

DALHOUSIE GAZETTE.

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No. 1.

CONVOCATION.

On Tuesday, November 4th, the meeting of the eleventh session of Dalhousie College and University was held in Argyle Hall. At 3 P. M., Professors and Students, in academic costume, marched in procession from the College building to the place of opening. The number of friends and citizens present showed that a deep and growing interest is felt in behalf of our institution. The Very Rev. Principal Ross, D. D., occupied the chair, supported on the right by His Honor, Lieutenant Governor Archibald, and on the left by Sir William Young, Chief Justice of Nova Scotia.

The opening prayer was offered by the Principal, invoking the Divine Blessing upon the University; asking that the Governors be endowed with wisdom, the Professors with energy and discretion in the performance of their very important duties, and that the Students might be blessed with health of body and soundness of mind in the acquisition of knowledge fitted to prepare them for stations of trust and usefulness in the Church and State. The Principal, after speaking briefly of the University in general, and particularly of its present favorable condition and probable future prospects, introduced Professor DeMill, M. A., who read an excellent inaugural. We publish it below, and leave it to speak for itself, simply stating that we sincerely hope the Professor's ideas in regard to a High School for the City of Halifax, and of a Provincial University, fitted in every respect to meet the requirements of the country, may be taken up and handled by the proper authorities, until they become blessed realities.

Professor Sommers, M. D., was then called upon to give an address, as the representative of the Medical Faculty. Before beginning to read a very ably written and lengthy paper, he offered some apologies for want of time to prepare, but we soon found that such was wholly unnecessary, for he was obliged to stop before finishing what he had written, and leave his hearers wandering, and no doubt somewhat disappointed, amidst the mysteries of Darwinianism. The address was an excellent one, and quite an able effort on the part of the Doctor, but it was really too long, and perhaps a little too philosophical for a popular audience.

His Honor Lieutenant Governor Archibald was then called, and took the floor amidst warm applause. He said he had come to listen and learn, and was glad he had done so. He had thus become acquainted, to a certain extent, with the work of this University, of which he previously knew but very little. He said he was quite surprised to see such a flourishing institution in the City of Halifax, and hoped this would not be the last opportunity he would have of manifesting his newly awakened interest in Dalhousie. We hope so too. He then spoke a few words of encouragement to the Governors and Professors, and concluded with some timely advice to the Students before him, resuming

his seat amidst renewed applause. For want of time we were deprived of the profit and pleasure of our usual treat to a taste of the eloquence, wit and humor of the Chief Justice, and speeches from other prominent gentlemen present. The Principal closed the meeting with the Benediction.

PROFESSOR D'MILL'S INAUGURAL ADDRESS.

Mr. Principal, Ladies and Gentlemen:

It is now about ten years since Dalhousie College commenced its work under its present auspices. Confronted by a formidable opposition, without prestige, but on the contrary, with a past history of failures, the College had much that worked to its disadvantage, and there were not wanting those who prophesied a new failure. But these ten years have passed away, and all these difficulties have been surmounted. We meet to-day at the opening of the eleventh College year, and on looking back we find that our progress in the past has been constant, while the future before us is sufficiently promising.

Beginning with some fifty Students, we have found their numbers steadily increasing until last year, when they amounted to 106,—80 in Arts and 26 in Medicine. We cannot tell what our numbers may be for this year, because all have not yet come in; but as far as we can judge, there will be a fair advance on last year. The number of instructors in both departments is 19. These numbers would be considered respectable anywhere, and in this country they indicate how deep a root this young University has already taken, and how far reaching are the elements of its nurture and growth.

This increase is highly encouraging, but it is all the more so from the way in which it has taken place.

It has come, so to speak, of itself. We have done nothing in the way of advertising. A modest notice in the papers once a year is about the extent of our appeal to the outside world. Our Calendars have been printed very sparingly, and circulated rather judiciously than generally. Of prizes by which students are attracted, we have nothing of any very great consequence. We have no subordinate Academy or High School to serve as a feeder, nor have we any one school in particular under our control. Still,—let this be noted carefully, that without a single one of these aids to growth, which by some are deemed indispensable, Dalhousie College in the space of ten years has grown to more than double its original size. Now, this fact is one of the utmost significance and highest encouragement. It shows that our growth has been a natural one; that the College was needed, and therefore that it has been supported. It shows also that Halifax is the best situation; or, to use the analogy of trade, the best *stand* for our educational business. Students have come here because they could get what they wanted, and more easily than elsewhere. The growth of the College

has taken place in accordance with the law of demand and supply.

