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THE DALHOUSIE GAZETTE

HALIFAX, NOVA SCOTIA

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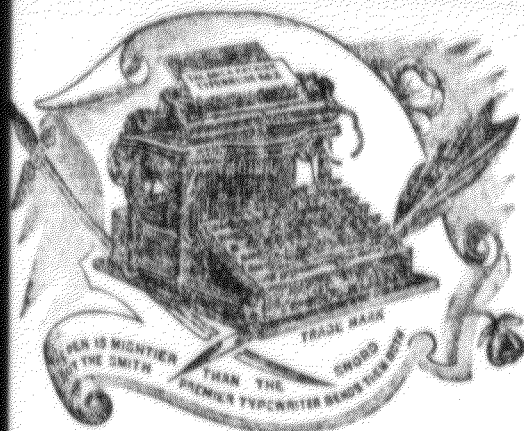
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VOL. XXXII. HALIFAX, N. S., - OCTOBER 25, 1899. No. 1.

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INTRODUCTORY.

ONCE again the time has come round when the GAZETTE steps forward, under the management of new editors, to greet its readers. As we have no excessive confidence in our own ability as journalists, and as the standard set by the late staff is difficult of attainment, we naturally approach our task with feelings of diffidence; but, having been placed in the editorial chair by our fellow students, we accept the appointment and go forward to do our best.

Our aim will be to make the GAZETTE interesting and beneficial to all Dalhousians, both graduate and undergraduate. We shall advocate improvements in and about the college, wherever they may seem to be necessary, and shall attack all abuses, which may come under our notice.

That the GAZETTE may become all that it should be, and may take the place in the college life that it should occupy, the editors must not be left to bear the burden alone. Although the paper is officially in their hands, each student should feel that he, or she, is responsible in a measure for its success. We depend upon our graduates for contributed articles and

letters from abroad, while to our undergraduates we look for help in collecting news of the college and the students. In past years the editors have received considerable help. The GAZETTE owes much to some few generous contributors both in and out of the college, but we hope that in the present year this aid will become more general, and that as a result, the success of this volume of the GAZETTE may be unprecedented.

AGAIN the football season is upon us, and football is more in evidence at Dalhousie than ever. This is due, not only to zest with which it is entered into, but also to the acquisition of the grounds in front of the college, where stalwart players may daily be seen chasing the football. Ever since the Old Exhibition property was abandoned we have been hoping, at times almost against hope, to get possession of that field, as it was felt that the teams would be at a disadvantage, as long as we had no athletic grounds of our own.

At the last meeting of the general students of the session 1897-1898, a committee was appointed to take steps towards acquiring the grounds. The city council did not seem to look at the matter in the same way as the students, and the efforts of the committee were fruitless. Shortly after the spring of the present season, the council voted, not without some dissenting voices, to give the students the use of the grounds for two months. The college authorities had the field put into condition at once so that the teams could begin practice as soon as possible.

After using the field for this year, and finding out by experience the advantage of its being so near the college, it would be very hard to go back to the old order of things. On this account, we feel sure that all those interested in the welfare of the athletic association will redouble their efforts, that the college may own this field outright.

For some time past it has been felt by those who take an interest in athletics, that football would be greatly furthered if only the raw material of sinew and muscle, of which there is abundance in college, could be developed so as to supply

men for positions on the first or second teams when vacancies occur during the season. With a view to this, the senate last spring offered to assist in procuring a shield as a trophy for competition in an inter-class league, if one should be formed. The organization of such a league has been the subject of considerable discussion in the college athletic circle, and among the students generally; but nothing definite was done till the recent semi-annual meeting of the D. A. A. C., when it was recommended to have four teams formed: one among the medicals, one among the law men, and two in the arts and science faculties. These have been organised and six matches are scheduled, in which none of the first or second team men are allowed to participate.

Although a great many of last year's players are not available this year, the prospects for a successful season are very bright. The first year classes brought in more than the usual number of footballists, while the nearness of the grounds to the college has brought out the men to practice more generally than in former years.

The teams are composed of as good material as any we have ever had, and each has a captain in whom it has every confidence, so that if they practice faithfully there is no reason why they will not give a good account of themselves. The GAZETTE joins with all the students in wishing that the teams this year may be successful in bringing the two trophies to our halls, and that their successors may be able to keep what they have won.

CONVOCATION.

The law library was again used for convocation purposes this year, the ponderous tomes of Blackstone lending a flavour of industry at the very beginning of the session. Wednesday, September 13th, was the date, and a goodly number of the students were on hand with the penned-up energies of a more or less idle summer. There was a fair sprinkling of citizens in the audience, but we regret that Haligonians are not more ready to accept our standing invitation to our annual opening exercises.

All the arts Professors, and Dean Weldon, of the law faculty, were present.

President Forrest's introductory remarks touched briefly upon the events of the past summer. In our own college sphere he said the work of the university had, as usual, received recognition by a number of appointments to old graduates, among them being the following:

Alexander Robinson, '86, to the superintendency of education in British Columbia; T. C. McKay and Murray McNeil, teaching staff of Harvard University; Aubrey Blanchard, '98, Professorship of Mathematics in St. Andrew's College, Toronto; D. A. McRae, Fellowship in Classics at Cornell.

Dr. Forrest made touching reference to the death during the summer of two of the most popular students in the college: Murray McKay by drowning at Pictou, and Clarence Grant, a victim of typhoid fever at North Sydney.

The announcement was made of three new scholarships offered by Dr. Lindsay, Dr. Farrell, and Frank C. Simpson, whose interest in the affairs of the college was recognized with appreciation.

The degree of Master of Arts was conferred *in absentia* upon Miss Nina Church of the class of 1896.

The central feature of the convocation programme was the paper by Dr. MacGregor, who had chosen as his subject, "The Utility of Knowledge-Making." The paper, which is published in part elsewhere in this issue of the GAZETTE, was written in that scholarly and forceful way with which the Dean of the Science Faculty does all his work. The subject was well thought out, and its treatment was received by the audience with interest and applause.

With routine announcements and the singing of the national anthem in Dalhousie's revised version the convocation exercises closed, and the session of 1899-1900 was formally launched.

OBITUARY.

The sad deaths of two Dalhousians in the latter part of the vacation has cast a shadow over the opening of the session. On August 17th, MURRAY MACKAY was drowned at MacKay's Millpond, Millsville, Pictou Co. While swimming, he was seized with cramp, and immediately sank in sight of his cousin. The latter at once pushed off to his help, but it was in vain. The body was recovered next morning. The funeral service on the following Monday was conducted by Rev. A. Denoon. MURRAY MACKAY was a former student of the Halifax Academy, from which he matriculated into the

first year, in the autumn of 1896. His good nature and obliging disposition endeared him to all his associates.

CLARENCE GRANT, B. A., '98, was labouring as a student missionary at Pleasant Bay, Inverness Co., C. B. In the latter part of August, he travelled about thirty miles to meet his brother. On his way back he took sick and was compelled to remain over at a house on the way. Here he steadily got worse, until he was sent to North Sydney for medical treatment. He gradually got weaker, and died Tuesday evening, September 4th. The remains were taken for burial to the home of his father at Grand River, C. B. MR. GRANT came to Dalhousie from the Halifax Academy. During his years at college he met with success as a student, and was a splendid football player, being captain of the second fifteen for one year. He was a favourite, not only with the students, but with all who knew him, by reason of his genial sunny disposition and his goodness of heart. His death, coming so suddenly to one usually in such good health, was a great shock to his friends, and strikingly illustrates the truth of the passage, "In the midst of life we are in death."

