

The Dalhousie Gazette.

ORA ET LABORA.

VOL. XVI.

HALIFAX, N. S., NOVEMBER 23, 1883.

No. 2.

LAW SCHOOL LIBRARY.

When Mr. Munro had signified his intention to the Governors of founding a chair of law at Dalhousie, it was at once felt that it would be imperatively necessary to make the gift as widely beneficial as possible, and consequently the single chair soon expanded into a Law School. Lecturers at once volunteered their services and the institution was in a measure prosperously started. At the outset, however, it was recognized that something more than professors and lecturers was needed—before the classes opened at least a thousand volumes of legal works must be collected as the nucleus of a law library. To this end a meeting was held on the 9th August, at which, among others, there were present: Chief Justice Macdonald, Judges Rigby, Thompson and Johnstone, Sir Wm. Young, Hon. Atty.-General White, Hon. L. G. Power, Hon. Simon Holmes, Hon. S. L. Shannon, Dr. Allison, Profs. Weldon, Lawson, Lyall and MacGregor, Messrs. Sedgwick, Russell, Motton, Parsons, Eaton, and Bulmer.

The Chief Justice in taking the chair commented upon the importance of a Library for the School. Professor Weldon then addressed the meeting at some length. He said:

The school is now established. Its successful maintenance depends largely upon the results of the efforts to be made this autumn and winter to procure law books. The library is indispensable first of all to the students. It is highly desirable that all the students shall have free access to a library of their own, at all hours of the day, containing the reports of those leading cases to which they may be referred by their instructors. To students who come up to Halifax, intending to devoting their whole winter to law study exclusively, such reports in duplicate and triplicate even will be absolutely indispensable. A complete library is highly desirable in the interests of the profession. Few have the private means to procure such an outfit of books as to all earnest students is essential.

He dwelt upon the two functions of the true university, the teaching and the investigating, holding that the governors of the college and the city were in duty bound to surround their teachers with such ample means as would permit a man resident here, without long absence abroad, to get a mastery of this subject, and urging also that the practice of original research gave to the teacher greater freshness and enthusiasm in his lecture room. The scholarship and teaching skill and enthusiasm of the faculty must in the long run determine the reputation of any school. To ensure these a large library was an imperative necessity. The professor gave figures as to the size of the leading American university law libraries: Harvard, 19,000; Yale, 7,000; Columbia, 7,000; Michigan, 4,000. He thought that while the larger were beyond our reach, we might fairly hope to approach the smaller figure at an early day. He closed with the assertion that the bench and bar had shown their sincerity and devotion to the cause of legal education in the province, by giving their time and money to the new school. He urgently demanded that the city and province should join hands with them and secure for the school at its first session such a thorough outfit of books as would put the library scheme beyond the risk of failure.

The Honorable A. J. White said he heartily sympathized with this movement. He thought the Legislature might be willing to give some help as it was a matter of Provincial interest, but he was not in a position to give any pledge.

Sir William Young then moved the following resolution:—

Whereas, The establishment and maintenance of a well-equipped law school in Halifax will conduce greatly to the best interests of the city;

And whereas, The success of a law school is largely dependant upon the possession of a complete law library;

Therefore be it resolved, That this meeting express its cordial sympathy with the Faculty of the Law School of Dalhousie in their endeavours to found a law library.

Judge Thompson said that he felt disposed to offer a few remarks at this stage of the proceedings. The following is a brief account of his speech:—

He had never been connected with the University, but he had felt that when Mr. Munro donated \$40,000 to found a law school in Nova Scotia, a great boon had been conferred on the legal profession of the present and of the future. He described the difficulties which students had for many years past to encounter in the acquisition of their profession—with few exceptions the legal education of the past had been no legal education at all. Students might with years of unaided effort acquire a knowledge of legal science, and fit themselves for its practice, but while doing so they stood, in relation to the students who attended a law school, much as the young men who, in the acquirement of ordinary education, had to instruct themselves, stood in competition with those who came doubly armed from university life. Sir William Young had made a good point in favor of the library when he had said that the affair was yet largely experimental. The school itself was largely an experiment—it was an experiment in which one of our citizens abroad had embarked \$40,000 of his money, and which only required for its success a little public and professional spirit, which we surely had a right to expect his generosity to elicit among those who lived and had made, or must expect to make, their career within the province. It was to some extent an experiment, and it would be well to understand at once that the experiment could not be successful without a library. Three of the faculty has visited several law schools last spring in Massachusetts and New York, and they had found in each of these schools just such an equipment—as far as the lecturing staff was concerned—as the profession in Nova Scotia might be expected to supply, but in each case the most prominent feature of all was the ready access which the students had to a valuable and well stocked library in close proximity to their lecture rooms. It might as well be acknowledged that without some collection of the kind the school, as he had already said, could not be successful in giving the proper instruction and facilities for study to those who should attend its classes.