While we have increased thus in numbers, there has also been a corresponding increase in the amount and kind of instruction given. Any one who may carefully compare our latest course of study with those of previous years will see a steady development. The changes which we have made have been in accordance with improvements already tried and approved in the best institutions in other countries, and have added materially to the efficiency of the College.

I will mention a few of the leading improvements which have been thus introduced:

1.—The ordinary Arts' course has been made more elastic than formerly. A wider choice of studies has been allotted to the student. There are more elective branches of study, and fewer obligatory than before. Those departments popularly known as "practical" have received greater prominence.

2.—For the sake of meeting the views of those who wish to turn their attention chiefly to these "practical" studies, a course has been provided, upon the completion of which students may attain the degree of Bachelor of Science.

3.—The elective principle has received its highest illustration in the Honor Courses. The aim of the Honor System is the cultivation of special talent. By this system, those whose future plans make it desirable, may pursue a very extended course of study in some one department, such as Classics, Mathematics, Natural Science, or English.

These changes have taken place in the Arts' department, outside of which other changes have occurred which must be considered as even greater. I allude to the successful establishment of the Medical School, which has rightly been regarded as doubling the utility and the prestige of Dalhousie College. Of this I need say no more, as this department has its own representative here to speak for it. The success of the Medical School has been so striking, and so assured, that it has naturally led to other projects, such as, first,—the establishment of a School of Science, the utility of which in a young country is incalculable; and, secondly,—the formation of a School of Law, for the success of which there are as good prospects in Halifax as in Montreal or Toronto.

When therefore we consider the present position of Dalhousie College, its numbers, its work, its prospects, we may say that it has already attained to proportions which, in a country like this, may without exaggeration be fairly called great.

Turning away from these considerations, I am led to take advantage of the present occasion to bring forward in as prominent a manner as possible what I consider *the chief needs of the College*.

First among these I would mention the co-operation of Halifax parents.

One of the chief hopes of the friends of the College in establishing it here lay in the support of this city. It was hoped that the Halifax people generally would come to regard it as their own—as a city institution, in fact; and that the supplies from this one quarter would be sufficient to give it a handsome support. Hitherto, however, these hopes have not been realized. The number of students from Halifax has at no time been over twenty, and but few of these have entered as regular matriculates. The college has stood in the midst of the city, but the city has seemed indifferent.

There must be many parents in Halifax with sons at that critical age which inspires the question, "What shall I do with my son?" With many this question remains so long undecided that this boy becomes seriously injured. Unfortunately, the average age for leaving school is rather too early, being as far as I can make out, about 13 or 14. To

send a boy to school after that time is considered by many as a culpable waste of time.

Most of these boys go into business, which, of course, is all very well. A business career is a favorite one, and that is no more than natural and fitting in a commercial city like this. Still, a goodly number are destined for some of the professions, and these are the ones whom we might fairly expect to see in the College. Yet this is not the case. On the contrary, the majority of those students who have come to us from Halifax have looked forward to a business career, and have gone into it after a year or so.

As a general thing the parents of Halifax do not seem to attach much importance to a College Education. They seem to prefer that their sons should go forth into active life without it. This does not arise from any indifference to Dalhousie College in particular, but from an indifference to all colleges. We have at Dalhousie some 20 Halifax students, but this is more than Halifax sends to all other colleges put together. And this indifference to colleges means, that the future men of culture of this community will not be natives, but furnished from abroad.

I cannot help believing that this indifference arises from a general misapprehension of what is meant by a liberal education; and although statements of its true character are made here and elsewhere, again and again, yet as repetition can do no harm, I do not think it will be out of place to lay fresh emphasis upon this important matter.

Two kinds of education are generally recognized: 1—Technical; and, 2—Liberal.

Of these the Technical is directly and practically useful. It is the training in Law, Medicine, Theology, Science, &c., by which the student is immediately fitted for work in one of those departments. It fits the student for life, and there is an immediate return for his expenditure in time and money. Technical Education, therefore, is highly esteemed among men.

The Liberal Education, however, does nothing of this sort. It fits a man for no particular profession. Its immediate money value is not perceptible. It is often sneered at as useless. A caricaturist last year represented it in a picture of College Graduates riding forth to the battle of life, mounted on Greek Lexicons. If this were all, and the sneer were just, then of course colleges would be shams, and professors quacks, and all such institutions would deserve to be legislated out of existence.