THE UTILITY OF KNOWLEDGE-MAKING AS A MEANS OF LIBERAL TRAINING.

INAUGURAL ADDRESS BY PROFESSOR MACGREGOR.

The subject on which I wish to address a few remarks to you to-day, by way of opening the fortieth session of our College, is the utility of knowledge-making as a means of liberal training.

That the main work of the highest of educational institutions should consist of original research, and that ability to make additions to knowledge should form the chief test of qualification for the highest academic distinction, may be said to have received world-wide recognition; but the value of research work in institutions or departments of a lower grade has not been similarly recognised, and the tests for lower academic degrees and certificates do not, in general, at least formally, include a research test. I wish to bring to your notice some considerations which go to show, that the work of all educational institutions, from the highest to the lowest, should be, to a considerable extent at least, of the nature of original research,—understanding by that term, however, the effort to make additions to our own knowledge, not necessarily to the knowledge of the race.

In this sense we have all been engaged more or less in original research from our earliest years; and we probably attained greater success in infancy than in youth or in later life. The young child is completely cut off from all external sources of information; and it could acquire no knowledge beyond a remembrance of confused sensations, if it did not possess the power of "putting that and that together" and finding things out for itself. By applying this power however, the child succeeds in bringing a large measure of order out of the chaos of sensations which it experiences. The method which it uses is the scientific or knowledge-making method. It finds out the usage of a word, for example, by putting together various instances of its use, constructing a theory as to the meaning of the word, testing the theory by subsequent observation, and modifying the theory as experience widens,—in fact, by subjecting its experience to imagination, induction and deduction, and thus, as the logicians would say, generalising such experience. How exactly the process is carried out, even the New Psychology has not yet told us. But it certainly gets carried out somehow; and the result is a series of brilliant, though possibly to some extent sub-conscious, discoveries. The evolutionist would tell us, perhaps, in his learned phraseology, that this phenomenon is a case of the ontogenetic recapitulation of phylogeny, by which he would mean that the young animal in learning its mother-tongue passes in a few months or years through an epitome of the course of development for which the race required as many æons. Even so, the phenomenon does not lose its suggestiveness from our present point of view.

Whether it be because, when the mother-tongue has been acquired, the period of ontogenetic recapitulation is complete, and the child brought thereby up to date, or because it is then brought into communication with encyclopædic friends, I cannot say; but certainly once the child is able to question its mysterious neighbours and to understand their answers, its power of applying the scientific method rapidly diminishes, becoming weakened apparently because of the readiness with which information may now be obtained by simple appeal to authority. But though weakened the power is not wholly lost; for it exhibits itself, more or less, in the study both of language and of natural phenomena, during the period of tutelage between early childhood and incipient manhood, and it comes into greater or smaller activity when the young man goes forth to engage in the work of life. And what his degree of success is to be in such work as his hand may find to do, will depend, in no small

measure, upon his power of putting that and that together and making knowledge for himself from his own experience.

The value of experience in the direction of the work of life does not need to be established by argument. It has become proverbial. But the connection of its value as a directing agency with the making of knowledge may need a few words of exposition. That the mental process which enables us to learn by experience in later life is a knowledge-making process,—the same as that used by the child in acquiring its mother-tongue, though perhaps more consciously performed,—becomes obvious if we consider any particular kind of work in which men engage. The merchant, to take a single case, in order that he may be able to foresee what kinds and qualities of the many articles in which he deals, it will be desirable for him to have in stock, must watch the purchases of his customers, and make mental note of their satisfaction or discontent. The transactions are too numerous to be carried in the memory or to admit of written memoranda. If he is to make progress in judging as to what his stock should include, he must put related experiences together, weld the lessons he learns from them into general rules, and make these rules more and more accurate as time goes on. And the same is true of many other questions which he must settle for himself. Unless in fact he can generalise his whole mercantile experience, as the child generalises its linguistic experience, he must continue to buy and sell with no greater intelligence than he did at the outset of his business career.

"Till old experience do attain
To something like prophetic strain,"

as Milton puts it, he can have no complete success.

A similar statement may be made with respect to the physician, the farmer, the investigator, the housewife, the artisan, the politician, the clerk,—with respect in fact to all classes of workers, whatever the form of work in which they may be engaged. It may be made also not only in regard to their main work, but in so far as they may in addition be engaged in athletic, literary, artistic, political, social, religious, or any other effort, and whether that effort take the form of work or of play. In short, it is applicable to a greater or smaller extent, to at least the great bulk of the various forms of activity of which the lives of most of us are made up. The subject-matter of experience, the material with which we must deal, is different in different cases; but there is one condition of success which is common to them all,—

the possession of the power of foreseeing ; and there is one method of acquiring foresight,—the making of knowledge for ourselves from our own experience.

If this be so, it is obvious that this power of knowledge-making should be raised to as high a pitch of efficiency as possible before we enter upon the active work of life. Its growth, like that of all intellectual faculties, is slow ; and the facility of its initial cultivation diminishes with advancing years. It is hazardous therefore to postpone its cultivation until we are face to face with the problems of life, or even until we enter upon the special study of the main work of life in the technical or professional school. It should be cultivated, and cultivated with especial care, during the whole period of tutelage, whether it be spent at the school only or in part in a department of liberal training of the college. And in order that it may be cultivated, it must be kept in continual exercise.

I do not know that provision for the exercise of this faculty has ever been generally made, with full consciousness, in either school or college ; but it can readily be shown that it was given far more exercise in the educational institutions of two or three generations ago, than it is in general in those of the present day.

The curriculum of the old schools, which is also that of the old-fashioned conservative school of our time, consisted largely of classics and mathematical science (including natural philosophy), its backbone being the study of classics ; and while the study of mathematics, though an admirable discipline, is for the most part deductive in character, and thus gives only a limited exercise to the power under consideration, the study of language, and especially the study of Latin and Greek, gives it very abundant exercise. Even if the study of a language is carried out with the aid of a grammar and a lexicon, i. e., with frequent appeal to authority, it involves continual putting together of instances of the usage of words and phrases which have come to our notice, formation of hypotheses as to their usage, and repeated modification of such hypotheses, after they have been brought to the touchstone of experience. The lexicon, especially the lexicon of the old school, would give little more than a clue in many cases to the English equivalents of, say, Latin words, the exact equivalents, whether words or phrases, being determinable only by a study of the context and a fruitful drawing upon experience. And when we think how large is the number of words and phrases and constructions, of the usage of which the student of a language is gradually

forming more and more accurate conceptions, we see at once how abundant is the exercise which this study provides of the putting of that and that together. The material on which the knowledge-making power is thus exercised, is of course of one kind, and therefore in general of a kind quite different from the material on which it must be exercised in after life. The exercise afforded is thus one-sided and by no means complete. But it is nevertheless exercise of the same intellectual power which we must later on apply to the more varied and complex material which life will afford.

While the study of the classics gave the student under the old regime considerable experience in the making of knowledge, the curriculum as a whole gave him both the key to his own literature and the literatures of Greece and Rome, and an introduction to the principles of the systems of knowledge which existed at the time. His stock of information we should now consider small ; but it bore a great ratio to the whole body of available information. And it should be noted that such knowledge as the student had acquired, had been acquired in a leisurely, thoughtful way, and largely by his own effort, and would thus have become a permanent possession.

