it—at the best and highest course for any medical practitioner to pursue.

\* \* \* \* \*

So now the sum and substance of my remarks are that, I believe most soundly, and with the best and highest authority for my assertions, that we should treat others right as we would so like to be treated by them; and by so doing it is in the M. D.'s power, as one of the most responsible of men, to promote the welfare of all socially, morally and religiously.

P. C. WOODWORTH.

(Abstract of paper read before the Medical Society, 1890.)

#### A WANT.

Reviewing in mind our clinical advantages in the Victoria General Hospital, we recognize the fact that they are as good as any student could wish; still there is a class of patients and diseases not to be found there, namely children and the diseases peculiar to them—more especially the exanthemata. This is a very important class of patients and diseases, from which perhaps will come our first case in private practice. How necessary then that we should be able to recognize them with a fair degree of certainty and assurance; and we think that an actual acquaintance with their appearances would enable us to overcome this difficulty. This want could be easily supplied if one or more of our professors or lecturers would take the members of the graduating class individually to one or two such cases in their private practice, or if the matter were taken in charge by the visiting physician at the Infants Home. It is a thing that could very easily be arranged with little trouble to the professor and great advantage to the students.

E. X. ANTHEMA.

#### MEDICAL BRIEFS.

Is there any legitimate reason for keeping the lecture room locked between the lectures on Anatomy and Astronomy?

He seeks a private demonstration after each lecture, so anxious is he to have M. D., after as well as before his name.

The *North Sydney Herald*, correspondent of the *Halifax Mercury* gives a list of “eligible young men” in that place. Prominent in the list appears the name of Mr. Gouthro, Med. Student. Now girls, don't be bashful. Leap year, you know.

## Law Department.

IT is rather late in the day to revive the battle between the law school and the law office. The battle may have been one of considerable merit, and have been accompanied with reverses and vicissitudes for both sides when the law school was in its experimental stages and could be scoffed at as the stalking-horse of faddists. It is difficult to imagine how the fight could be renewed to-day with any show of vigor when the law school is safely beyond the speculative arena, and has secured a place among the proven and practicable things. The friends of the law school would be only too desirous of having the controversy raised, confident in the splendid resources now at their command to witness to the superior advantages of the college system. But the old fight has gone by. A sharp cleavage is no longer drawn between the respective merits of each. The situation has become one of co-operation. If we understand the relations of our Law School and the law office we perceive them to be designedly and discerningly working in one another's behalf. Instead of putting forth rival pretensions and setting up competing claims, they are regarding each as indispensable to the other. They are occupying distinct fields of labor so happily apportioned and systematically related as to be of mutual service. The established position of our Law School, the cordial reception and hearty support it is receiving from the profession, is due to its waiver of a pretentious egotism and policy of isolation. It recognizes the peculiar and invaluable advantages to be drawn from office training, and conscious that theory is futile without practice, shortens its session, and gives the student over to the office as much as in justice to its own aims it possibly can.

The shortness of the Dalhousie law session is made with direct reference to the importance of office work. When estimating the merits of our Law School, it is desired that its brief sessions should be remembered on its behalf, as against the protracted sessions of like American institutions.

### NOTES.

THE days of early examinations are numbered. The latest ruling of the Faculty to hold no examinations until the appointed examination week is a step in the right direction, and should mark the beginning of a rigorous system. The notion had been encouraged that the six weeks of the session remaining after Christmas vacation were intended only for examinations and desultory lecture work. The term is short enough without an unnecessary abbreviation of it.

It is complained that since classes have received the favor of early and scattered examinations in years past, it was scarcely opportune to introduce a contrary ruling this year. A great many third year students spend much of their time in offices, and relied on having the accustomed conveniences extended to them this year when preparing for examinations. It would have been advisable if no change had been made this year, in the absence of notice being given by the Faculty sometime early in the session of its intention.

SINCE the examinations do come on very quickly after the Christmas vacation, an effort should be made after this year to prolong the session at least an additional two weeks. This would enable the lectures to be continued until the very closing days of the session, and would do away with the necessity of early and accommodating examinations.

WHILE the Faculty has its hand in it should be stricter in its regulations as to special examinations. Of late years these have been given with a great deal of frequency and in cases where the necessity was scarcely obvious.