But the Liberal Education is something different. It means culture. It is not special but general. It deals with man's intellectual nature. It has to do with all the faculties of mind. It does not prepare a man for immediate practice in a profession, but is a discipline of mind. Without reference to any particular calling in life, it aims to draw forth all the mental powers and make them as effective as possible. A course of study is laid down of such a kind that Reason, Memory, Taste, Abstraction, may all receive a proper discipline. It is not information, but cultivation. The result is that a man leaves college without knowing anything in particular. The charge is true, but we contend that he is in a better position to work at a profession than if he had gone immediately at it. We contend that in the course of ten years the professional man who has stopped to obtain a liberal education will pass ahead of his brother who has hurried into the profession without it.

This is conceded by many who nevertheless make strong objections to the present course of study. These objectors appreciate culture as much as any, but contend that it may be gained in a far more excellent way. It is asserted by these that the particular studies selected for our college work are not the best even for mental discipline. A strong appeal is made on behalf of Natural Science. The chief

answer to this is that Natural Science is most admirable, but that it constitutes only one side of human knowledge, and can give only a partial training. The mind is best trained by having a variety in its drill. The abstract is necessary as well as the concrete. Metaphysics draw forth mental powers which can never be reached by material things. It is said that the exclusive study of Natural Science is apt to lead to that which is the fault of all technical education, namely, one-sidedness; whereas culture means, many-sidedness.

The strongest objections made to the present course of college study are of course levelled against Greek and Latin.

Now, as to Greek much might be said, but it is not possible in the small time at my disposal. Personally, I believe in Greek. But unfortunately Greek seems to be dying out in our Universities. I am afraid that it will cease to be obligatory,—that it will ultimately be studied only as a specialty, like Hebrew or Sanscrit; or that those who wish to acquire it will do so at Athens, as one learns French at Paris, or German at Dresden—by speaking it.

About Latin, however, the question is altogether different. From many points of view it seems evident that Latin must remain. Its connection with our own language is such that it must be studied.

The Ancient Greeks sought culture through the medium of one language—their own. The Romans studied two languages—Latin and Greek. The Mediaeval Universities cultured Latin exclusively, because all learning seemed to them to be wrapped up in that language, and did not add Greek till a comparatively late period. For us, we may follow out the principle adopted by the ancient Greeks, and seek after culture through the medium of our own language only.

Even from this point of view Latin must be studied. For Latin forms a very important element in English. In studying our own language it is very desirable to devote some attention to those two languages out of which it has chiefly grown—the one being Anglo-Saxon and the other Latin.

It is objected to Latin that it is a dead language. This is a mistake. Latin has never died. It has lived a life which has come down from ancient times to our own day, so continuously that there is no age in which it may be said—here it has ceased to exist. This life is two-fold. Latin has lived in two forms. The first is scholastic Latin, which is also called "Official" and "Mediaeval" Latin. The second is that popular Latin which lived and was developed among the people of Spain, Portugal, France, Italy and Wallachia; growing, shifting, and changing from age to age, till the Latin language has become the Latin Family of Languages. One who studies Latin is therefore acquiring that which is a key not only to much in his own language, but to half a dozen foreign ones.

Again it must be remembered by the advocates of Natural Science that from one point of view the study of languages may be classified under their own favorite department. Out of the study of languages has been developed the youngest and not the least of Modern Sciences—Comparative Philology. If we seek for the test of pure utility, Comparative Philology need not shrink from it. Comparative Philology regards letters and syllables as Geology regards strata and fossils; as the one reads the past history of the earth, so the other regards the past history of man; and all the achievements of the latter may at least be paralleled by the former.

Twenty or thirty other arguments in favor of Latin might be given, but one more will suffice. For school drill nothing is equal to it,—except Greek. Ask any school-master. Or compare the work done by boys at the Grammar School with that which is done by girls. Compare the work of

schools where Latin is taught with that of schools where it is not taught. Compare the school work of boys who do not study Latin with that of those who do. In fact, for purposes of school drill there seems to be nothing that can take its place.

There is another kind of objection which is sometimes made, and which deserves perhaps some passing notice here. This objection is put forth by parents who assert that they have sent their sons to us, but that these sons have not received the benefit which was expected.

This statement may be regarded as true in some cases, but it may be accounted for without much difficulty. I think it will be found in the majority of such cases that the lads were too young. The University course was over their heads. School-masters in this city have complained to me that some of their best boys have turned out badly in College, simply because they were sent there when they should have been left at school a year longer. Now, this is a matter which should receive careful consideration from parents.

As to the right age, it is not easy to state it. Years do not always make the difference between boys. For my own part, I should be inclined to name the age of sixteen as the minimum. Under that age the majority of boys need the school task, the school class, and school drill. In College we have no such thing. We have only moral pressure.