The men of the schools therefore in those days, had acquired, besides facility of access to the great storehouses of human wisdom, two things of direct importance for success in the work of life,—an outfit of knowledge and the power of adding to it from their own experience. They were consequently men of power, and were recognised as such. And as it was the knowledge they possessed that was the only readily recognisable part of their outfit, their knowledge came naturally to be regarded as the secret of their power.

It appears to be Bacon to whom the credit belongs, of having coined the aphorism : " Knowledge is power." If so to Bacon also must attach the opprobrium of having perpetuated a false and vicious generalisation. However important knowledge may be, it is not *the* essential condition of power. It is only one of the conditions. A second, perhaps the first, is the ability to make knowledge, which may be developed in the acquisition of knowledge, but also may not. No knowledge, no power ; would have been sound doctrine ; Knowledge *is* power : was false doctrine.

And while the possession of knowledge is essential to power, it is not the possession of an outfit of knowledge at the beginning of active life that is essential, but the possession of such outfit when it is wanted. In the old days the world's whole stock of knowledge was so comparatively

small, that it was possible in the period of tutelage to get an outfit of its principles at least. At the present day the world's stock is so large, that the school and college can no longer furnish a corresponding outfit. Yet the men of the present day are at little disadvantage on that account. For as the volume of knowledge has increased, its accessibility has increased also. And thus, provided the student of to-day has been trained to acquire knowledge, has been taught in fact the most important of the three R's, the art of reading, with all that the art of reading involves, he can readily provide himself at any time with such information as he may require. Thus, nowadays, it is not so much knowledge that is even one of the conditions of success, as a well developed power of acquiring knowledge.

It was largely on the basis of Bacon's false generalisation that the fight was waged in later years between classics and the rapidly growing sciences. The advocates of the introduction of science into the curriculum of the school and college, based their demand mainly on the importance for success in life and for general culture, of a knowledge of the laws of natural phenomena. And their opponents, though relying largely on the excellence of the results achieved under the old system, met the utilitarian arguments of the scientists by urging various minor utilities involved in the study of Latin and Greek. Neither party seems to have realised, at least fully, the more profound utility which might be involved in both kinds of study.

The introduction of science into the curriculum under this mistaken conviction could not but have unfortunate results. Its primary effect on the study of classics was to diminish the time devoted to it. But there was a more serious secondary effect; for, since knowledge was power, and as much knowledge of Latin and Greek must therefore be acquired, if possible, as before, the student had to be subjected to a forcing process. Helps of all kinds consequently developed a vigorous, nay a rank, growth,—elaborate grammars full of detailed information, lexicons giving all the shades of meaning that words might have, annotated texts removing all difficulties from the student's path, even translations, fitly described in college slang as *cribs* and *ponies*. Power of translating was acquired by the aid of such educationally illegitimate helps; but it was acquired to a smaller extent than formerly, by the student's generalising his own experience and to a greater extent by the use of information derived from authority. The study of the classics consequently, first because of the diminution of time, and

secondly because the time was no longer so well employed came to provide a doubly diminished exercise of the knowledge-making power. The command of the classica, languages too which was thus acquired, became for these reasons, a less permanent possession; and the study of them no longer served to open up to the student, to the extent to which it had previously, the great literatures of the past.

Nor did the science study itself atone for the deterioration which its introduction involved in the study of classics. I need hardly point out that the method which is used in the making of knowledge in any branch of science, is the same as the method we must apply in making knowledge from the experience of every day life. Indeed it gets the name of the scientific method, because, though it had been used by men in all ages in the learning of languages and in learning by experience of all kinds, it was first brought to the notice of logicians by the rapid development of science, which resulted from its systematic application to the study of natural phenomena. Any single science therefore, may be studied, as any language may, so as to afford practice in knowledge-making. Language study has the advantage of affording a larger number of simple problems on the material of which the student has the widest experience. A science has the advantage of presenting problems with a greater range of difficulty on a material which is in general more complex. A group of sciences has the further advantage over even a group of languages, of affording a greater variety of subject-matter for the exercise of the knowledge-making power, and consequently giving the student practice in learning from experience under such different conditions as to fit him more completely for using his experience under the conditions of actual life.

The combination of linguistic and scientific study, therefore, if both had been conducted by knowledge-making methods, might have been expected to produce better results in the cultivation of the knowledge-making power, than the study of either singly. But under the domination of the conviction that knowledge is power, science could not be studied in this way. The main object for which it had been introduced into the curriculum was the provision of an outfit of useful information, and the study must be carried on, so as to provide as large an outfit as possible. The obvious means of furnishing this outfit was the synoptic text-book, an epitome of the latest results in any branch of science; and all that the student had to do, in order to possess himself

of it, was to get up the book. Clearly with this as his method he could not learn to use his own experience, but must become

"Deep versed in books and shallow in himself."

It is true, that when, after a time, the new science study was found to have become a mere getting up of books, the cry of "Back to nature!" was raised. As Wordsworth put it:

"Come forth into the light of things,
Let Nature be your teacher."

As a result, experimental demonstrations were tried; but they were found insufficient. And now laboratory work has been introduced into school and college, and students are made, themselves, to carry out many scientific processes. They are taught to use the balance, to verify Boyle's law, to measure electric currents, to prepare gases, to analyse solutions, to dissect frogs, to classify insects, to use the microscope, to hunt out the names of planets. But they are always shown how to do the things required of them. And thus, from our present point of view, this mode of coming into the light of things, can be of little avail. For while it makes the student's conceptions more vivid and the knowledge acquired more accurate and less transitory, and while it affords subsidiary training, *e. g.*, of the hand and the eye, it gives but little additional opportunity of acquiring power in the making of knowledge. Even such additional opportunity as was at first afforded, when the student had no book to follow and was thrown to a certain extent upon his own resources, has now been withdrawn. For it was soon perceived that a greater amount of ground could be covered if he spent no time in working things out for himself. And so the text-book of laboratory work was devised, telling him exactly what to do and exactly how to do it. "Back to nature!" has thus meant: Back to books! And it could not have been otherwise. For under the conviction that it is knowledge that is power, practice in the putting of that and that together must appear to involve a waste of precious time.

There is another influence which has tended to strip the study of science of the high educational value which it might possess, *viz.*, the influence of the written examination. Men of knowledge under the old regime having been found to be men of power, it became desirable that they should be certified by competent bodies. The degree and the diploma thus came into prominence; and the tests applied to candidates for them, when the candidates became numerous, took

generally the form of written examinations. Now it is quite possible to test in this way the possession of command over a language, of deductive power in such subjects as mathematics or philosophy, and of information on any subject. But it is impossible to test by examinations of this kind, directly, the possession of the knowledge-making power. The making of knowledge, even in its humbler forms, is a creative process. It occurs only when the flash of imagination lights up the storehouses of experience and reveals the relations of its accumulated observations. And as the wind bloweth where it listeth, so imagination does not become luminous at command. Put even such men as Faraday or Darwin into the examination hall and tell them to spend an hour in exhibiting on paper their ability to find things out for themselves, and they must almost inevitably fail. It would in fact be no more absurd to ask a poet to exhibit true poetic inspiration, at a given date, than to ask a knowledge-maker to make knowledge.