THIS year's graduating class numbers 21, and is the largest in the Law School's history.

A COMPOSITE photograph of the senior class will shortly be placed in the law library, or mock parliament room. It is to be regretted that departed classes of the law school have not been as particular in this respect as the present out-going class.

LAW students do not have long to wait for their reward. The very elect are not caught up more readily. Word comes that the late campaign in Cumberland was largely conducted on behalf of the Liberals by one of last year's senior class. The Conservative candidate in Queen's is our fellow-student, Mr. Morine. Then, many of the less ambitious are making daily excursions into all the neighboring counties on political errands. One of our number has fought in the far-removed campaign of Victoria. Truly this is our very day and generation!

## EXAMINATIONS.

Examinations are necessary, but they do not bespeak an ideal state of affairs. They are the only protection a degree-conferring college has, furnishing a reasonably accurate test of a student's qualifications. They are also necessary to keep the members of a class in collective touch with their work, and thus preventing the thriftlessly inclined from impeding the studious. Then, examinations are not a bugbear to the diligent, but are only a subject of animadversion from the laggard. By these remarks enough is said to assert the indispensable character of examinations. But apart from these services, and dismissing their acceptability to the prepared student as not touching the issue, their spirit is utterly false. They represent coercive and punitive conditions, wholly at variance with the independence of a student, and the ideals he has voluntarily set up. As a university is technically understood, it means a community of sympathetic workers engaged in the pursuit of learning, and guided in their enquiries by older and experienced men. The glimpse we catch of the venerable Bede drawing about him a band of devoted students, with whom he dwelt and studied in frankest fellowship, and who were minded only to keep the torch of knowledge burning and to pass it on with a brighter flame, reveals a university in its truest sense. It can be predicated of the student that he has voluntarily assumed his relations with his college. If he lapses from a diligent discharge of his self-imposed obligation, he alone suffers and society is unmoved. If he responds more nobly to the self-created task, the individual again is alone concerned. Compulsory study is not exacted as a boon to society. It has no higher motive or more far-reaching activity than its immediate effects upon the weal of the individual. Being a voluntary undertaking, and of self-concern, it should be voluntarily discharged, be the performance ill or creditable. The idea of voluntary study is instantly departed from when examinations are introduced. No matter how deeply concerned in his studies from self-inclination and self-responsibility, the student has confronting him the element of compulsion, and his free agency is destroyed. This is not the just environment for a student of mature years, and who has entered college of his own volition.

He should not engage in his studies under the pressure of an indictment, to be concluded with an acquittal or condemnation. The ideal plan is to suffer a student to elect as to the degree of study he shall vouchsafe to himself. It is certain that a truer, a more self-reliant spirit of study would be abroad than prevails under the trammels of the examination system. And yet these are speculations of the most barren kind. The difficulties indicated at the outset warn the writer that his excursion into utopian conditions has been pursued long enough.

## JURISPRUDENCE.

THE lot of the law student of to-day is an enviable one when in contrast with the hardships borne by the student of half a century removed. The embarrassments besetting a student before the advent of elementary text-books and law schools, were enough to subdue the eagerness of the most resolute beginner. One can well imagine how the crabbed text and cumbersome terms of early law writers would have appalled an arts' graduate fresh from the literary or classical flavor of his university. A writer in the *Westminster Review*, many years ago, in speaking of the repulsive character of English law, said its study was deservedly abandoned to its devotees and mystics, and described it as an "*indigesta moles* of cases, decisions, statutes, rules of pleading and of evidence, complicated with every species of technical and anomalous monstrosity," and that "the science of law, no longer identical with the idea of a liberal and ennobling study, became suggestive of all that was repulsive to a cultivated taste, of all that was insufferably dull, quibbling, and obscure." These are very hard words, but they can be patiently borne with by the law student of to-day. They represent conditions that have largely disappeared. Introductory text-books, written in luminous language and inviting style, have supplanted the involved text and architectural sentences of by-gone writers. Technical terms have well nigh disappeared, methods of pleading and rules of evidence have been abundantly simplified, and above all ameliorations, we have the incalculable assistance of the law school. One happy outcome of the improved conditions of legal education is apparent in the prevailing ambition of the profession to make itself more learned. The old and popular notion of the lawyer as a man of tricks and knavish practices is disappearing. Technical advantages and under-hand subterfuges are ceasing to be of frequent use, and lawyers are disposed to be fairer to the law than to their clients. In keeping with the spirit of higher ideals in culture, an earnest interest is being shown in law as a science. The works of Jeremy Bentham, Austin, Maine, Stephens, and Holland are finding their way into

