

# The Dalhousie Gazette.

ORA ET LABORA.

VOL. XIV.

HALIFAX, N. S., NOVEMBER 11, 1881.

NO. 1.

## CELIA.

SINGING on a mild May morning,  
Plain and woodlands earth adorning;  
Singing gladdest roundelay—  
Gayest of the girl-band gay.  
Singing lone yet lonely never;  
Singing by the crystal river,  
Shore-bound copses ringing ever,—  
Artless singers, bird and child,  
Magic music, sweet and mild.

Music in midsummer glory—  
Dreamy, dazing, golden glory,  
Melody of maiden song,  
Merriest of the maiden throng,—  
Melody beside the river,  
Where the shade and sunlight quiver,  
'Neath the willow's breeze-born shiver,  
Sings a maiden, child no more,  
Weaving chaplets by the shore.

Music through the copses trilleth,  
Autumn's stilly twilight filleth,—  
Flute-sweet note, yet strangely sad.  
Child and maiden,—she was glad;  
Woman now beside the river,  
Sad and strange her song forever,  
Standing 'neath the waving willow,  
Gazing o'er the distant billow.

Hide and seek the moon is playing—  
Snow-clouds o'er her bosom straying—  
Snow-flakes dancing o'er the lea,  
Hooding white the willow tree.  
Song at midnight on the river—  
Song of welcome first to give her;  
Captain singeth:—"Haul to shore!"  
Bronze boy sailor now no more.

Hushed the song upon the billow:  
"Some one waiteth 'neath the willow—  
Waiteth for me as of yore;"  
Sings in rapture to the shore.  
Moonbeams dance upon the billow,  
'Neath the snow-veiled willow quiver—  
Linger on the marble stone  
When he leads her home alone.

Hushed the song upon the billow,  
Through the copses 'neath the willow,  
'Neath the snow mound by the river,  
Hushed the sweet sad song forever.

## CONVOCATION.

THE annual opening Convocation of Dalhousie College, was held in Assembly Room on Tuesday, the 1st inst. The large number of citizens and others in attendance evidenced the ever-growing interest felt by the public in Dalhousie College and University; while the extraordinarily large number of students showed that the Munro Bursaries were drawing many to our halls. Among those present might be mentioned Sir William Young; Hon. S. Creelman; Dr. Black, President of the Medical College; Hon. S. L. Shannon; Dr. Allison; Rev. Drs. MacGregor and Burns; Rev. Messrs. Saunders, Morrison, Simpson, Laing and Duncan. The proceedings opened with prayer, after which the Principal briefly addressed the meeting. The prospects for Dalhousie, he said, were more promising now than ever before, and the number of students this year would be probably greater than in any preceding year. Although students enter for ten days or a fortnight after the opening, there had been already entered this session 62 undergraduates, including 26 freshmen, and 20 general students, making in all 82 students in attendance at college lectures. The Munro bursaries, he said, had been of great value in securing this increased attendance, and the competition and results of the recent examination had been very satisfactory. He then referred briefly to the appointment of the Rev. Prof. Forrest to the chair of History. He spoke of the new departure, dating from this session, viz., the admission of

ladies. It was started by a letter being received from a lady asking for admission. It was submitted to the Governors, who decided that Dalhousie was open, with all its privileges, to any lady capable of entering. This was announced in the press, and the consequence was letters had been received from all over the Province, and even from Ontario, from those desirous of entering. Only two, however, had faced the music this year, and they had both taken Munro bursaries. After calling attention to the want of accomodation in the way of buildings, which was especially felt now as the number of students was increasing, the Principal closed his address by a reference to the difficulty of conferring degrees upon lady graduates. He confessed himself unable to see how they could make staid, stern "bachelors" out of bright, lively young ladies.

Prof. Macdonald then gave the result of the recent examinations in connection with the Munro exhibitions and bursaries, giving the names of the successful competitors, which were as follows:—

## EXHIBITIONS.

Five exhibitions of \$200 each annually for two years, to be awarded to the highest merit. Competition open to the world. The following is the list of winners in order of merit.

- (1) Isaac Gammel, Pictou Academy.
- (2) W. Aiton, Pictou Academy.
- (3) H. K. Fitzpatrick, Pictou Academy.
- (4) J. McLeod, Prince of Wales College.
- (5) Not awarded.

## BURSARIES.

*District I.*—Four bursaries of \$150 each, annually for two years. Competition limited to counties of Pictou, Colchester, Halifax and Yarmouth.

- Equal. { (1) Lillie B. Calkin, Normal School.  
(2) A. W. Thompson, Pictou Academy.
- (3) Stanley A. McKenzie, New Glasgow High School.
  - (4) W. M. Tufts, Halifax High School.

*District II.*—Three bursaries of \$150 each annually, for two years. Competition open to the remaining counties of Nova Scotia proper.

- (1) W. F. Kempton, private study.
- (2) Margaret Newcombe, Normal School.
- (3) Not awarded.