If therefore, the possession of knowledge-making power is to be tested at all by written examinations, it must be tested indirectly. And in some cases it can. The exercise of this power in the study of a language, besides strengthening the power itself, produces a command of the language which is not otherwise attainable. And consequently it is possible to test the acquisition of this power in linguistic study, indirectly, by a skilful testing of the candidate's command of the language. Its exercise in science study, however, produces in addition to increase of the power itself, nothing but a stock of information, which is much more readily obtainable from books. The acquisition of the knowledge-making power in science study cannot therefore be even indirectly tested by the written examination.

Now written examinations, when used either as the only tests, or as the chief tests, for a degree or a certificate, must tend to encourage the acquisition of what they are capable of testing and to discourage the acquisition of what they cannot test. For candidates soon find out what kind of work will pay, and they naturally confine themselves to it. Hence if such examinations are used as tests for degrees, while they may encourage the cultivation of the knowledge-making power in linguistic study, they must discourage and repress it in the study of science.

And if this is the effect of written examinations generally, the effect is of course intensified when they are conducted by a central examining body. For the central examiner, who sets a paper for, say, the schools of a district, can obviously

find out even less about the knowledge-making power of candidates, than the examiner who can adapt his paper to the work done in a particular school. Centralised examining has serious evil effects of its own. But apart from such effects, which it would be foreign to my subject to discuss now, it must exert a specially strong influence in repressing the cultivation of the knowledge-making power, and in transforming the student into Pope's

"bookful blockhead, ignorantly read,
With loads of learned lumber in his head."

A third difficulty with which the sound teaching of science has met arises from the complex character of its subject-matter. To compare different usages of words, for example, one has but to turn over the leaves of a book; to compare instances of the occurrence of natural phenomena, the phenomena must be watched for or reproduced under varying conditions. Knowledge-making therefore, especially in its early stages, finds more difficult problems in science than in language; and the young investigator meets with greater hindrances to progress. The early investigators felt this difficulty, and banded themselves together in societies in order to enjoy the suggestions and criticism of their fellows. The science student of course needs the helping hand still more; and the teacher must be able to give the requisite aid in a judicious way. He must be a knowledge-maker himself, must have sufficient experience in the subject he is teaching, and must be largely endowed with tact and common sense. Unfortunately the old curriculum furnished men with practically no experience of science, the new curriculum furnished men with little knowledge-making power, and no curriculum could furnish the tact and common sense. The available teachers have thus in general been incompetent. And in the making of scientific knowledge, a pupil under an incompetent teacher must stick fast.

Competent teachers in classics on the other hand, have always been more readily obtainable. And,—what is of more importance,—in the making of linguistic knowledge, a pupil under an incompetent teacher does not stick fast. He has the experience of his childhood to help him, is capable of exercising the knowledge-making power, without the teacher's aid, on the familiar material which language affords, and in his effort to make progress, cannot help exercising it to a greater or smaller extent. Let me draw special attention to this point; for the fact that in the study of language, exercise of the knowledge-making power is not only possible, but in

a large measure inevitable, even under an incompetent teacher, gives to language study a great advantage over science study, as a means of discipline in all educational institutions, but especially in those of lower grade, in which, owing to their large number, the difficulty of securing competent teachers is especially great.

The conclusions we have now reached may be summarised thus:—(1) Few of the subjects of the old curriculum could be studied without exercise of the knowledge-making power;—many of the subjects of the new curriculum can. (2) The demand for useful information did not affect the old curriculum;—it seriously diminished the exercise of the knowledge-making power in the new. (3) Written examinations might stimulate such exercise in the old curriculum;—they could not but repress it in the new. (4) Competent teachers could readily be secured for the old curriculum;—they have not generally been available for the new. (5) Incompetent teachers could not largely exclude practice in knowledge-making under the old curriculum;—they could not fail to exclude it largely under the new. Obviously therefore, the more intensely modern the curriculum has become, *i. e.*, the more linguistic study has been excluded and science study introduced, the less efficient in general, must the curriculum have become, so far as practice in knowledge-making is concerned.

(To be continued.)

A GOODNIGHT.

You watch the city fade away,
As the swift ship goes down the bay:
Soon you will see, with gladdened eyes,
On other shores, new cities rise.

A hundred cities, strange and new,
Will charm your feet to wander through,
While here the tide of life will beat
As ever, down each old gray street.

In those far cities, this will seem
To you a city in a dream;
While here, each common sight will make
One heart that lacks you daily ache.

OUR GRADUATES, 1899.

ARTS.

CHARLES WILLOUGHBY ANDERSON was a Halifax boy, having come into college from a private school. He was a first-class student and a quiet, inoffensive fellow, except that he would persist in wearing "that marvellous blooming loud tie." Anderson is now at McGill studying medicine.

JAMES HENRY ADDISON ANDERSON was an "Islander" of the clerical type. His time in college was divided between singing in church choirs, playing the part of ladies' man, and studying philosophy. Whatever was the result of the two first mentioned occupations, the last enabled him to carry off Honours. J. H. A. was popular, and we wish him every success in Pine Hill, where he will spend the winter.

EUGENIE ARCHIBALD was a Truro girl. Having taught during the session of '97-'98, she was obliged to graduate with the class of '99. She was a good student, and much to her own surprise, but not at all to ours, she gained distinction. We wish her every success in her work at Normal School.

JAMES WILLIAM ADAMS BAIRD, River Hebert, N. S., was of such a quiet and retiring disposition, that we do not know anything to write about him, except what we can find in the exam. lists. There he was always prominent, graduating with High Honours in Pure and Applied Mathematics.

JAMES BARNES came to college from the Halifax Academy in '95. Jimmie was a very much affiliated student, as from the first of his course he divided his attention pretty impartially between Dalhousie and Ladies' College. Barnes succeeded in carrying off Honours in Mathematics. He is with us again, competing for the 1851 science scholarship nomination.

LORRIS ELIJAH BORDEN did not make himself conspicuous during his college course. He was a first-rate fellow and always stood well in the pass lists. He is now in medical college.

GRACE DEAN BURRIS graduated from the Halifax Academy. Her home was in Musquodoboit. She was a girl whom everyone liked and who did her work well. During her last year she took a course in Practical Chemistry which proved interesting and beneficial to all concerned. In everything the ladies undertake, they will miss her clear judgment and unfailing good nature. She is now Principal of the Lower Stewiacke Schools, where she is sure to succeed.

JESSIE BROWN CAMPBELL was a Haligonian, and to her, thanks are due for having decorated our halls on many festive occasions. She is now teaching at LeMarchant Street School in the city, but rumor has it, that she will take up her abode in Toronto at no distant date.

MARGARET HAWTHORNE CHASE was born in Onslow and received her elementary education in Truro. While in the city she resided at the Ladies' College, and from the upper story her study lamp shed abroad its beams far into the night. She was an able editor of the GAZETTE during her last two years, and formed an Advisory Committee for all interested in the college paper—from the would-be-editor to the editor-in-chief. Her wit and vivacity made her a general favourite. She will spend the winter at the Normal School, where she will no doubt be as well liked as at Dalhousie.

CHARLES ALONZO CORDINER, Groves Point, C. B., was a sample of the stalwart forwards that island has given Dalhousie. Cordiner carried off a B. Sc., and in addition to the subjects of that course, took quite a number of medical subjects. He is now in a hospital in Boston, U. S. A.

ALISON CUMMING, Truro, N. S., was one of the most popular students who has ever gone through the college. This was owing partly to his ability as a student, but chiefly to his many excellent personal qualities. To him was very largely due the success which was attained by the last year's football team. He graduated with Distinction, having in spite of his athletic duties and of his frequent trips across the water, made "firsts" in all the subjects of his fourth year. Alison is not at college this winter, but expects to begin his medical course at McGill next term.