law libraries, and their diligent study is made part of a cultured lawyer's education. These writers have sought to awaken an interest in jurisprudence, a subject which has been described "as associated on the one hand with the most rigid and demonstrative sciences, and on the other with the glowing fields of metaphysics, ethics, and politics." A late writer defines it as having for "its primary end \* \* the attainment of clear ideas on law as a matter of historical fact."

It may be that a young student has not time to engage in the study of jurisprudence, but should seek out only the most practical lines of work. Some writers, however, recommend that it should be studied along with and as the complement of his ordinary Common Law reading. To become thorough in his law knowledge it must be studied, and doubtless the earlier the better. Holland, whose work on Jurisprudence is about the same size as *Anson on Contracts*, is recommended for beginners, furnishing very pleasant reading, and as being preferable to the more exhaustive treatise by Austin. Speaking of the purposes served by the study of jurisprudence, an anonymous writer observes: "Here for the first time we see the science of law subjected to those rigid processes of ratiocination, from which alone in any science progress can be anticipated. We see prevailing terms and methods of classification unhesitatingly challenged. We see legal nomenclature laboriously ascertained and rigorously defined; we see, in a word, order emerging from chaos, light from obscurity, while around are strewn the *disjecta membra* of exploded cant and dethroned traditions." If these latter words can be construed to apply to old methods of pleadings and court practice, we forgive the rhetoric, and say,—God save the mark! May they be read in New Brunswick!

Another writer in the *Law Quarterly Review*, speaking of its utility, says: "The study of Jurisprudence would appear to be an indispensable preparative for the work of legislation or legal reform. Neither clearness nor comprehensiveness nor consistency with their existing law can ever be attained by legislators ignorant of the general principles, notions and distinctions of that law itself. And, beyond these, the wider generalizations arrived at by a comparison of different systems are of a double service to the national legislator or reformer. On the one hand they supplement and elucidate the Particular Jurisprudence (to use that term in its strict sense) of his own country; on the other hand they mark out so much of legal principles, notions and distinctions as has been preserved by a general consent, and is therefore likely to have substantial utility for its basis."

We have gathered these remarks together very hurriedly; but we hope they will be a suggestion to members of the graduating class, at least, as they now cast about for a course of reading of their own selection.

### POLLOCK'S ADVICE TO STUDENTS.

SIR FREDERICK POLLOCK, a few years ago, on accepting the Oxford chair of Jurisprudence, delivered to the students an address so admirable that we cannot refrain from publishing the concluding portion of it. It will repay a careful perusal.

"It is somewhat old-fashioned, though there is plenty of authority for it in our legal literature, to offer general good advice for the student's conduct of life. Such advice is apt to fall upon a dilemma. If you have had the experience on which it is founded, you do not need it; if not, you will not believe it. And after you have forgotten the advice and the adviser, and discovered the truth of things at your own charge, you will say to yourself quite innocently, Why did not some one tell me this before? Yet a few hints of warning and encouragement may fall on kindly soil and ripen. And therefore I would say to the student going forth into the heat of the day, Trust your own faculties and the genius of your University, and beware of the idols of the forum. You will meet those who will endeavor to persuade you that it is 'unbusiness-like' to be a complete man; that you should renounce exercises and accomplishments, abjure the liberal arts, and burn your books of poetry. Do this, and the tempters will shortly make you as one of themselves. You will steadfastly regard your profession as a trade, you will attain an intolerable mediocrity, the admiration of crass clients, and the mark of double-edged compliments from the court; you will soberly carry out the rule laid down in bitter jest by a judge who was a true scholar, of attending to costs first, practice next, and principle last; you will stand for parliament, not as being minded to serve the common weal, but as thinking it good for you in your business; and if you are fortunate or importunate enough, you may ultimately become some sort of an assistant commissioner, or a Queen's Counsel, with sufficient leisure to take an active part in the affairs of your Inn, and prevent its library from being encumbered with new-fangled rubbish of foreign scientific books. But if you be true men, you will not do this; you will refuse to fall down and worship the shoddy-robed goddess Banausia, and you will play the greater game in which there is none that loses, and the winning is noble. Let go nothing that becomes a man of bodily or of mental excellence. The day is past, I trust, when these can seem strange words from a chair of Jurisprudence. Professors are sometimes men of flesh and blood, and professors of special sciences are not always estranged from the humanities. For my part, I would in no wise have the oar, or the helm, or the ice-axe, or the rifle, unfamiliar to your hands. \* \* \* Neither would I have you neglect the humanities. I could wish that every one of you were not only