On motion it was resolved that Mr. Justice Thompson, Judge Johnstone, Hon. Attorney-General White, Hon. S. L. Shannon, Q.C., R. Sedgwick, Q.C., and J. T. Bulmer be a committee to further the interest of the library and the Law School. The meeting then adjourned.

This was the position of affairs in August. What was the result of all these expressions of good will, etc.? Let the following list of contributions be the answer:—

Henry Pryor, 125 vols.; J. W. Johnstone, 125 vols.; S. L. Shannon, 18 vols.; Hon. J. S. D. Thompson, 78 vols.; H. McD. Henry, 61 vols.; J. T. Bulmer, 140 vols.; Robert Sedgwick, 19 vols.; J. W. Ousely, 34 vols.; Municipality of Halifax Co., 31 vols.; Sheriff Archibald, 4 vols.; Mrs. Penney, 2 vols.; F. G. Parker, 19 vols., and 20 pamphlets; J. Y. Payzant,

16 vols., and 53 nos. legal journals; E. Frame, 2 vols.; Mrs. W. Evens, 11 vols.; H. Barnes, 13 vols.; Robert Murray, 12 vols.; S. Howe, 3 vols.; Foster, Foster & Mills, 2 vols.; Hon. W. J. Almon, 11 vols.; Henry Moore, 21 vols.; John McKay, 37 vols.; E. Withers, 12 vols.; Professor Forrest, 4 vols.; Hon. W. Ross, 176 vols.; B. Russell, 54 vols.; Hon. L. G. Power, 3 vols.; Robt. Motton, 85 vols.; Isaac Wyld, 10 vols.; Miss Fairbanks, 171 vols. (purch'd); M. B. Daly, M.P., 1 vol., Can. Law Journal; W. W. McLellan, 2 vols., Canada Law Times; John Ervin, 20 vols.; Alex. McNab, 1 vol.; H. W. Boak, 2 vols.; J. J. Hunt, 4 vols., and 56 nos. legal journals; J. Menger 5 vols.; D. Maclean, 9 vols.; F. J. Tremaine, 24 vols.; G. Ritchie, 143 vols.; Hon. James Macdonald, 2 vols.; N. M. Bligh, 46 nos. C. L. J.; J. J. Stewart, 6 vols.; Hon. W. F. DesBarres, 212 vols.; T. J. Wallace, 11 vols.; J. Parsons, 57 vols.; E. D. King, 23 vols.; Judge Rigby, 27 vols.; R. L. Borden, 1 vol.; Judge Smith, 60 vols.; Dalhousie College, 2 vols.; H. W. C. Boak, 4 vols.; J. N. Thorne, 8 vols.; Wm. Howe, 84 vols.; James Thomson, 1 vol.; Mr. Davidson, 21 vols.; B. H. Eaton, 19 vols.; W. D. Sutherland, 3 vols.; Estate of Richard McHeffy, 142 vols.; G. A. Mackenzie, 1 vol.; American Consul, Windsor, 29 vols.; W. A. Mills, 1 vol.; C. E. Ratchford, 2 vols.; W. M. Fullerton, 3 vols.; Hon. R. B. Dickie, 200 vols.; Senator Botsford, 150 vols.; H. A. Powell, 8 vols.; C. Milner, 5 vols.; J. T. Allison, 1 vol.; W. W. Wells, 12 vols.; J. B. Peck, 3 vols.; A. E. Oulton, 2 vols.; C. Knapp, 12 vols.; Hannington & Teed, 10 vols.; J. J. Fox, 102 vols.; Hon. A. J. White, 12 vols.; James Fogo, 15 vols. Total, 2786 vols.

As was said in our last issue about 1000 of these will be exchanged with other Libraries, law-publishing firms, &c. The outlook on the score of books is most encouraging. But in addition there are the following subscriptions:

Sir William Young.....	\$200
Hon. J. S. D. Thompson.....	100
Wallace Graham.....	100
Robert Sedgwick.....	100
R. C. Weldon.....	100
B. Russell.....	100
Hugh McD. Henry.....	100
D. B. Woodworth.....	100
J. G. MacGregor.....	100
J. J. Stewart.....	100
Total.....	\$1100

ELECTIVE STUDIES.