*District III.*—Two bursaries, same as above. Competition open to counties of Cape Breton.

- (1) James Morris McLean, Pictou Academy.
- (2) Not awarded.

*District IV.*—Two bursaries, same as above. Competition open to counties of Prince Edward Island.

- (1) Geo. E. Robinson, Prince of Wales College.

(2) F. J. Coffin, Prince of Wales College.

*District V.*—Two bursaries, same as above. Competition open to New Brunswick.

None awarded.

Two special bursaries of \$100 were awarded to—

- Equal. { (1) Judson Crawford, Prince of Wales College.  
(2) Kenneth J. Martin, Prince of Wales College.

The order of merit of the winners was also read by Prof. Macdonald. It was as follows:—

- Isaac Gammel.  
W. Aiton.  
Hiram K. Fitzpatrick.  
John M. McLeod.  
George E. Robinson.  
Willard F. Kempton.  
Fulton J. Coffin.
- Equal. { Lillie B. Calkin.  
Alfred W. Thompson.
- Equal. { Judson Crawford.  
Kenneth J. Martin.
- James M. McLean.  
Stanley A. McKenzie.  
Margaret Newcombe.  
William M. Tufts.

Prof. Forrest was then called on to deliver the inaugural address. We give it on another page. At its conclusion the Rev. Mr. Laing addressed the meeting briefly. He referred to the fact that clergymen were a proscribed class in Halifax in matters educational, and intimated that he for one felt the injustice of the proscription, and would not cease to labor for its removal. He then alluded to the admission of ladies to Dalhousie College, and predicted that it was the opening of a new and better era. The thought occurred to him, however, that in Halifax there was no public school where young ladies could be prepared for college. In other towns it was different, but in Halifax, while we admitted girls to our common schools and young ladies to our colleges, we had no high school for ladies, which was a necessary step in the educational course. He believed in co-education, and thought that the High School should be opened to girls. People were calling out against taxes, but the admission of girls into our High School did not mean a dollar of extra taxation, but rather a reduction through increased fees.

Sir William Young was loudly called for, and responded with a stirring speech in which he heartily endorsed what the previous speakers had said. He agreed with Prof. Forrest as to

the necessity for a professor of Rhetoric, and why not have the one who had so ably advocated it till they could get a better one,—and a better one would be hard to find. He agreed with Mr. Laing in both his complaints that they were glaringly unjust. He spoke of his visit to Harvard, described their gymnasium and told its history. We couldn't expect to make the rapid strides made in the United States, as there were few with large fortunes among us, but Dalhousie had indeed made wonderful and most encouraging progress. He dwelt at length on the admission of females to all the college privileges, a course of which he fully approved. He spoke of the objections raised. How would the ladies be treated? His answer was that Dalhousie had educated eight hundred and eighty-nine students, and up to this hour not a single charge of immorality, indecency or other misconduct had been made against a single man of that number. They had been told that they should be gentlemen; he held that they were gentlemen, and the ladies would have no cause to complain. He described the examinations which the ladies, in common with the gentlemen, had to undergo, showing how creditable a scholarship so earned was. "But in the conferring of degrees," he said, "there is a difficulty. Is it possible to describe females as Masters of Art? I would prefer to call them masters of hearts." The speaker closed with an eloquent tribute to one lady, the friend of higher education and respected of the civilized world, she who to-day graced the throne of England.

The Principal then pronounced the benediction, the gathering dispersed, and the session of 1881-2 was formally opened.

## PROFESSOR FORREST'S ADDRESS.

DURING the past year public attention has been largely directed to the question of college equipment and consolidation. The results of these discussions must be beneficial. Whatever will turn the attention of our people to higher education and lead them to compare our institutions with those of other lands must have a beneficial effect. Our colleges need to be advertized, largely advertized among our own people.

They require to have their wants and their weaknesses clearly pointed out. Whether the discussions that have taken place will lead to actual consolidation or not, they must tend to increase the interest in higher education and thus advance the interests which we all have at heart. I do not intend at present to enter upon this discussion. I feel quite convinced that consolidation is the true policy for us, not only in Nova Scotia but in the Maritime Provinces, but at the same time I feel quite contented to work away on our own line if our friends of the other colleges are unwilling to unite. I purpose at this time to take a hurried glance at the colleges of the United States, as I believe that their circumstances are in many respects similar to our own, and consequently we are much more likely to learn from their experiences than from those of the institutions of the Old World.

Of the three hundred colleges of the United States only two date their foundation to the 17th century and twenty-two to the 18th century. All the rest are actually very little older than our own Dalhousie. A great many of them are wealthy, but nearly all of them can look back to a period within the memory of living men when they were called to contend with poverty, in many cases struggling for very existence.