well versed in his English classics, but could enjoy in the originals Homer, and Virgil, and Dante, and Rabelais, and Goethe. He who is in these ways, all or some of them, a better man, will never be the worse lawyer. Nay more, in the long run he will find that all good activities confirm one another, and that his particular vocation gathers light and strength from them all.

And what is to be the reward of your labor, when you have brought all your best faculties to bear upon your chosen study? Is it that you will have more visible success and prosperity than others who have worked with laxer attention or with lower aims? Is it that the world will speak better of you? Once more, that is not the reward which science promises to you, or to any man. These things may come to you, or they may not. If they come, it may be sooner or later; it may be through your own desert, or by the aid of extraneous causes. The reward which I do promise you is this, that your professional training, instead of impoverishing and narrowing your interests, will have widened and enriched them; that your professional ambition will be a noble and not a mean one; that you will have a vocation and not a drudgery; that your life will be not less but more human.

Instead of becoming more and more enslaved to routine, you will find in your profession an increasing and expanding circle of contact with scholarship, with history, with the natural sciences, with philosophy, and with the spirit if not with the matter even of the fine arts. Not that I wish you to foster illusions of any kind. It would be as idle to pretend that law is primarily or conspicuously a fine art, as to pretend that any one of the fine arts can be mastered without an apprenticeship as long, as technical, as laborious, and at first sight as ungenial as that of the law itself. Still it is true that the highest kind of scientific excellence ever has a touch of artistic genius. At least I know not what other or better name to find for that informing light of imaginative intellect which sets a Davy or a Faraday in a different rank from many deserving and eminent physicists, or in our own science a Mansfield or a Willes from many deserving and eminent lawyers. Therefore I am bold to say, that the lawyer has not reached the height of his vocation who does not find therein (as the mathematician in even less promising matter) scope for a peculiar but genuine artistic function. We are not called upon to decide whether the discovery of the Aphrodite of Melos or of the unique Codex of Gaius were more precious to mankind, or to choose whether Blackstone's Commentaries would be too great a ransom for one symphony of Beethoven. These and such like toys are for debating societies. But this we claim for the true and accomplished lawyer, that is, for you if you will truly follow the quest. As a painter rests on the deep and

luminous air of Turner, or the perfect detail of a drawing of Lionardo; as ears attuned to music are rapt with the full pulse and motion of the orchestra that a Richter or a Lamoureux commands, or charmed with the modulation of the solitary instrument in the hands of a Joachim; as a swordsman watches the flashing sweep of the sabre, or the nimbler and subtler play of opposing foils; such joy may you find in the lucid exposition of broad legal principles, or in the conduct of a finely reasoned argument on their application to a disputed point. And so shall you enter into the fellowship of the masters and sages of our craft, and be free of that ideal world which our greatest living painter has conceived and realized in his master-work. I speak not of things invisible or in the fashion of a dream; for Mr. Watts, in his fresco that looks down on the hall of Lincoln's Inn has both seen them and made them visible to others. In that world Moses and Manu sat enthroned side by side, guiding the dawning sense of judgment and righteousness in the two master races of the earth; Solon and Scævola and Ulpian, walk as familiar friends with Blackstone and Kent, with Holt and Marshall; and the bigotry of a Justinian, and the crimes of a Bonaparte are forgotten, because at their bidding the rough places of the ways of justice were made plain. There you shall see in very truth how the spark fostered in our own land by Glanville and Bracton, waxed into a clear flame under the care of Brian and Choke, Littleton and Fortescue, was tended by Coke and Hale, and was made a light to shine round the world by Holt, and Mansfield, and the Scotts, and others whom living men remember. You shall understand how great a heritage is the law of England, whereof we and our brethren across the ocean are partakers, and you shall deem treaties and covenants a feeble bond in comparison of it; and you shall know with certain assurance that, however arduous has been your pilgrimage, the achievement is a full answer. So venerable, so majestic is this temple of justice not wrought with hands, this immemorial and yet freshly growing fabric of the Common Law, that the least of us is happy who hereafter may point to so much as one stone thereof and say, The work of my hands is there."