It will be remembered that a short discussion on this subject was conducted by the Professor of English Literature last year in his class-room; but, being regarded rather as an exercise in elocution than as a search after truth, it failed to lead to any satisfactory result. We consider the question, however, as of too great importance to let it thus drop. Surely those who are devoting

all their time and energies to self-education have a vital interest in the methods by which it is to be conducted, and a perfect right, if not an imperative call, to examine and compare their relative values. Hence, we take this opportunity of reopening the subject, with a hopeful view to its thorough ventilation.

We all know the system of education which prevails in this, as in most other Universities. The studies are, to a large extent, fixed,—the same for one and all. With slight limitation, we might say that the University machine receives the raw material served up to it from year to year, forces it through the same iron grooves, and subjects it to the same scorching tests, and finally casts it forth, moulded after the self-same style, upon an unappreciative world. The question arises, Is this the system of education best calculated to develop the varying minds of our youth?

Let us consider what a University course really is—its meaning and purpose. It will hardly be questioned, we think, that its object is, or should be, to educate, to train. Whatever it may have degenerated into, we must surely suppose that the purpose of those who attached to it the name of "Arts," was to provide courses of study by which the youthful intellect might be developed, and literally "fitted" for its intentions in life. Is not this education? Does not the term mean the drawing-forth and cultivation of what is within ourselves, and not the mere grafting or forcing upon us of particular facts and theories? We submit that the prime object of our coming to college is not to become acquainted with what other men have done and said, but to discover and mark out the field of our own possible doings and sayings, and prepare ourselves for that. This is an age of specialists; and however desirable universal knowledge may be, it has long since passed beyond the reach of ordinary man. Again, we would be wasting time upon a truism were we to do more than state what needs only to be heard to be admitted, viz., that the minds of men vary infinitely in power and bent. Let us take then these two facts together,—1st, That the powers of no two minds are the same; 2nd, That the true aim of

a University course is to develop these powers; and ask ourselves the question, "Is this development best effected, for one and all, by the same rigid, unbending course of work?" Surely the answer must be an emphatic no. It is unreasonable, absurd. The weaver sends unceasingly the same material through the same loom; the caster fills and refills the same moulds with like results; but is it thus that we are to treat the human intellect?

What then is the better way? We contend that it lies in a thorough and extensive system of elective studies. Raise, if need be, the standard of Matriculation; break down the wall between Art and Science; and, with perhaps a partial restraint in the first year, let the student choose his own studies. It will still remain with the Faculty to see that work is not shirked, that a proper equivalent is done; the only change we ask is that we ourselves, and not another, shall be the judges of our own tastes and intentions. We fancy we see a look of horror on the countenances of some University conservative at this proposition; but what objections can he raise against it? That the student may choose unsuitable studies? Who is then to judge of what studies are or are not suitable for each particular mind? If the Faculty, we would respectfully suggest that the phrenologist have a prominent place on the staff of examiners, and that an investigation of the outward bumps be considered of at least as much importance as the testing of the inward knowledge. Who are we to suppose to know anything of the tendencies of a mind if its possessor does not? Which are we to consider as most intimate therewith,—the professors who have never before met it, or we who have grown with its growth, and are acting under its influences? And are there no sources of advice open to the student who is about to make a choice of his studies? He is not a totally irresponsible being; he is generally, we think, under the direction of parents or guardians, who will not be slow to give him the benefit of their careful observations on his character and abilities. And we venture to say that such observations, drawn from intimate knowledge, will be more likely to aid in his education than the

general and indiscriminate rules which Universities follow. For mental science has not yet reached that stage when it can lay down positive regulations for the development of mind, and unhesitatingly say what this or that study will do for us. The most determined upholder of the study of Mathematics, for instance, will not now affirm that it confers benefits obtainable nowhere else, or develops faculties which would otherwise have lain dormant. Its boasted position has been assailed by the highest authorities. It is the same with other studies; and educationists now-a-days are forced to accept and apply the words of Carlyle—"Things are valuable in proportion to our fitness to them." Mathematical problems are all very well in their place; but to quote the above writer again, "the first of all problems is for a man to find out what kind of work he is fit for;" and when that discovery is made, the duty of acting upon it is clear. Instances are not wanting of those who, unable to bear the restraint and rigidity of a University course, have cast aside its trammels with the most signal results. The most striking case that occurs to us is that of the late Professor Balfour of Cambridge. Early discovering the peculiar bent of his mind, he pursued his education along the lines thus indicated, with the result that, at an age when most University graduates have succeeded in forgetting nine-tenths of the stuff which they had been forced to take in at college, but had found impossible to digest, he had won for himself a foremost place among the scientists of the century. Can it be doubted that if he had not had the independence to depart from the beaten path, his career would have been, to say the least, greatly retarded?