And this brings me to notice another of the chief needs of our city, and one, too, which is a great want in this community. This is a High School for the city of Halifax. For the chief reason that boys are sent to us at too early an age is just here—the absence of a High School.

Attention has already been called to this during the past year, in a very able and earnest manner, both by speech and pen; and it has formed the subject of a controversy in the papers. It is a subject which demands more attention, and which must receive it.

Now there are some who are opposed to a High School, and object that the existing institutions are enough for the needs of this community. I will merely say in passing that there are half-a-dozen private Classical schools in Halifax, and that the head masters of some of these are as capable and efficient as any on the continent. Yet this fact has nothing to do with the question before us. The necessity of a High School in this community is something that rises above this, and must be considered quite apart from the excellence of any private schools. Into that question it is impossible for me to enter in the short time at my disposal. I only refer to it now with regard to the wants of Dalhousie College. A High School is needed, and sorely needed, which shall be subordinate to it and act in concert with it. With Dalhousie College the existing schools have nothing to do. They arose without reference to it. They can exist apart from it.

What we want is a High School which shall act in concert with us, and serve as a feeder to the College,—a High School to crown the school system of this city; which shall receive the advanced boys from the common schools and carry them on for two or three years until they reach a point from which they may pass into the College if they wish it. Until this is done we cannot expect to make any very large advances toward raising our standard of admission, nor can we hope to have that support which a city like Halifax ought to give.

A High School would be the natural receptacle of all the upper boys in the Common Schools. These would pass on into it, and many would go higher yet—into the University, as a matter of course. The time of a boy's stay at school would be longer, the age of his leaving school would be higher, and the general education of this community would be materially benefitted.

Dalhousie Gazette.

HALIFAX, N. S., NOVEMBER 15, 1873.

EDITORS.

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W. B. ROSS, '75.

J. C. HERDMAN, '74.

J. McG. STEWART, '76.

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CONTENTS.

Convocation.....	1
Editorials.....	4
College News.....	7
Personals.....	7
Exchanges.....	7

THE summer, with its various duties and pleasures, has passed away, and the autumn of 1873 has ushered in another College Year. Here, in Dalhousie's venerable halls we meet again; some old faces missing, many new ones to take their place; yet here we are, Freshmen, Sophomores, Juniors, Seniors, Arts' Students and Medicals, having one end in view, and one means to that end. Being thus intimately connected with one another, let us extend mutual assistance and sympathy. Let the relations of the different years, classes and faculties be characterized by thorough harmony. "Distinct as the billows," let us yet be "one as the ocean."

The Editors for the Collegiate Year 1873-74 come forward with their best bow to the public. Sensible as we are, O generous patrons! of our many and great imperfections, we can only promise to do our best to make the GAZETTE as interesting and instructive as limited time and abilities will permit. Pray consider, that our studies are of such a number and nature, that only by robbing the midnight hours can we attend to extraneous subjects; that frequently proof sheets have to be corrected and editorial consultations held in the lecture-room, in the midst of professional disquisitions; that, with us, "virtue is its own reward," and our only gain the *mens conscia sibi recti*; and if you make no allowance for our faults, you will at least give us your sympathy in our work—nor can we fairly ask or desire a greater indulgence. For the hand you have in time past extended to us; for the word, even if apparently hostile, you have ever spoken for our good; for countenance and support and patronage, we tender you our sincere thanks.

THE Matriculation examinations, those in Ancient History and Geography, and Convocation are over. Already eight lectures have been given, and over one hundred young men find themselves in right earnest at the commencement of a long and hard winter's work.

The energy, perseverance, and talent with which they

confront it will be shown by their success at the Sessional examinations. The good that they will derive from this period of instruction and training will not appear until long after this in their struggle with the world—a truer and and better test than any college examination.

The larger number of our students are young men from the country, with no money to squander and no time to waste, and in coming here mean to work. Almost all are engaged during the summer months in some one employment or another, and consequently are apt to allow the Winter Session to approach without lessening the burden that will fall upon them. Those who have prepared a part of their work, however small it may be, will find the wisdom of what they have done before winter is over; those that have not, can only resolve to follow a difficult course during the next vacation. The students, that have graduated from our University, will agree with us when we say that to do all the work necessary to ensure a first-class certificate of merit in six months, is to the generality of students utterly impossible. Hence the necessity of preparing at least a part of the work—such, for instance, as the extra Classics—during vacation. Experience will, however, convince the minds of students more quickly and thoroughly on this point than we can.