---

#### CHAMBERS DECISIONS.

---

MEAGHER J. :

QUEEN v. VAN NORDEN.

The facts in this case were similar to *Owen v. McDonald*, 19 N. S. D. 336. The prosecutor however, filed an affidavit on shewing cause that he had reason to believe Van Norden made a practise of acting as messenger for parties buying liquor. The judge based his decision on the ground that the magistrate's finding on the facts could not be reviewed, and certiorari was refused. The judgment is as follows :



This was a motion for a certiorari to quash a conviction made for an offence under the second part of the Canada Temperance Act. The ground on which the certiorari is sought is that there was no evidence before the conviction by justice on which he could properly convict. All other grounds in the notice of motion before me were abandoned. Where, as here, certiorari has been taken away by statute, and there is no room for any doubt that the justice had jurisdiction over the offence and over the person of the accused, that writ does not lie to review the decision of the justice upon the facts. See *ex parte Riley*, 8 Times L. R., 114, where Lord Coleridge, on a motion for a certiorari, said: "But the question was for them (the justices) to decide, and they had decided it, and their decision upon it *could not* be reviewed by this court. \* \* It was a decision on a matter within the jurisdiction, and this court would not interfere." Mr. Justice Wright concurred.

There were circumstances disclosed in the evidence before the justice in the present case, from which we might infer that the defendant mover was directly concerned in the sale, but whether that was so or not, I do not think his decision on the facts reviewable, and therefore refuse the motion with costs.

#### HULBERT v. SLEETH.

The plaintiff gave a replevin bond to the defendant instead of to the sheriff; defendant moved to set the judgment aside. Plaintiff at the argument asked for leave to file a new bond. The judgment was that plaintiff should have leave to file a new bond on payment of costs, otherwise the proceedings should be set aside.

---

THE Executive Committee of the class of '91 (Arts), request that members of the class who have not as yet paid their class dues, will remit them at once to J. MONTGOMERY, *Sec'y.-Treas.*, P. O. Box 473, St. John, N. B. Dues have been received from the following: Miss Baxter, Miss Muir, Miss Goodwin, Miss McNaughton, J. W. Brehaut, J. A. McGlashen, J. B. MacLean, F. A. McMillan, A. O. Macrae, J. Montgomery, A. V. Morash, C. Munro, A. C. L. Oliver, C. B. Robinson, F. W. Thompson, and J. W. Tupper.

---

#### ACKNOWLEDGMENTS.

G. F. Johnstone, \$2.00; E. W. Johnson, F. W. M. Bakin, George Ross, Newman McDonald, W. S. Grey, J. F. West, H. G. Gratz, D. D. Hugh, Earnest Brehaut, — Jordan, George McKeen, J. B. Astiwood, E. Chapman, Emma Hay, W. C. Morrison, H. P. Duchemin, Ellen McKenzie, Rev. Geo. McMillan, Rev. John McMillan, Blanche McDonald, S. N. Robertson, F. A. McMillan, H. M. McKay, J. McLean, P. M. McDonald, R. H. Graham, W. P. McKay, G. F. Mitchell, A. W. McLeod, T. Lawson, J. D. McGillivray, G. P. Tattrie, May Kellog, C. C. Hobrecker, S. E. Arcnibald, J. D. Dingwell, Bessie Cumming, J. D. McKay, Truro; Ir. Jacques, G. N. Murphy, R. W. McCharles, G. N. Drysdale, M. W. McAulay,—\$1.00 each.

---

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

#### TERMS:

One Collegiate Year, (in advance) .....	\$1 00
Single copies .....	10