But, we are told, certain studies are forced upon us, not so much for the knowledge derivable from them, as for the discipline they give. We have even heard it stated that we ought to take up distasteful subjects, merely with this end in view! Life is too short for such a course. We contend that the discipline intended—which we take to be chiefly the training of the powers of attention and concentration—can be obtained from the honest, conscientious pursuit of *any* study. That such pursuit should be honest and

conscientious would still be in the power of the Professor to ensure; the degree of B. A. would still be, as it has ever been, (and only been,) an acknowledgment of progress, with, however, this difference, that the progress would then be real, instead of being, as it now too often is, largely fictitious. Under a system of elective studies, the student would get up his work, not because it has been set before him and will be necessary on examination day, but because he has chosen it himself, and intends to make use of it through life. Can the result be doubted? Our college would send forth graduates who would raise the standard of University education; men who had looked upon their college course, not as an end, but as a means; had pursued it enthusiastically, instead of being driven along with it grumblingly; and now intend, not to cast it behind them as an ordeal well over, but to carry it with them, as a support and aid, in their journey through life.

There is another argument which we can imagine being raised against the system of elective studies, viz., that certain studies are necessary to a liberal education, and that these may be neglected. Some people will talk vaguely of general culture, necessity of a broad foundation, etc. But this objection, like the others, is founded, we think, on a total misconception of what education really is. If we have succeeded in expressing our views, our readers will have perceived that our estimate of a liberal education is *not* the cramming up of masses of facts and theories, or a hasty skimming over of all the information known to man. We would like to know how thorough our acquaintance with even the rudiments of a science will be, when the study thereof forms one of a half dozen during a six months session; or how many of the University graduates of to-day will in two years have command of the technical knowledge—mathematical formulae, chemical equations, psychological intricacies—which we are told is so indispensable. How is it that University graduates are found as failures in every quarter of the globe? The fault is not always, or altogether, in the man; too often it will be found that their energies have been perverted, and their freshness wasted, in the years during which

they were acquiring a "liberal education." In our opinion few of us come to college to obtain "general culture." Our objects are more specific. Thousands of men go through life successfully without a University education; and that not only in the more common pursuits, but in what are known as the "learned professions." The studies of the law, of medicine, and, to a large extent, of the ministry, are entered upon with a no greater general education than is required to matriculate at this University. The propriety of this we have not now to discuss; but it shows at least that Universities have a special, and not a general purpose; and if this special purpose is not to make individual men better fitted for life by developing their peculiar powers, we know not what it may be.

We had purposed applying these general remarks more specially to our own University; but space forbids. We ask for greater latitude in our studies; for a more intelligent appreciation of the wants of each individual man; for a system of education more in accord with the spirit of this free and practical age. It is vain to tell us that if we want particular studies we may take an Honor Course; every one knows that those courses, entailing an amount of work too great for the ordinary student, defeat their own ends. Our present University system is too mechanical; it wants elasticity; we feel cramped beneath it. Instead of being before, it has fallen behind the times; instead of leading, it bids fair to be dragged. It is the students who make the University, for whom it exists; let it then be more adapted to their needs. We feel confident that a system of elective studies will secure not only better education, but a more cordial appreciation of it. The student both while in his college and after he has left her, will feel a deeper interest in her welfare; he will look upon her, not as a mere task-mistress whose work must be done simply because it cannot be evaded, but with the reverential love of one who feels that through her he has been indeed prepared for after duties. She will be to him, in truth, an "Alma Mater;" dear for the fostering care she has bestowed upon him, and the intelligent wisdom with which she has aided his steps.

PRAYER-MEETING.

A MEETING of our students for devotional purposes was held for the first time this session in Class Room No. 2., on Saturday evening Nov., 10th inst. There was quite a number present, and all seemed interested in the object of the meeting. It was therefore unanimously agreed, that the prayer-meeting should be continued as usual during this term; that we meet at 8 o'clock sharp on Saturday evening in each week; and that the meeting should not exceed one hour. F. S. Coffin was elected President, and J. M. McLeod, Alex. Campbell, and J. R. Coffin were appointed as a managing committee.

It was further decided, that the International Series of Sabbath School Lessons, be taken up and discussed, as a part of the programme at each meeting; the lesson on each Saturday evening, being the one to be taught in the Sabbath Schools on the following day. The meeting also requested the committee to make such arrangements as they might be able with the editors of the GAZETTE, in regard to space in its columns, that the object, and interests of the prayer-meeting might be duly brought before the notice of the students.