To the students we have little else to say. Their success will depend more upon their determination and perseverance than upon their talent, although the latter is in no way to be despised. But without the former there is little possibility, much less probability, of any student distinguishing himself in any College.

"I have never believed it possible that any natural or improved ability can claim immunity from the companionship of the steady, plain, hard working qualities, and hope to gain its end. There is no such thing as such fulfilment on this earth." Such are the sentiments and language of Charles Dickens, who was a student all his life. The motto of every student in Dalhousie College must be "work, work."

Still this may be overdone. A student may work too much. A certain amount of exercise is indispensably necessary, especially at the commencement of the term. Sleep, too, "that knits up the ravelled sleeve of care," and certainly revives the energies of a fatigued student, must not be neglected. To think of passing a winter at college with less than six or seven hours of good, healthy sleep is folly. Take two hours exercise each day, at least seven hours sleep, avoid the use of stimulants, "ora et labora," and you are sure of success.

DALHOUSIE College is greatly in want of a good Athletic Club. Football is the only physical exercise we seem to care much about, and when the snow comes, even this has to be given up. No wonder that sickly faces become so plentiful toward the end of March, and that some break down entirely, and still more fail at examinations. Students lose their health at the very time when they need it most. Some people, no doubt, will say that a good smart walk is enough

of exercise in winter. But, if so, how is it that gymnasts are thought so essential in other colleges? In all the great Universities in Britain and America the gymnasium is regarded as a necessity, like Classics or Mathematics, and has been found to produce the very best results. If we were only wise enough to follow their example, the effects would be: better health, clearer brains, and a higher average at examinations, with fewer failures, and better chances of success afterwards. In order to study well, a sound body is nearly as necessary as a sound mind. Athletic exercises are especially useful to students from the country, who have probably spent a good part of their time during summer in the open air. When such come to College, confinement and want of exercise soon tell upon them, and some are obliged to go home, while others remain only at great risk.

The cost would be very little; probably, if all join, not more from any student than a fourth of what he pays for each of his classes. At any rate it would be a mere trifle compared with the benefit he would get from it. In fact there is no other way in which we can benefit the College and ourselves so greatly and at the same time so cheaply. The project needs only to be started in order to succeed. We hope some one will move in the matter without delay.

(Continued from page 3.)

Nearly all other Colleges have them. Sackville and Acadia have flourishing Academies. It is no disparagement to either of these institutions to say, that without their Academies they would cease to exist. In fact, without them, these Colleges would never have come into existence. The Academies were started first, and the Colleges grew out of them. The fact that Dalhousie College has done so well without one, indicates its extraordinary health and vitality, and shows that with one its increase would be largely heightened.

The cost of a High School need not be much. I am informed that in one of the existing school houses there are several vacant rooms which might be used. Three teachers, each with a room, could do the work. The scholars could pay fees, which, supplemented by a grant from the Board of Education, would amount to enough to pay expenses.

When we begin to enumerate the needs of our College, we encounter a multitude of things all of which are certainly very much wanted, and which we cannot very well do without. We want more professorships, more books in our library, more prizes for students, more lecture rooms, more commodious buildings, together with many other things. All these seem to be beyond our reach, and indeed we plainly perceive that to carry on this College in a fitting manner our present resources are too slender. It is felt that for a College to struggle onward upon private means is a slow and unsatisfactory process, and this all the more so when it seems so fit, so appropriate, and so easy for the State to take the whole thing in hand, crown its educational work by an institution which should stand at the head of all schools, and establish a University commensurate with the public need. It is felt by many that this is not merely right and wise, but that it is an actual duty and necessity.

Unfortunately all do not think so, and there is one great obstacle in the way. This obstacle, as we are all very well aware, consists in the existence of colleges sustained by various Denominations who claim to represent about three-

quarters of our population. These institutions were originally called into existence by an exclusive system of sectarian education carried out in the only college then in the country. They arose because they were needed; they grew because they were useful; they have gathered around them a large body of alumni, together with an immense amount of Denominational enthusiasm; and they now form a fixed fact, which the advocates of a State University are bound to consider very attentively.

Believing as we do that a University commensurate with the wants of the Province can be best sustained by the assistance of the government, and that it is very desirable to have a Provincial University, it is important for us to understand fully the position of these colleges that stand in the way, and find out what the arguments may be which are urged in defence of them.

Into this the exigencies of time prevent me from going fully, and I will merely notice a few of them. These may be enumerated as follows:—

First,—It is said that the course of study in Arts is precisely the same in a Denominational as in a State College; that sectarianism is never touched upon in the lecture room; and that the aim is to give a liberal education irrespective of the Denomination which sustains it.