Going from Canada and visiting any of the leading institutions of the United States, we feel at first like giving up in despair. Looking at their beautiful grounds, their spacious and elegant buildings, passing through their well filled libraries and museums and thoroughly equipped gymnasia, and then examining their long lists of professors and tutors, the thought at once arises, what is the use of our thinking of building up a college that will in any way compare with these! But when we remember what we have seen ourselves of some of them in the course of the past fifteen years, and when we examine the history of any one of them, our hope revives, and our interest is increased ten fold.

There are about three hundred institutions in the United States that are called colleges. While the average of them is larger and stronger than the best equipped college we have, and while they have not one-half the number we have in

Nova Scotia in proportion to population, yet it is quite evident that they have far too many. With them, however, the question of consolidation is rapidly solving itself. The large and well-equipped universities are every year proving more and more attractive to the better class of students; and just in proportion as they increase their facilities for imparting instruction and raise their standard, are their degrees and honors estimated, and as a consequence, are their classes filled. About twenty of the American colleges have already won for themselves a position far ahead of the others, and of these four or five are earnestly endeavouring to win a first place.

In a primitive state of society the college at which degrees can most easily be obtained generally draws a large number of students. It is worthy of notice, as indicating the advance of educational opinion, that this inducement has in most parts of America the very opposite effect, so that colleges aspiring to a position of prominence are compelled continually to aim at the elevation of their standard. Harvard, the oldest university in America, was established about the year 1636. As soon as the fearless and energetic Puritans landed they began to think of an institution for the training of their ministers, and it is an interesting fact that six years after the earliest settlement in Boston the General Court of Massachusetts Bay voted four hundred pounds "towards a schoole or colledge." The site chosen for its erection was called Cambridge, after the English university, in which a considerable number of the colonists had been educated. The name Harvard was given to the college two years after in honor of Rev. John Harvard, who left it his library and one-half of his estate. Harvard was a state institution, but was provided for the express purpose of educating a ministry. In a letter to England one of the Puritan writers says: "One of the next things we longed for and looked after was to advance learning and perpetuate it to posterity, dreading to leave an illiterate ministry to the churches when our present ministers shall lie in the dust." "If we compare the college of to-day with the college of three hundred years ago," (says Pro-

fessor Ames) "we will see that the three prominent characteristics of the institution of our ancestors have vanished. Harvard is no longer an institution of the state, nor an institution of any religious sect, nor a preparatory school for any single profession. The college is at length a university independent alike of church and state, and devoted to literature and science and all the liberal professions." At first the curriculum of study was necessarily very limited. For nearly a century after the founding of the college Latin was not taught. The reason for this was that to make and speak true Latin in prose and verse was one of the two requisites for admission, and one of the bye-laws provided "that the scholars should never use their mother tongue within the college limits except in the exercises of oratory and the like. From a very small beginning Harvard has continued to grow with the growth of the state and city in which it is placed, ever holding that which it at first possessed, a first place among American colleges. The only other college in America which dates back to the 17th century is the College of William and Mary. It has a very different history. The contrast between the two was always marked. The one was established by the Puritans, the other was the college of the Cavaliers. The one was democratic, the other aristocratic. The one was poor as the Puritans who started it, the other was largely endowed by Royal bounty. But the one was the college of the people and has grown with the growth of the nation, while the other after an experience of two hundred and fifty years is not so large and not nearly so well endowed as it was at the outset.

Of the history of the other colleges time will not permit us now to take any note. Suffice it to say that most of them had an origin similar to that of Harvard. Most of them are making good headway and doing good work, while a few of them are rapidly advancing beyond the others, reaching a higher standard of education, and claiming and receiving a larger share of public support. The progress made by some of them during the past fifteen years is most remarkable. Several of them have during that time received

considerably more than two millions of dollars each in donations. Handsome buildings have been erected, the number of professors largely increased, and almost everything that money can do has been done to make them successful. True, in comparison with the two great English universities the wealthiest of them are still poor, but when we remember that their progress is largely the work of the last twenty years, we will see that it will take a very short time at the present rate to put some of them abreast of the wealthiest institutions of the Old World. It is estimated that the American colleges have received in gifts since 1860 an amount of money quite equal to their whole valuation at that time. In 1847, when Abbott Lawrence gave fifty thousand dollars to Harvard it was said to be the largest amount ever given at one time during the life-time of the donor to any public institution in America. But other generous givers continued rising higher and higher till John Hopkins, a Baltimore merchant, capped the list with a bequest of three millions of dollars, which is probably the largest single bequest ever made to an educational institution in any country. Experience in America seems to say that suitable endowment is essential to the continued existence of any college, and in the rapid increase of the wealth of the country they have been allowed to participate. But American educationists fully realize that money will not make a college. Writing on this subject a few days ago President Porter of Yale said: "It is ridiculous to hear such empty gasconading as has been written within a few months, to the effect that it would not be long before European students will flock to some great American university as freely as American students now go to Europe. We feel no disposition to depreciate American scholarship or American thought. We are forward to acknowledge that some among us have no reason to be ashamed when measured with their peers in Europe. But a great university cannot be built up in a day, even in an old country, and in a new, not till many generations have provided the material. That material is something more than a few millions of money and a score of brilliant occasional lecturers. A great community