FOR the past year or two the names ROY DAVIS and GAZETTE have been almost synonymous. Roy came to college with the class of '98, but owing to ill-health he dropped a year and was thus compelled by the irony of fate to graduate with the "goats of '99." He was a most successful student, being the only arts man who was able to compete successfully in anything with MacRae. Although carrying on the Honor's course in English and History, he ably discharged the duties of Editor-in-chief of the GAZETTE. Mr. Davis is at his home at Clifton, Colchester Co., this winter. We hope that he will continue to increase the indebtedness of the GAZETTE by contributing from time to time.

FRANKLIN FISHER is the son of a miller in Bay of Islands, Newfoundland, and entered Dalhousie from New Glasgow High School. Frank was a good boy, but inclined to become excited on the football field. He affiliated with Pine Hill during his third and fourth years, and spent the past summer in mission work at Miscou and Shippegan. He has returned and is now taking classes in the medical school.

GEORGE ERNEST FORBES hailed from Little Harbour, Pictou County. Not being robust he was not a hard student. He was conscientious to a fault and perhaps a little too introspective in his temperament. He was enthusiastic in Y. M. C. A. work, and that institution will long feel the influence of his devotion.

CLARENCE FULTON'S boyhood was spent in the Stewiacke Valley. He came to college with queer ideas and retained them in spite of philosophy and political economy. Like Satan he could quote Scripture and could surpass a theologian in repeating the Shorter Catechism. He is at present residing in "Uncle Sam's" domains.

BENJAMIN GLOVER was reared in Georgetown, P. E. I. After devoting a number of years to pedagogy, he entered Dalhousie in '95. Ben. was affable, but always maintained a quiet dignity which said, "Hitherto shalt thou come but no further." He is at present in the mission field at Kouchibouquac, N. B., but will be in Pine Hill during the coming winter.

ARTHUR MORRISON HEBB, alias Pa, was one of the notable characters of his year. He tried to live up to his name, given him by his class-mates in their Freshman year, in various ways, which were looked at with wonder by his more unsophisticated fellow students. Chief among these were: his paternal care of Cupid, his attempts to grow a beard, and his ride with the ladies on break-up night. Hebb is still with us as a medical student, and is looking after the financial interests of the GAZETTE.

DONALD KEITH, JR., of Halifax, has the distinction of having finished his course one of the least known men that ever passed through. He came in from the Halifax Academy, and always stood well in his classes. He is now attending the law school.

CHARLES FOWLER LINDSAY entered college from Halifax County Academy. He had led the graduates of the academy and kept up his reputation by capturing the MacKenzie Bursary. Lindsay was a good footballist and took a foremost

part in all college societies, religious and secular. He carried off High Honors in Chemistry, and is now taking a graduate course in that subject at Johns Hopkins University, Baltimore.

LAW.

ONE day in '97 there dropped in among us GEORGE W. B. AYRE, hailing from St. John's, who in a remarkably short time, became the most popular student in the Law School and our star forward. During the next two years he unaccountably subsided and finally dropped out as quietly as he dropped in, leaving few to mourn his departure.

THE one man who graduated from the Law School untouched with its distinctive odour was CHARLIE BURCHELL. He took pains at everything he did, from church socials to exams, and is now enjoying the benefits of industry in the firm of Chisholm, Crowe & Burchell. The GAZETTE will soon congratulate him on his leaving the ranks of Bachelorhood.

JOHN ALEXANDER HUGH CAMERON, alias "Red Hugh," was always imbued with ideas of his own self-importance. The first thing he did when he entered the college was to post his letters in a private letter box on Carleton Street. Last year he narrowly escaped a breach of promise suit. A profound student, industrious and zealous in his work. An excellent status as a lawyer awaits him. Cameron leaves shortly for the Western States. Success to him!

WHATEVER else JOHN CAREY DOUGLAS, B. A., may or may not be, one thing is certain, nature marked him for a diplomat, and a good course of training both at Mt. A. and Dalhousie, has developed the original marking to an unmistakable degree. Did discussions arise and wax hot and even hotter, who so well as "Chauncey" could pour oil on the troubled waters? It has been insinuated that John was a leg-puller, and that beneath the child-like air and guileless simplicity usually lurked a fell design for someone's undoing, but we brush aside all such aspersions. Douglas did not play football, but nevertheless was an enthusiast and authority on the game, and we all gratefully remember what yeoman's service John and his little book of rules rendered on the ties last fall. He has not yet been admitted to the bar, but is in an office in New Glasgow. The GAZETTE joins all who know him in wishing him a successful career in his chosen profession.

CHURCHILL LOCKE FREEMAN, B. A., came to us from Acadia and early made a reputation as a hard student, thorough sportsman and downright good fellow. He was a man of strong convictions and stood ever ready to sacrifice pleasure to prin-

ciple. For instance, when Torts came on the day and hour when callers are admitted to the Ladies' College did Church jig Torts as inclination would have led a weaker character to have done? Not he, but with the shrewd business tact which distinguishes him he made a compromise and gave half the hour to each duty. He has not yet been admitted to the bar, but is acquiring practical knowledge in the office of J. A. McLean, Q. C., Bridgewater, and incidentally proving a tower of strength to the local Y. M. C. A. Whether he makes his life work in this province or in the far west, Church will ever have the best wishes of his old school-mates as well as their honest belief in his success.

THE Calendar gives "JOHN LEWIS" as FAWCETT's other names, but it is unnecessary as there never was and probably never will be another "Fawcett." He came to Dalhousie from wandering over the earth and is now practicing in Sackville, which he claims as his nativity. In his last year his name was frequently coupled with that of the coming premier of Newfoundland, into the bosom of whose family Fawcett hopes to enter.

FOOTBALL.

Dalhousie has played her first game in the senior league and lost! The game was played against the fleet team, on the Y. M. C. A. grounds, Saturday, October 14th. The Dalhousie forwards and quarter-backs put up a very good game, but the half line, as a whole, was very poor. The following was the personal of the teams:—

NAVY.		DALHOUSIE.
Taylor,	<i>Back.</i>	Bishop,
Hammond, (Capt.),		(Cock,
Lapage,	<i>Half-Backs.</i>	N. Murray,
Whapham,		Lockhart,
Blount,		Hebb,
Leith,	<i>Quarter-Backs.</i>	Hawboldt,
Horne,		S. Murray,
Yule,		Jardine, (Capt.),
Gillett,		C. Macdonald,
Royds,	<i>Forwards.</i>	Malcolm,
Swabey,		Lindsay,
Keerney,		Young,
Paton,		Potter,
Mew,		Cumming,
		Hall.

The game began shortly after two o'clock, with the college team defending the western goal. A few minutes after the opening of play, the ball was rushed to within a few yards of the Navy line. After some scrimmaging here, Lapage got the ball and carried it to centre field, where he was tackled by Hebb. Dribbling by the Navy forwards and a short run

by Leith, brought the ball up to Dalhousie's five yard line. Here Whapham secured it from a throw in, darted across the line, and scored the first try for the Navy. Taylor made the try a goal, the score standing 5—0.