Secondly,—That these studies are efficiently carried out. It was asserted last year by a distinguished leader among the Denominational professors that small classes receive more careful instruction than large ones; and that small colleges, for this cause, are preferable to great Universities. Here there is a claim not to equality but to positive superiority.

Thirdly,—I now come to one or two arguments upon which much more emphasis is laid, and which deserve from us much more attention than the others.

It is contended that the Denominational college is a necessity, not to the Province, but to the Denomination which supports it; inasmuch as each college furnishes it with a larger number of liberally educated men than it could otherwise have. For instance, suppose that any given Denomination—say the Lutherans—own a college. They can keep up in this college an average of fifty students who shall be getting more or less of a liberal education. On the other hand, if they relied upon a State University, they would not have more than ten. The reason of this is, that in the Denominational college there are other things to draw young men beside a love of study. There is Denominational zeal and rivalry which animates all connected with it. To support the college, to give money to it, to send their boys there, will be regarded by many Lutherans as a religious duty. In one generation the country becomes filled with liberally educated men in all professions, who are strongly attached to the Lutheran faith. And this is a very good thing—for the Lutheran body. Thus conceding, as many of them do, that it is better for the State to have a State University,—they affirm that it is better for the Denomination to have its own Denominational college. The duty to the Church is set above the duty to the State. It is Lord Arundel's plea over again; I am a Christian before I am an Englishman; or, says our friend, I am a Lutheran before I am a Nova Scotian. It is plain then that besides these Denominational pleas many of our secular arguments are of little avail. On the whole the discussion is in some respects not unlike that in Politics between Free Traders and Protectionists. The Free Trader claims to have logic on his side, and carries the day when arguing from general principles, but the Protectionist makes out a strong case for his own particular district.

We see then that these colleges are sustained by three of the strongest Denominations in the Province, and they support them on the grounds of high Denominational interest and necessity. It must also be borne in mind that around

these colleges there has arisen an immense amount of Denominational zeal, which has manifested itself in contributions of men and money.

Under these circumstances, therefore, I think it is as well to confess that there seems to be no prospect of State aid or State intervention at any very early period. Thus far we have not found any government bold enough to grapple with the University question, nor is such a thing likely to occur for some time to come.

Let this be considered, and what then? Why then this much is perfectly clear to my mind that, though the question be postponed, yet after all at last it must be decided, and in favor of a State University. I believe this for two reasons.

First,—The increasing number of men of liberal education and of graduates of Colleges, Denominational as well as otherwise, will cause a great change. These men will see that University education in Nova Scotia is not what it ought to be. They will wish to have a University which shall be the acknowledged and worthy representative of the country, supported with all the strength of the state; whose degrees shall be regarded as equal to those of any Universities in the world except the very greatest; with so large a scale of educational work, and such varied resources, and such unfettered action, that none of our young men will think of going out of Nova Scotia in search of a liberal education. This, I believe, is what our liberally educated men will desire and what they will insist on having.

Second,—The same thing will result from the increase of sound intelligence and liberality of feeling among all classes of the people. They will learn that it is as good for one Denomination as for another that each may stand on its own merits, and enter into friendly rivalry with its neighbours; that the very zeal which now sustains the Denominational colleges will find ample scope under a State University; that each Denomination may take an honest pride in the endeavour to surpass its neighbour in the number of its educated adherents; and that this liberal education can best be furnished at a University which is sustained by all the resources of the State.

While I thus give up any *immediate* prospect of State aid or State action of any kind, I see no reason for despondency; but, on the contrary, I maintain there is every cause for encouragement and hope. There are certain things upon which we may rely for the growth of our Institution, and these may be briefly summed up.

First,—I rely upon the natural growth and expansion of the College. As in the past ten years our numbers have gone from over 50 to over 100, so I hope that in the next ten years we shall find a corresponding ratio of increase.

Secondly,—I count upon the formation of new connections which shall unite new friends and new interests to this University. This has already been done in the case of the Medical Department. I confidently expect to see our powers enlarged in succeeding years by the addition of Schools of Law, of Science, of Engineering, and of Agriculture.

Thirdly,—Another ground of hope in the future lies in increasing number of our Alumni. Every year swells the amount. The increase must not be estimated from those who graduate, but from the total number of those who study with us, whether for a longer or shorter time. Already the number goes by hundreds, and they are increasing more rapidly than ever. What is best is the fact that they are full of loyal attachment to their Alma Mater, and of enthusiastic desire to advance her interests. Here then, in the steady growth of a body of men like these is one of our best hopes for the future. Already they support scholarships. Who shall say that before long they will not support Professorships? This has been done already in Nova Scotia by the Alumni of another College. The time I believe is not

far distant when the Alumni of Dalhousie will be able to do the same.