of highly cultivated scholars and literary men must first exist, before the representatives of every branch of knowledge can appear, who are competent to teach the choicest youth of the world, and before a large body of American pupils will be satisfied that they can find no advantage in going abroad." But let us not for a moment imagine that the progress made has been in buildings and equipment alone. From an educational standpoint the progress has been very great. Not only has the range of studies been largely increased, but the standard has been greatly elevated in every department. Of course looking over the whole field we notice a very great difference. The average of all the institutions is by no means high. But among those which claim to be first class you have only to examine carefully their history to see a marked and steady improvement. In America the difference between ordinary pass men and honor men is not so great as it is in Britain. The holder of the simple degree of B. A. in Harvard is compelled to do quite as much in either Classics or Mathematics as the holder of the same degree from either Oxford or Cambridge. But the first class honor man in the English university requires to attain to a higher standard than that required for the highest honors in America. Any comparisons of this kind must of necessity be very general from the fact that the mere list of subjects in the Calendars is only one element in forming a judgment. Even the the same papers given by two sets of examiners may give entirely different results. But this fact we may note, that the leading men in educational affairs in America understand fully where their deficiency exists, and are bending all their energies to the work of raising the educational standard, as well as securing endowment and increasing the college equipment. The effect of this is clearly visible in a great many ways. You notice it in the age of the students. Visiting any of the first class universities you notice at once that the students are more mature than in the smaller institutions. At Harvard, for example, the average age of matriculants is eighteen years and six months, and this average has been slowly and steadily rising for the past fifteen or twenty years. It is

quite easy to see the beneficial effects of this. The students come up better prepared for their work, and being more mature, both bodily and mentally, are better qualified for the hard work before them.

In one respect the English universities have a decided advantage over the American. The high schools of England have nothing to compare with them as preparatory drilling establishments on this side of the Atlantic. The common school system of the United States has been a great success, but they have no Eton, Harrow or Rugby, and until such schools as these grow with the growth of the country the American universities must be content, in Classics at least, with a lower standard than the universities of the Old World. The reasonable solution of this part of the question would seem to be for some of the smaller colleges to accept the position of high schools and seek some sort of affiliation with the larger universities. But we suppose nothing but time and necessity can accomplish this. In spite, however, of all the difficulties in the way, the prospects before them are most encouraging. They are the property of a wealthy, spirited, progressive, and whole-souled people; who are justly proud of their young institutions and anxious to raise them to a first rank among the universities of the world. They are largely under the control of intelligent and progressive men, unencumbered by the prejudices and traditions of the past, who are prepared to borrow and copy whatever is good wherever they find it; and they have a large and rapidly increasing population from which to draw young men willing to devote themselves to literary pursuits. In these circumstances it would be strange indeed if some of them did not win for themselves a place among the first universities of the day. The elevation of a few must of necessity exercise a beneficial influence on all that lay claim to a place in the front rank.

(To be continued.)

PROF. in Psychology: "Can we conceive of anything as being out of time and still occupying space?" Musical student, thoughtfully: "Yes, sir, a poor singer in a chorus."—*Ex.*

# The Dalhousie Gazette.

HALIFAX, N. S., NOVEMBER 11, 1881.

### EDITORS.

GEO. PATTERSON, '82. H. MELLISH, '82.  
W. P. TAYLOR, '83. W. F. KEMPTON, '85.  
MISS L. B. CALKIN, '85.  
G. M. CAMPBELL, '82, *Financial Secretary.*

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WITH the opening of another collegiate year, our editorial labors are again resumed. And though feeling that the responsibility of editing a paper conducted by such worthy predecessors, is by no means light, and that the duties connected therewith are somewhat onerous, we enter upon the work with confidence.

The GAZETTE, with the present number, enters upon the fourteenth year of its existence as the representative of student thought in Dalhousie. In the winter of 1868-69, when no college paper existed in Canada, it was started as a private enterprise by John J. Cameron, B. A., A. P. Seeton, and W. E. Roscoe, who were the sole proprietors. The majority of the students attending Dalhousie at that time, for various reasons looked upon the venture with disfavor, and for a considerable time withheld their support. But the able manner in which the paper was edited, and as a consequence the marked favor with which it was received as well by the Professors and students of other colleges, as by the extra-collegiate public, while inciting the editors to persevere in this their novel undertaking, soon overcame the perverse prejudices of their fellow-students, who were not long in seeing that, while others were unanimous in their praise, it was not for themselves to be scoffers at the enterprise.