Shortly after the kick-off, C. Macdonald was hurt and obliged to retire for some time. The rest of the team put forth a special effort to make up for his loss, and pushed the Navy very hard. Scrim after scrim took place from five to fifteen yards from the line of the latter team. Hebb and S. Murray made several strong dashes, but were snapped up by the Navy halves before they could score. Finally Murray carried the ball across the line, near the corner of the field, and succeeded in scoring. The kick was a difficult one, and Jardine failed to make the goal.

From this to half time the ball was carried backwards and forwards, Hall, Jardine and Hawboldt being particularly strong in dribbling for the Dalhousie team.

Taylor's kick-off after half time sent the ball across the line. Dalhousie touched it down, and kicked off from the twenty-five yard line. Taylor heeled the ball and made a good try for goal, but missed. Again Dalhousie touched for safety and kicked off from the twenty-five yard line. By a series of scrimmages the ball was carried to the Navy's ten yard line. Here the greatest fight of the day took place. Time after time Cock, getting the ball from the quarters, made strong dashes for the line, only to be forced into touch, after gains of a few yards. At last he dived across and scored the second try for his team. The strong wind which was blowing made kicking the goal an impossibility.

After the kick-off, Dalhousie, by clever dribbling among the forwards, carried the ball up into the north-western corner again. Cock, in a few minutes, crossed the line, but as two or three Navy men fell with him the Referee decided that it was a safety touch.

From this until the end of the game the college team seemed to be somewhat demoralized. A free kick for the Navy brought the ball down to Dalhousie's forty yard line. From a scrim here, Horne got hold of the ball, and then followed the most brilliant play of the day. After running with the ball for some distance, Horne passed to Whapham, who in turn passed to Lapage. The latter passed to Hammond, who carried it across the line. Taylor kicked the goal, making the score 10—6.

Only a few minutes of play remained, and few expected that either team would score again, but once more the Navy got the pigskin across the line. The ball was kicked over

the heads of the college team, the Navy halves followed on, and Whapham caught it and took it down the field. When tackled he passed it to Hammond, who scored. As soon as the goal was kicked the time was called, and the victory remained with the Navy team by a score of 15 to 6.

THE EDWIN ROBINS MEMORIAL.

A fitting memorial of Edwin Robins, of the Class of '95, who died last year at Cornell, has been placed in the Library. It is a collection of the books in which he took delight. Some twenty volumes were sent from his library to the library of his *Alma Mater*.

Mr. Robins from boyhood loved books, and took delight in collecting and using them. At first his interest was in Science, and he read much on the subject of evolution. Latterly literature became more and more attractive to him. In Tennyson, particularly in the "In Memoriam," he found his philosophy of life.

Naturally, philosophical books occupied the prominent places in his library. What he had was of the best. In his chosen subject, Logic and Metaphysic, he had the logics of Hegel, of Lotze, of Sigwart and of Bosanquet, and in German, Fichte, Von Hartmann and the complete works of Hegel. Side by side appeared Aristotle in Greek, and Kant in German; Matthew Arnold's Letters and Mrs. Shelley's Frankenstein, and the plays of Aristophanes. These represent in some degree the catholicity of his tastes. The logics, with finely pencilled notes on the margins, and leaves that have the habit of lying open, tell of the close and careful student.

COLLEGE NOTES.

AN up-to-date shower bath has just been fitted up in the basement. Let the Freshmen beware!

THE Munro room has benefited by the summer recess. It has been swept and garnished, and presents a much improved appearance.

PROFESSOR MACKAY has had one of the storage rooms converted into a laboratory for advanced analytical work. A new chemical balance has been added to the equipment.

IT must seem particularly homelike for the student from the country to find the college situated in the middle of a

cow pasture. Of course since the field is thus made a source of revenue, nothing can be said against its use.

WITH the opening of college came an unusually large Freshmen class. We are pleased to note that the new men are taking great interest in all college affairs, particularly in football.

FOR a long time the girls of Dalhousie have felt the need of a society in which they might read and discuss subjects of general interest. Such a society was formed on Friday, September 29th, and was called the Delta-Gamma Society of Dalhousie University. The officers chosen for the session of '99-'00 are: *President*, E. A. Flemming; *Vice-President*, J. A. M. Gordon; *Secretary*, R. A. Simpson; *Treasurer*, J. B. Campbell; *Executive*, J. F. Forrest, '01; W. Read, '02; W. Burbidge, '03.

ON the afternoon of Saturday, September 30th, an "At Home" was given by the girl students to those who were entering Dalhousie this year. It was held in the Ladies' Parlour, which looked very cosy and inviting. Miss Mair and Miss Stairs received the guests, among whom were several graduates. Both old and new students thoroughly enjoyed themselves, and after singing "Auld Lang Syne," went home feeling satisfied that with friendly greetings the session '99-'00 had begun.

College Societies.

THE first literary meeting of the Delta-Gamma Society was held on Saturday evening, October 7th, at 89 Hollis Street. After a short business meeting, the Vice-President took the chair and appointed Miss Ruth Simpson critic; Miss Hedwig Hobrecker acted as Secretary *pro tem*. The subject for debate was: "Resolved, That a course of study aiming at Distinction is more beneficial than a special one." Miss Flemming opened the debate, clearly explained the two courses, and with many good arguments ably supported the resolution. She was answered by Miss E. M. Read, who critically attacked her opponent's speech, and brought forward many strong objections to the motion. Miss Stuart then spoke for, and Miss Hobrecker against, the Distinction Course. Both speeches were interesting, vigorous and philosophical. The meeting was then thrown open, Miss Cann and Miss Cumming, although quite unprepared, spoke well. The debate was closed by Misses Read and Flemming, and the

motion, on being put to the meeting, was defeated. A very clever critique was then read, impartially attacking all the speakers in a very witty manner. The critic mentioned that the English used by all the speakers was faultless, a very unusual thing in a debate. The many members present agreed that the first meeting augured great success for the new society.

Y. M. C. A.—The first meeting of the Young Men's Christian Association was held in the Munro room on the evening of September 23rd. It was a meeting of welcome to old friends and new ones, and was well attended. All were glad to see among them so many new faces and to become acquainted with the new men, who must ere long fill the important positions in the Y. M. C. A. and the University at large. At the close of the devotional exercises the meeting broke up into a social gathering; ice cream and cake were served, and new and old found an excellent opportunity to meet and know each other, and to become interested in the work and welfare of the association.

THE Law Students' Society held its annual meeting Saturday evening, September 9th. The Vice-President took the chair and stated the purpose of the meeting. The chief business before the meeting was the election of officers of the society, speaker of mock parliament and GAZETTE editors. The following were elected: *President*—J. P. Foley; *Vice-President*—N. G. Murray; *Secretary*—A. W. Routledge; *Members of Executive*: 3rd year—J. N. Madden; 2nd year—O. Regan; 1st year—A. C. Calder; *Speaker of Mock Parliament*—J. N. Madden; *Clerk of the House*—F. Chipman; *Sergeant-at-Arms*—Sanford; *Gazette Editors*—N. Murray, W. L. Hall, W. J. O'Hearn. The meeting was prolonged somewhat through useless discussion which should be dispensed with at future meetings. Several of the Freshmen class attended the meeting.