Fourthly,—I rely on the probability of friends rising up who may feel inclined to enlarge our resources and minister to our wants. I do not mean by bequests, for that is an ungrateful subject to touch upon,—but rather by means of gifts made outright in their life time, after the example of such men as Peabody, Cornell, Vassar and others in the United States. This has not yet become the Halifax fashion, but something of the sort has been done in Montreal; and Dalhousie College affords an excellent opportunity to any who may wish to do the same in Halifax.

For these causes therefore there is every reason to feel encouragement in our immediate future. Dalhousie College may for the present be safely left to its own natural growth and expansion. We may feel assured that the many advantages which it possesses will make themselves felt more and more, and whatever the final action of the country may be in the matter of University education, Dalhousie College must be in a position to enforce attention, and to receive full recognition.

In conclusion, we point to the work which we have done, are doing, and hope to do, and look confidently for future support to the City of Halifax and the Province at large.

On Thursday evening, November 6th, a general Students' meeting was held for the appointment of new officers for the different clubs, societies, &c., of the College. The following were elected:

I. For the organization known as "The General Meeting of Students."

President, Donald McLeod, 4th year Arts'; *Vice President*, George McMillan, 3rd year Arts'; *Secretary and Treasurer*, James Fitzpatrick, 3rd year Arts'; *General Committee*, R. Cox, and D. Campbell, 3rd year Medicals; A. Gunn, 3rd year Arts'.

II. For the Editorial Staff of the "Dalhousie Gazette":

Literary Editors, D. Stiles Fraser and J. C. Herdman, 4th year Arts', W. B. Ross, 3rd year Arts', J. McG. Stewart, 2nd year Arts', the Medicals, to elect one of their number as a fifth; *Financial Committee*, L. H. Jordan, Sec'y, 3rd year Arts', I. McDowall, 3rd year Arts', and F. Bell, 2nd year Arts'.

III. For the Football Club:

President, A. Gunn; *Sec'y and Treas.*, J. McDowall; *Field Captains*, W. H. Brownrigg and F. O'Brien.

On the following evening, the two debating Societies met, and elected the following officers:

I. Of the Kritosophian (3rd and 4th year Arts):

President, D. Stiles Fraser, '74; *Vice Pres.*, A. McLeod, '73; *Sec'y and Treas.*, J. C. Herdman, '74; *General Committee*, D. McLeod, '74, A. Gunn, '73, W. B. Ross, '73.

II. Of the Excelsior, (1st and 2nd years Arts')

President, James McG. Stewart, '76; *Vice Pres.*, F. W. O'Brien, '76; *Sec'y*, F. W. Archibald, '76; *Treas.*, H. H. Hamilton, '77; *General Committee*, F. H. Bell, '76, G. H. Fulton, '76, and J. McLean, '77.

Subject for discussion in Kritosophian Society on next Friday, 13th inst.: "Is the present system of making the

student's standing depend solely upon sessional examinations at the end of the term, a just one?" *Essayist*, J. C. Herdman, *Respondent*, W. B. Ross, *Critic*, Donald McLeod. Subject for discussion in Excelsior Society: "Which affords the better mental training, Classics or Mathematics?" *Opener*, F. W. O'Brien, *Respondent*, John McLeod, *Critic*, F. H. Bell.

On Wednesday evening, November 12th, the Medicals re-organized their "Arsculapian Society." The following were elected Officers:

President, R. Cox; *Vice-President*, S. N. Miller; *Secy.*, J. A. Banks; *Treas.*, E. Kennedy; *Managing Committee*, A. Gillis, M. C. McLeod, Parker Balcom.

Also, to be added to literary staff of Editors DALHOUSIE GAZETTE, John Lanigan.

College News.

THE 54 Colleges of New York, New Jersey and Pennsylvania, conferred last year 2,515 degrees. 182 were honorary, leaving the number of regular graduates 2,333, or an average to each of the Colleges, of 43 and a fraction.—*The Student*.

YALE this year has 934 students against 870 of last year, Arts and Medicine departments not included.—*Ib.*

THE State Medical Society has taken a step in the right direction. Recognizing the importance of a good education, as the foundation of a successful study of Medicine, it has taken measures to raise the requirements for candidates for the degree of M. D. A board of Censors has been appointed whose business it will be to examine candidates for admission to the Medical School, and it is probable that by another year something more than a mere common school education and a certificate of "good moral character" will be required. This step is being taken by all the chief Medical Colleges in the country.—*Yale Courant*.