Accordingly, at a meeting held Nov. 10th, 1869, the following resolution was passed:—

"Whereas, this meeting is of opinion that it would be highly desirable for Dalhousie College to have a periodical in connection with it, and that such a periodical would have many beneficial results in providing the students with the opportunity of improving themselves in writing as well as in furnishing a depository for all thoughts and feelings in connection with our college life; and Whereas the editors of the DALHOUSIE COLLEGE GAZETTE have offered to resign their paper into the hands of the students; therefore be it Resolved that this meeting accept the offer of the editors, and adopt the "DALHOUSIE COLLEGE GAZETTE" as the property of the students of the University."

The GAZETTE thus became identified with the students of the University, and from that time has been conducted as the representative of their views and as the advocate of their interests. It was the pioneer of college journalism in the Dominion, and although its path has not been always smooth nor its prospects over bright, although at times the editors were destitute of "matter" and the Financial Secretary reported barrenness in the exchequer, yet the paper has lived through it all, and having passed the critical point in its career, is now, we trust, settled on a firm and solid basis.

We have said that ours was the first college journal started in the Dominion, but it was not long the only one. The students of other colleges to whom the GAZETTE was a welcome visitor, realizing the benefits to be derived from such a course, established papers of their own. Now one, now another showed itself until at the present time, from Nova Scotia to British Columbia, there is not a college of any repute whose students do not publish regularly their college paper. Thus, from the seedling of four pages, sown in 1868, and named the "DALHOUSIE COLLEGE GAZETTE," has sprung up in a little over ten years a surprising growth of college journalism, exerting, we are convinced, a very great influence in matters educational. To some extent, also, the college paper has now become an index by which the college is judged, and such being the case the popularity of their *Alma Mater* is dependant, on no small measure, upon those who for the time fill the editorial chair. We are convinced, however, on looking over past volumes of the GAZETTE, that its former editors

have very creditably discharged their duty, and as we step into their places our confidence is not perhaps unmixed with a certain diffidence and fear that our performance will not be equally creditable. We can, however, but do our best, relying on our fellow-students for a generous support. We bid them remember that contemporaries are vying with us, and that to maintain a first place our united and best endeavours will have to be put forth.

From the graduates and former students of Dalhousie we expect much. Many of them can testify to the benefits they received while connected with the GAZETTE, and in return we ask for occasional contributions. Those of them studying at other Universities must not forget to continue the correspondence, which in past years has been particularly interesting.

To our collegiate contemporaries, especially those of our own Province, we extend a cordial greeting. The question of Consolidation must be kept prominently before the public, and we urge upon our contemporaries, convinced as they must be of the unsatisfactory condition of our colleges, to throw aside denominational prejudices and join with us in the work. So far as literary excellence is concerned there has always been, and we trust there will continue to be, a generous rivalry, but the question of Consolidation is one, in the discussion of which there must be hearty unison. Nothing can be achieved without it. Had we a "Consolidated press" we might have had ere now a consolidation of colleges.

From the public generally we will look for support, commensurate with the interest felt in Dalhousie, promising that for our literary department we will endeavor to secure none save first-class articles, and with our editorial staff increased and our sanctum brightened by a young lady associate, we trust to sustain the reputation of the GAZETTE as being the best college journal in the Dominion.

*J. A. Sedgewick*

WE are requested to intimate that the Munro Bursaries and Exhibitions are to be continued. Our information is correct we know, but we are unable as yet to tell the conditions under which these bursaries are to be competed

for. In a later issue we will give fuller and further particulars.

For such liberality Mr. Munro deserves the thanks of every person who wishes to see our educational institutions improved and raised to a higher standard. For such munificence does not benefit Dalhousie alone, but affects in its results the whole educational system of the Maritime Provinces.

#### DALHOUSIE IN COUNCIL.

PURSUANT to a notice posted on the old black board to that effect, the first general students' meeting for session of 1881-2 was held in class-room No. 2 on the evening of the 1st inst. Neither the President or Vice-President having put in an appearance, Mr. Knowles was elected chairman *pro tem.* without opposition. And after a short speech from the chairman in which he stated the object for which they had been called together, the students proceeded to elect officers. By acclamation Mr. Knowles kept the chair. He said he would have thanked the students for the honor they conferred upon him, but his feelings overcame him. Mr. Gavin Hamilton was appointed Vice-President, and Henry Dickie, Secretary. When the minutes of last meeting had been read and approved the report of the committee who had been appointed to confer with the Governors, *in re* George Munro holiday was received. The committee were happy to report that they had secured the holiday, and hoped the students would celebrate it in grand style. A vote of thanks was tendered the energetic committee. Mr. Davidson, the Finance Minister, then brought down his budget, which showed that the GAZETTE had been able to make both ends meet. The report on motion was accepted, and a vote of thanks tendered Mr. Davidson for his excellent management of our financial affairs. The editors of the past session also came in for their meed of praise, a vote of thanks having been tendered them. The Reading Room committee having given an account of themselves, the meeting proceeded to elect the editors for the present session. The choice fell upon those five unlucky mortals whose names will be found on another page.