D. A. A. C.—The Dalhousie Athletic Club held its semi-annual meeting on the 21st of September, the President, Mr. Roach, in the chair. A. H. S. Murray was appointed Secretary in place of J. B. McKenzie, who has not returned this year, and T. C. Hebb to fill the vacancy in the Executive. Mr. MacIlreith then reported from the Grounds Committee. He stated that the grounds in front of the college had been obtained for the use of the football club. The executive committee was directed to negotiate with the Wanderers with a view to obtaining their grounds for matches and has since effected the arrangement looked for,

on condition that the Wanderers receive 20 per cent. of the gate receipts of the home matches. The Secretary was instructed to convey to the City Council the thanks of the club for their generosity in granting the use of its grounds, and to put on the minutes a vote of thanks to Mr. MacIlreith for his successful efforts in the club's behalf. With regard to the Class League it was resolved that members of the senior and junior fifteens be prohibited from playing on the class teams. The President was requested to nominate a committee to arrange a schedule of games and take charge of the league and draft its constitution. On motion of Mr. F. Morrison it was resolved that the club purchase a tackling machine if the price be within their means. Dr. Ferguson then gave a few remarks on training. The important matter of the uniform of the team was then taken up; it was resolved that it consist of a broad-striped yellow and black jersey with a D sewn in front, white pants and black stockings with a yellow band on top.

SODALES.—The first meeting of the Sodales Debating Society for the session of 1899-1900, was held in the Munro room on the evening of September 22nd. The Chairman of the Lecture Course Committee reported that the Rev. Mr. DeSoyres and Hon. A. R. Dickie would lecture before the students during the coming year, and that it was also hoped that Mr. S. D. Scott, of the *St. John Sun*, would be induced to lecture. The President, Mr. Seeley, not purposing to attend Dalhousie during the year, then announced his resignation, which was accepted with regret, and Mr. A. L. Davison was chosen to fill the position thus vacated. Mr. J. S. Bentley was elected Treasurer vice G. G. Archibald not returned. The subject for the debate of the evening was: "*Resolved*, That the present internal troubles in the Transvaal justify Great Britain as suzerain power in forcing reforms upon that country." Mr. Seeley, in introducing the subject, briefly referred to its importance and traced the history of the Boers from the time of their settlement in the Transvaal. By the treaty of 1881 Great Britain was acknowledged as suzerain power, and Kruger subsequently declared that white immigrants should receive the same treatment as native burghers. This having been violated, Great Britain as suzerain power is within her rights in interfering in the interests of justice. In replying to Mr. Seeley, Mr. M. G. McNeil dwelt upon the fact that no mention was made of suzerainty in 1884, and that the Boers were given full power to manage their own internal affairs. As to the fact that foreigners were in the majority in the Transvaal and were

ruled by the minority, he instanced the case of India where a vast population is ruled by a handful of English. In closing, he quoted from Sidney Brooks, that "the English would do as Kruger had done were they in a similar position." Mr. Stavert argued that the Boers had proved themselves incapable of governing their own country, and hence the British had the right to interfere. Mr. Morrison, on the other hand, was convinced that the Boers were capable of governing their own country and pointed out that Kruger had been designated as one of the shrewdest diplomats in the world. The aim of the British was not to enfranchise the Outlanders, but to obtain absolute possession of the gold fields in the Transvaal. After some remarks from L. H. Cumming, T. Ross, and W. P. Hallam, Mr. Seeley closed the debate and was supported by a large number of those present, and Mr. F. A. Morrison's interesting and suggestive critique closed a debate which was pronounced by all one of the best in the history of the society.

MOCK PARLIAMENT.

The House began business on the 19th of September, when the government under the leadership of Hon. Mr. Foley, introduced a resolution withdrawing the grant of \$500,000 made by Canada for providing adequate representation of the country at the World's Exposition, to be held in Paris in the year 1900, A. D. The Hon. Minister of Justice (Mr. Cumming), seconded the resolution, but left the task of explaining and defending it to the Hon. Minister of Railways (Mr. Sanford). The Hon. gentleman gave a brief but graphic resumé of the Dreyfus affair, to the conducting of which the government had taken exception, and on that ground proposed to withdraw the grant. The Hon. member from Africville (Mr. O'Connor), then took the floor and subjected the policy of the government to a scathing enquiry. A brief but sharp passage of arms took place between this Hon. member and the seconder of the resolution, in which the latter had somewhat the best of it. Before the second night of the debate, news of Dreyfus' pardon was received, and the government, satisfied with the compromise effected by the French government, resigned, and the task of forming a Cabinet was given to Hon. Mr. Davison. On the 7th of October, the Hon. Premier himself, in an eloquent speech, moved a resolution proposing a scheme of Imperial Federation, and was ably seconded by Hon. Mr. Calder, after which the House adjourned.

Business Items.

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Special attention is called to the advertisement of the CANADA LAW BOOK COMPANY which appears on the outside cover. This firm is new and this is the first appearance of their ad. in the GAZETTE. We feel confident that the company will receive patronage more substantial than mere good wishes from our interested readers.

ACKNOWLEDGMENTS.

Woodbury Bros. \$2.50; Ritchie & Menger, \$2; W. & J. A. McDonald, Dr. D. A. Campbell, Miss Bessie Cumming, B. A., Mr. Justice Henry, Geo. E. Robinson, B. A., Alfred Costley, B. A., L. H. Cumming, Chas. Lindsay, B. A., D. K. Finlayson, Tom Wood, C. O. Main, W. M. Gould, Norman McQueen, B. C. Anderson, A. S. H. Murray, F. A. Morrison, Lt. B., James Bingay, W. P. Reynolds, R. B. Layton, M. A. O'Brien, B. A., Miss Jean Gordon, Miss Mair, Miss Annie McKay, B. A., Roy Davis, B. A., W. H. Sedgewick, B. A., Geo. H. Ross, \$1 each.

Personals.

MISS W. G. BURNS has gone to India for a year.

D. A. MACRAE, '98, won a Fellowship in Classics at Cornell last spring. It will retain the scholar at Ithaca.

T. C. MACKAY, '93, has been appointed assistant to Prof. Hall at Harvard, and will spend the session at Cambridge.

IRA MACKAY, '97, has been appointed assistant editor to *The Journal of Psychology* at Cornell. He will spend the coming session there.

M. MACNEILL, '96, is also to be at Harvard this winter instead of Paris. He has been appointed instructor of mathematics.

E. H. ARCHIBALD, '97, has had the 1851 Exhibition Scholarship confirmed for the second year. He remains at Harvard.

ARTHUR W. WATT, M. A., '99, has gone to Montreal to take a position on the *Daily Star*.

FRED. VANCE, '01, has accepted a position for a year from the Presbyterian Church as missionary teacher in Labrador.

MISS MAY RITCHIE who formerly attended classes here has gone to spend the winter in the old university town of Montpellier, France.

THE GAZETTE congratulates two former Dalhousians, who were married in July '99. G. K. Butler, B. A., '96, and A. D. Gunn, B. L., '95, LL. B., '97.

At Halifax, Tuesday October 10th, the marriage took place of H. L. Dickey, M. D., C. M., '98, and Miss Trenaman, daughter of Dr. Trenaman of Halifax. The GAZETTE tenders congratulations to the happy couple.

MISS ELIZA RITCHIE, PH. D., of the class of '87, has resigned her post as Prof. of Philosophy in Wellesley College and will spend the winter in Halifax.

MISS J. W. ROSS, '95, is now Principal of the Kentville Academy. Miss Ross did well at Radcliffe last session, but was barred the degree for insufficient attendance.

J. T. MURRAY, '97, has gone back to Harvard. He got his degree last year with Honours in English, which shows that Harvard's standard is not below Dalhousie's.