PROF. MAX MULLER has declined the offer of a professorship at the new German University of Strasburg, and will remain in England.—*College Journal*.

THE installation of the Right Hon. Benjamin Disraeli as Rector of the University of Glasgow, which was postponed in consequence of the death of his wife, will take place on the 9th of November.—*Ib.*

THERE are 85 Freshmen at Dartmouth; at Princeton, 200; at Amherst, 89; at Brown, 71; at Yale, 160; at Williams, 40; at Michigan, 163; at Union, 44; at the College of the City of New York, 156; at Cornell, 209, and at Harvard, 215.—*Harvard Advocate*.

Personals.

MESSRS. H. A. BAYNE, M.A., and J. J. MCKENZIE, M.A., both of '69, have gone to Germany to continue their studies at the University of Leipsic. They have as a companion A. R. PURVES, who was last year a member of the Freshman Class in Dalhousie. May all three fare well in "the land where the Lager in rivers doth flow; the land where the Sauerkraut and Sausages grow."

AUBREY LIPPINCOTT, B.A., of '68, was in town the other day and called upon his old friends. Since he left Dalhousie he has been studying Medicine in Philadelphia. For a year and a half he enjoyed a vacation in Kansas as Assistant Surgeon to a body of U. S. Cavalry, chasing Indians and killing buffalo. Last Spring he took the degree of M.D., and now occupies the post of house-Surgeon of an hospital in the Quaker City. *Semper floreat.*

A. H. MCKAY, B.A., of '73, is now Principal of the Pictou Academy and teacher of the Mathematical department. We expect him to send up a goodly number of youths every year to swell our Freshman Class.

JOHN HUNTER, B.A., of '73, is teaching in New Glasgow, Pictou County.

WILLIAM CAMERON, B.A., '73, has charge of some of the juvenile citizens of Bridgewater, N.S.

KENNETH K. DUFF, B.A., '73, is employed on a Railway Survey on the Lake Superior Shore of Michigan. His address is Marquette, Michigan.

WILLIAM CRUIKSHANK, B.A., '72, has gone to Edinburgh, G. B., to study divinity.

HUGH SCOTT, B.A., '70, and J. G. MACGREGOR, B.A., '71, have been spending the summer in Germany.

J. LOGAN, an old student of Dalhousie, has been travelling in Canada during the Summer. He is at present in the city.

CHARLES BRYDEN, B.A., '73, has been loafing and botanizing at home in Tatamagouche. For all that we know to the contrary he is there still.

WILLIAM ROSS, B.A., '73, is attending the Presbyterian Theological Hall in this city.

D. F. CREELMAN, B.A., '73, is attending the same Institution.

WALTER THORBURN, B.A., '70, has entered the Civil Service of India, after passing successfully a very hard examination. We send our congratulations.

J. MELVILLE LOGAN, B.A., and C. D. McDONALD, B.A., both of '73, are teaching privately in this city. The latter is also a Student at Law in the office of McDonald & Rigby.

ROBERT SEDGEWICK, Esq., B.A., Barrister-at-Law, and the worthy President of our Alumni Association, sometime during the past summer became a Benedict. Long life and prosperity to the happy pair.

We have to notice the return of a student to his Alma Mater after an absence of four years. Mr. J. W. FITZPATRICK, who was an Undergraduate in '67-'68, '68-'69, has now joined the Class of '75.

During the past July Term of the Supreme Court, D. C. FRASER, B.A., '72, was admitted a Barrister. He now makes black white, and white black, for the benefit of the people of New Glasgow.

J. MCKEEN, B.A., '73, has obtained an Academy License for the Province of New Brunswick. During the past summer he taught at Point de Bute, Westmoreland, N.B.

EXCHANGES.

WE have received the following College exchanges:—*Cap and Gown*, Columbia College; *Williams Vidette*, Williams College; *Index Niagarensis*, Seminary of our Lady of Angels; *College Journal*, Western University, Pittsburgh; *Yale Courant*, Yale College; *Harvard Advocate*, Harvard College; *Trinity Tablet*, Trinity College, Hartford; *The Student*, Illinois Industrial University; *Iowa Classic*, Iowa Wesleyan University.

We beg leave to acknowledge with thanks, the receipt of several valuable periodicals, scientific and literary, from Professor Lawson. It is not the first time that he has supplied the Reading Room with papers.

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