About the Corresponding Editor there was a *little* discussion. Mr. Davidson moved that there be no Corresponding Editor; but instead that a fifth editor be appointed, said editor to be Miss Calkin. The speakers on this motion were Davidson, Mellish, McColl, Davidson again, Patterson, McColl again, Patterson again. After a time, as the hours went by, in despair the meeting on motion resolved to reconsider the fifth editor affair. After the matter had been reconsidered for some time longer, Mr. Davidson's motion was carried, and the motion to make the choice unanimous was passed without a dissenting voice. A slight difference of opinion prevailed among the students as to who would take the best charge of the GAZETTE purse. Sedgewick from a back seat bade the meeting deliberate; Davidson from a front repeated again and again that he would not accept the office. At last the difficulty was solved by Mr. Campbell resigning his position as Literary Editor and being appointed Financial Editor. Mr. Elliot was appointed to his place on the staff. The next business was the appointment of the various committees, and the result was as follows: *Finance Committee*, Messrs. Pitblado, McMillan, Murray and Reid; *Reading Room Committee*, Messrs. Trueman, McDonald, Landills and Fitzpatrick. The officers of the Foot Ball Club were also chosen. The following gentlemen were appointed: G. M. Campbell, Captain; E. J. Torey, Second Captain, and Archibald McColl, Secretary and Treasurer. After some more discussion about the gymnasium, the meeting adjourned with cheers.

Mr. Elliot, one of the editors, having seen fit to resign his position, a meeting was held in class-room No. 2 on Friday, the 4th inst., for the purpose of electing a successor. The choice of the meeting was Mr. Taylor. The committee which had been appointed at the last general students' meeting to confer with the Governors about a gymnasium gave in a very satisfactory report. The report led to a long discussion, at the close of which a gymnastical resolution was moved, seconded and carried. After this a lot of business of minor importance was transacted, and at 7.30 P. M. the meeting adjourned.

#### OUR EXCHANGES.

"A man must serve his time at every trade,  
Save censure;—critics all are ready made."

So many college papers have of late been making elaborate salutations, that it has become the rule in beginning the first exchange article, to preface it with some general remarks of welcome to all exchanges. We are determined we will be an exception and will immediately proceed to our task by reviewing the *Acadia Athenæum* for October. We have it on the authority of its editors, that their paper is greatly improved from what it was last winter. We are glad to hear that from persons who ought to know, for we would never have been able to discover it for ourselves. And if the one now before us is much better than the issues of last year, we wonder how our old exchange editor ever survived the task of reading six of them. Had the editors paid more attention to punctuation they might have made some of the sentences more intelligible. Thus for example we read:—

"The other successful candidate in 1878 was Dr. Schurman, the present Professor of Logic, Mental Philosophy and English Literature in Acadia College."

The ungainly appearance of the inside of the *Athenæum* is principally due to the promiscuous mixture of different sizes of type. We hope the editors will continue to improve the *Athenæum*, but at the rate they are now progressing, it will take a long time before they can hope to have a decent paper.

As a contrast to the *Athenæum* we take the *Portfolio*. This sprightly paper is edited entirely by young ladies, and as such is of more than ordinary interest to us. But were it edited by males with such contents it could not but be entertaining. The poetry on first page is fair and better than the average college effusion. The article on Oliver Wendell Holmes is splendid; and our Freshman editor, being of a matrimonial turn of mind, bids us say, that if the author is a young lady, he is willing to leave college at once and make a happy *ho(l)me* with her. The orthography of the *Portfolio* can scarceley be commended.

THOUGH all our Canadian exchanges have not been reviewed, we cross to the neighboring republic, and our hand falls on the *Cornellian*. The October number opens with a poem entitled "The Song that never was Sung." It is a pity that some songs were never sung, and it is a pity that some poetry was ever written. At one place in the *Cornellian* is quoted, "Oh, give us the man who sings at his work." When we read the *Cornellian* poetry we gave vent to our feelings in words of the same nature as the quotation. They were, "Oh, keep us away from the man that writes such poetry." On the whole the *Cornellian* is the reverse of interesting. But still though we cannot approve of the style of its contents, we must admit that its covers are attractive.

MAKING a still longer tour this time, we find we have received the *Oxford and Cambridge Undergraduates' Journal*, and to say we were disappointed with it does not begin to express our feelings, as we perused its many pages. Two sermons, the names of the Freshmen at Oxford and Cambridge, and a lot of advertisements cover its huge surface. The sermons are very good no doubt, but not very suitable reading for an exchange editor.

COMING back almost home again we turn our attention to the *Argosy*—the "modest *Argosy*." We suppose it is modest because it has nothing to make it conceited. The number before us is for October and the editorial opens with an apology for its lateness. By way of consolation, however, it assures its patrons that its tardiness will not prevent them from getting the regular number of papers this year. They need not have gone to so much trouble. Nobody would ever care if they never got a copy of a paper like the *Argosy*. The article headed "Conservatism" is rather below than above the average. "Bo" is by no means *bully*. "The Class of '81," and the "Correspondence" are, to say the least, miserable. In fact the whole paper is about as bad as we ever wish to see.