W. S. BRODIE, '98, has received the appointment of Principal of Maitland High School. This position has been filled by several Dalhousians including Misses Hebb and Lewis, and Messrs. Hepburn and Layton.

H. T. ARCHIBALD, '97, returns to Johns Hopkins, taking with him C. F. Lindsay, '99, who will take a graduate course in Chemistry under Remsen. We shall hear from them both in the near future.

A. B. BLANCHARD, '98, has been appointed house-master in St. Andrew's College Toronto, the new residential school for boys, under Presbyterian auspices. Dr. Geo. Bruce, late of St. John is the Head. Nearly all the other masters are Toronto graduates.

ROSS MILLER, B. A., '97, who came to college at the opening of the term to take a course in medicine, has been ill with fever in the V. G. Hospital. We are glad to learn, however, that he is rapidly recovering and hope to see him in our midst soon again.

K. G. T. WEBSTER, '92, has also resigned his position in Milton Academy, Mass., and will spend a year in Germany. At present, he is in Freiburg, studying German; he will probably "make his doctor" there or at Harvard.

THE Rev. G. F. Johnson of the same class, B. D., has exchanged his charge at Digby for a course in theology in Germany. He will spend a year and a half at Wolfenbuttel.

A. ROBINSON, '86 has been made Superintendent of Education for British Columbia. Robinson is one of the best in classics Dalhousie ever turned out and his promotion reflects glory on his *Alma Mater*. With two Dalhousie graduates superintending the education of the two extreme provinces of the Dominion, Canada ought to feel well balanced.

AS mentioned in the personals of the graduates, G. N. Mackenzie, after his graduation, went into journalism, becoming the editor of the *Parrsboro Leader*. Owing to ill health he had to sell out and go south. His successor in the editorial chair is P. F. Lawson, who attended Dalhousie during the sessions '93-'94, '97-'98. The GAZETTE has no doubt that Mr. Lawson will make a good editor and wishes him every success.

ANOTHER provincial newspaper which has been practically under the management of a Dalhousie student is the *Island Reporter*, Sydney, C. B. J. W. G. Morrison, '00, has, during the summer vacation, held the position of news editor.

ON Wednesday September 13th, Rev. A. D. Sterling, B. A., '95, was married to Lilla Davidson, B. A., '95. The bridesmaid and groomsmen, Miss Lillian Marshall and Rev. A. F. Robb, were also graduates of the same year.

ANOTHER graduate of Dalhousie who has left the ranks of bachelorhood is Francis S. Simpson, B. A., '94. Mr. Simpson was married on July 12th at Maitland to Miss Mary Alice Putnam of that place. To both couples the GAZETTE extends heartiest congratulations.

WE are glad to see among us again a former Dalhousian and noted footballist, in the person of J. Mackenzie. Mr. Mackenzie was a quarterback on the first team in 1892, when the college gave the Wanderers one of the worst defeats they have ever given them.

STEWART L. FAIRWEATHER, LL. B., '91, of St. John, N. B., has been awarded the bronze medal of the Royal Canadian Humane Society for saving, at great risk, Mr. Bertram Harrison from drowning. On other occasions also, this former stalwart member of the Dalhousie football team has risked his life for others, and the GAZETTE gladly notes this fitting recognition of his bravery.

Dallustensia.

WILL ST-V-T continue his walks with his *best* girl?

WHAT is the matter with K-ng? Ask Professor Puttner.

1ST GENT - What do you think of C—?

2nd Gent—Oh, he's all nose, and he knows it all.

H—LE (preparing statistics)—'And 4 per cent die upon reaching the age of 20.'

PROF. (to Freshman, Med.)—I beg your pardon, Mr. L-ws-on, but don't you come from Cape Breton?

ALL the Freshmen returned in safety from the exhibition, where they had a nice time. They were much delighted with the two-legged calf.

R-GG-LS (translating Plautus)—"She hung him up and thrashed him and then he asked for more."

DR. W-V-R—Now, without looking at your book Mr. D-k-y, what can you tell us of white nerve fibres—well then the next gentleman—Miss R—ce.

DR. (to the Freshman Class)—I suppose you find this histology hard?
F—rd—"Bet your life."

B—G (at Law Students' Society meeting)—"Sit down, Mr. Dav-son."

D—n—"I won't, sir!"

B—g—"Then stand on your head."

D—n—"I have no inflammable matter to stand on."

MOSE-LEE is said to have failed in proposing to Miss H.— with the aid of a step-ladder and a telephone, but, open as usual to new ideas is preparing a wireless telegraph as a probable means to the desired end.

SCENE—Corridor. Time 9 30. Con. Hist. Lect. in progress... Sandy Ford (Fresh) [to Soph.]—"Say, where is the Dean?"

Soph. (with eloquent gesture)—"In there."

Sandy Ford—"Well, would you mind asking him to come out for a minute as I want to register?"

R—D (Freshman)—Denounces as scandalous and grossly untrue the story spread by C—der that at a recent ball given in St. John's by the governor, each guest was requested to bring a codfish, and received in return a smelt as a souvenir of the occasion.

EIGHT times on the floor! A record for the "coming" Sodalite.

PROFESSOR OF MATHEMATICS (referring to the freshmen)—"They use their feet more than their heads, I fear."

C—der—"What's that? What do they die of?"

H—se (in voice of warning)—"Of talking too much."

CL-MB-R (Freshman)—"You understand, a position on the first team is open to me, but I have not decided whether I shall accept it, don't you know?"

ROSS of the third year should remember that children dislike to have their toys taken from them, and the Freshmen are young yet. Let them have the football.

PROF. OF PHILOSOPHY—Mr. Smith, where would you locate the trouble in this reasoning.

Smith—Outside the building.

THE Freshmen are going to get class colors. Malcolm's proposal that they be black and blue was favorably received, but Carruther's motion that green be chosen was unanimously adopted.

IT is rumored that S-it-n is about to publish a volume entitled "Judaism, its Modern Disciples and Converts." He is said to have introduced Rut. as the "terrible example," and a warning to all Christians.

SOME ANCIENT HISTORY:—"When I was a boy in the eastern part of this province there was a farm that once looked as brown as the back of a red cow, but only ten years after it was as green as a piece of velvet."

YOUNG LADY (approaching the librarian's table, where librarian sits with his face buried in his hands)—"Mr. R—, can you tell me where to find the Dictionary of National Biography?" Answer from librarian, a prolonged nasal sound, vulgarly known as a snore.

PROF. OF ENGLISH—"Comment on the word 'sand-blind,' Mr. Lindsay."

Lindsay—"It is an adjective in the positive degree; comparative—'high gravel-blind; superlative—'stone-blind.'"

PROF. MCD.—Gentlemen, please don't play football on the grounds in front during the third hour. It has an exciting effect on the Freshmen.

If the captain of the first team finds the executive incompetent, he is advised to consult C—r—s of the first year who has some valuable advice to give away.

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How are the mighty fallen? D—son the slugger, D—son the kissing-bug has at last come to grief. His immaculate record as king of lady killers has received a stain, and to make matters worse, his downfall accomplished by Rut. the Cape Breton pork magnate. For some time past D—son has been meeting one of the fair sex at the park gates on dark evenings, and walking part of the way home with her. Judge of his dismay when going to meet her one night last week, he found his rival doing his work for him. "O miserable me, I am outdone," exclaimed the slugger, and he hurried and left them. Since then his majestic mien has lost its beautiness and no longer does he wrangle with Rusty about the advantages of a light or dark complexion in the art of heart smashing.

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