THE *University Press* is a paper hailing from Madison, Wisconsin. It came a long way and for that reason, if possible, we would like to say something good about it. But we are unable to

do so. Its articles are of such a description as to make one wish they had the authors at hand in order to inflict the reward due to them for sin. The fellow that wrote 'Retrospective' must have a long memory, for he recollects the time when

"To save himself from falling  
He clung to his mother's knee."

Had we as long a memory as him we perhaps might recall the time when we saw a paper that was such uninteresting reading as the *University Press*.

### SODALES.

IMMEDIATELY after the second general students' meeting had adjourned, the Sodales was called to order, Mr. Landills in the chair. After a few preliminary remarks from Mr. L., the society proceeded to elect officers for the ensuing winter. Mr. W. R. Fraser was appointed President, and Mr. Frank Jones, Vice-President. To Mr. Isaac Gammell was assigned the post of Secretary. After some time spent in search of the minute-book the minutes of last meeting were read and approved. Campbell being still under the influence of the gymnasium discussion mentioned in our report of the students' meeting, moved that the subject for debate next night be "Which is the more beneficial, a gymnasium or a library?" This subject was chosen and Campbell appointed opener; J. A. McDonald respondent; and H. Mellish critic. According to custom a committee consisting of Messrs. Murray, Crowe and Taylor was appointed to select subjects for discussion during the winter.

There being no other business the meeting adjourned, every one of the large number of students present feeling confident that the future meetings of the society were to be carried on ably and enthusiastically.

### PERSONALS.

THE Sophomore year has been brightened by the return of CAMPBELL and MURRAY.

McFARLANE and McLEAN, two General Students of '79-'80, have come back.

THE third year has been enlarged by the acquisition of WALTER P. TAYLOR.

McCLURE, a Sophomore of '78-'79, has joined the ranks of the Generals.

KINSMAN, B. A., '80, has begun studying medicine at the Halifax Medical College.

THE Juniors mourn the loss of McINNIS. MAC is teaching school in Pictou, and we hope to hear from him often during the winter.

MOREN, a Soph. of last session has determined to "seek the bubble reputation even at the cannon's mouth," and gone to Kingston Military College.

MR. ALEX. G. ANGUS of Goose River, who has attended Dalhousie for three sessions, left a short time ago to pursue his medical studies in the University Medical College, New York.

WE are glad to hear of the success of MR. JOHN WADDELL, B. A., a late student of Pictou Academy and Dalhousie College, who has been prosecuting his studies in Edinburgh during the past year. He has lately passed in the highest division in the first B. Sc. Examination in the London University, and has also won honors in an extra examination in Experimental Physics. MR. WADDELL graduated at Dalhousie College in 1877, where he won the Dufferin Gold Medal.—*Eastern Chronicle*.

WE learn with pleasure that the Collegiate and High School of New Westminster, British Columbia, has at its head a Pictonian, whose services have given great satisfaction to the Board of Managers. The Dominion Pacific *Herald* referring to a recent examination of the Institution says:—

"We imagine everybody felt that it was a fortunate thing to have secured the services of so accomplished and thorough an educator as Mr. Stramberg has always shown himself to be."

The gentleman referred to is MR. HECTOR M. STRAMBERG, B. A., of Dalhousie College, and formerly of Cape John.—*Pictou Standard*.

FOR the second time an alumnus of Dalhousie College has carried off the Gilchrist Scholarship, the competition for which is open to all Canada. This time it has been won by MR. HOWARD MURRAY, for three years a student of Dalhousie. Entering College in 1876, at the sessional examinations the next spring he carried off the prizes in every subject. In the second year his record was as good—the first prizes for Logic, Mathematics, Chemistry, Classics, the subjects of the year, having been won by him. In his third year likewise all the first prizes fell to him. Having missed a year between his first and second terms at College, he was unable to complete his course, but immediately after the third winter session was over, he began to

prepare for the Gilchrist. The result of this work we have given. For some time previous to the examination he was sick, and while the examination was going on he was so ill as to need the services of a physician. Had it not been for this he would not have been beaten by any Canadian; and the high place he obtained on the Roll of Matriculants at the University in spite of these circumstances give evidence of his wonderful ability.

### DALLUSIENSIA.

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

PATRONIZE our patrons.

DALHOUSIE has a new bell-and-janitor.

"WARD off all affectation," is the motto of our new orators.

HERE we are again,—*Rorey* and all, including four students from Sackville College.

BESIDES the general students in attendance, there is one,—“mostly in the first year.”

A CERTAIN Freshie has lately indulged in a cane, and now “he revels in ecstatic bliss.”

WHAT an influx of Freshmen! A final exam. or two at Christmas would give a *breathing space*.

PUNNING at the expense of Freshmen is not well received. Our punning Senior had better take care that he is not *punctually punched* for his next pun.

OUR poetic graduate of last year opens his new parody with the following lines:—

"Onions rumque cano, missus qui primus ab oris  
Jamaicae, permultum ventoso jactatus in alto,  
Nuper ad littora venit, mihi in Scotia gratus."

A SOPHOMORE recently entered a hair-dressing saloon, and "with a large voice" demanded a shave, whereupon the officiating barber politely enquired whether he had brought his moustache with him.

As the new janitor "slowly and sadly" ascends the steps from the lower regions, a *gown* would be the only thing wanting to give him the "air of one advancing to his execution" rather than that of a bell-ringer. Better get a black rag at once.

ONE of our editors was lately led to the study of projectiles on account of the mathematical precision with which a mud ball recently *met* his cranium *via* a hole in his hat. In justice, we add that he received the blow "in bonam partem," only exclaiming that he felt *muddled*. You will at once recognize our punning editor.

### LOST, STRAYED OR STOLEN.

*Prof. in Physics*,—"What is Boyle's law?"  
*Diligent (?) Junior*,—"Never trump your partner's ace."

It is stated that England has four universities; France, fifteen; Germany, twenty-two, and Ohio, thirty-seven!

(*Street car line.*) *First lady*,—"What is that large building on the right, do you know?"  
*Second lady*,—"I am not sure, but I think it is a lunatic asylum." Young student who is always proud of jumping off the car at the University, omits his practice for once.

*Senior*,—"I desire the picture of every brother in the class." "How about the sisters?"  
*S.*,—"The brethren always embrace the sisters."—*Beacon*.

*Ambitious boy*,—"Mother, may I go out West and fight Indians?"  
*Mother*,—"No, my son, but you may go down to the cellar and fetch me up a scuttle of coal."

WILLIAMS has eighty-four freshmen, Amherst has an even one hundred, Pennsylvania University has eighty-four, and Oxford has *only* seven hundred and fifty-seven.

*Prof.*,—"Mr. M., I suppose you have often hung around the gate bidding your girl good night." *Mr. M.*,—"Oh, no, Professor, I always hang around the girl."—*Argosy*.

*Prof.* (to Senior in electricity),—"Are sparks of long duration?" *Senior* (with knowing look),—"It depends on whether the old folks have gone to bed or not."—*Berkeleyan*.

"My son," said a tutor of doubtful morality but severe aspect, putting his hand on the boy's shoulder, I believe Satan has got a hold on you." "I believe so, too," replied the boy.

ONE of our brilliant young students not long ago called at the office for some postage stamps. "What denomination?" interrogated the P. M. "Baptist," was the prompt reply.—*Ex.*

"THERE'S a divinity that shapes our ends," mused the Senior; but as his eye caught his pedal extremities he said, "I don't believe these were ever planned in heaven."—*Argosy.*

A NEW YORK farmer writes to the faculty of Cornell: "What are your terms for a year, and does it cost any extra if my son wants to read and write as well as to row a boat?"

AN old rail-splitter in Indiana put the quietus on a young man who chaffed him on his bald head, in these words: "Young man, when my head gets as soft as yours, I can raise hair to sell."

There was a young man from the mission,  
Who spent all his Sundays a fishin';  
He said Hades for —  
When they didn't bite well,  
For he read the Revised Edition.—*Ex.*

PROF. JONES has introduced the Roman method of pronunciation into his Latin classes, in place of the English method. And now when the modest young man comes to *vicissem*, he tremblingly says, "we kiss 'em;" and the ladies blush.—*Athenæum.*

*Dashing beauty to verdant Freshman,*—"What is the difference between an apple and a young lady?" *Freshie*, (diffidently)—"Don't know." *Dashing beauty*, (blushingly)—"Why, you see, you must squeeze the apple to get cider, but as to the young lady you must get side her to squeeze her." *Freshie* sides up.

Who starts a lady friend to meet  
Across the bleak and slippery street,  
Shall often lose his cautious feet  
From under.

And striking on the cold, cold stones  
With force that threatens broken bones,  
Ejaculate in smothered tones,  
By thunder.

AN instance of distinction without a difference was offered by the Irishman who, having legs of different sizes, ordered boots to be made accordingly. His directions were obeyed; but as he tried the smaller boot upon the larger leg, he exclaimed indignantly: "Confound the fellow! I ordered him to make one of them larger than

the other, and, instead of that, he has made one smaller than the other."

*Prof.*—"If you were to find the skeleton of an elephant, imbedded in an iceberg of Alaska, what would you suppose?" *Smart Freshie.*—"I would suppose there had once been an elephant there." "That will do, sonny; we're afraid you will injure your health."

PROF.—"Miss S., please give an example of a syllogism. Miss S.—"Yeast makes things rise; five minute bell makes me rise: five minutes is yeast."—*Ex.*

AN Englishman, upon hearing the cackling in a poultry yard, exclaimed, "Oh, this is really (h)enchanting."—*Ex.*

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