Now as we all as a body count it not a task but a privilege, to meet often during the week in our College rooms before our Professors, to hear the difficulties of nature explained, and also to examine into its harmony and beauty; so we should consider it not an imposition, but a duty, which we all owe to our Divine Creator, who gives us health, and reason, and strength to pursue those secular studies, to meet *as a body* before him as our great Professor "in whom are stored up all the treasures of wisdom and knowledge," and ask him to reveal them to us by his word and spirit.

Therefore we extend an invitation to all our fellow-students to "come with us" and by their presence and intellect aid in making the meeting both interesting and profitable, and by so doing we will find that the short space of time thus set apart for devotional purposes will not be spent in vain.

Due notice will be given of the meeting from time to time.—COM.

The Dalhousie Gazette.

HALIFAX, N. S., NOVEMBER 23, 1883.

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THE GAZETTE has frequently exhorted the students to do less cramming and take a more active part in football, debating society, and other matters not referred to in the college calendar. And once more we wish to utter our most earnest protest against the miserable system of cram and hermit-life prevailing at Dalhousie. Cram has become epidemic and its consequences are most disastrous. Why is it that at debating society two-thirds of the students never—well hardly ever—put in an appearance? Why is it that out of more than a 100 students, the football team cannot get a sufficient number to oppose them or to keep them in anything like decent practice? Not long ago, in the golden age of Dalhousie's *esprit-de-corps*, the students formed street processions, causing the townsmen to stare, and the policemen to go round the corner, and gladly took advantage of any and every seasonable opportunity to have an harmonious howl. Why is it that now the student hurries through the hall, looking like the shade of a departed criminal, and that if some one, more enterprising than his fellows, attempts to unearth a gem from *Carmina Dalhousiana*, his little effort is not seconded, and his symphony dies away in the stillness, like the weird and plaintive wail of a mermaid? What is the cause?

Cram. What is the cause of cram? Some might, no doubt, be inclined to attribute the cause solely to the severity of the examinations, which, hanging over the student's head, render him as uncomfortable as Damocles. For our own part we say nothing of the kind. The cause is clearly traceable to the students themselves. Examinations are according to the students. The professors well know that the only way to keep up a college is, not to set up an ideal standard, which none can hope to reach, but to place their standard so as to be in accordance with the abilities and work of the average student. What wonder then, when they see donkeys patiently submitting to whatever load be laid upon them, if the professors strap a little extra weight upon uncomplaining backs. Let us be distinctly understood. We say that the work is too hard,—entirely too hard—but that it is so, is due, in a great measure, to the students themselves. Now what is the remedy for the present deplorable state of affairs? We are not going to advocate anything revolutionary, but shall content ourselves with offering a few suggestions, by acting upon which, the students may regain that *esprit-de-corps* which, at present, appears to be *non est*.

(1.) Every student, who is not blind, halt, or incapable, should play foot-ball. We have no rowing club, no cricket club, and only one athletic club of any kind. It is a little too bad, if even that one does not receive proper support. One of the best advertisements any college can have is the fact that its foot-ball team are winning matches and giving a good account of themselves. But such a thing is impossible unless the students, one and all, practice.

(2.) Greater interest should be taken in the debating society. We understand that a committee has been appointed to make the meetings of Sodales more interesting by providing for recitations, songs, &c., on the programme. Let the students help them in carrying out this worthy object, or, at the very least, encourage by attending the meetings *en masse*.

(3.) We ought to have an athletic club, such as is found in every college of note except our own. A general competition should be held annually and prizes provided for all kinds of

athletic sports, just as they are now for other departments of college work.

(4.) Why in the name of wonder cannot Dalhousie organize a glee-club. She is well able to do so. She embraces in her bosom a number of good singers, whilst a great number of others only require training such as a glee-club is calculated to give. At present we have no singing worthy of the name. And when an attempt is made it is not by those who can sing, but by those who try to relieve the terrible monotony, even at the expense of harmony. We believe with Talmage that the man who can sing and will not sing ought to be sent to Sing-Sing. But still until a glee-club is organized, we can hardly expect any move in a better direction.

We sincerely hope that these suggestions will receive attention at once, that the students will take the matter up heartily, and that the authorities, instead of hindering, will help onward the good work. If so, our cadaverous appearance will give place to the ruddy glow of health, our studies will be pursued not merely for the sake of making a high mark, and instead of graduating crammed, morose, unfit-for-the-world young men, the influences brought to bear on the Dalhousie student will be pleasant and profitable to his moral, mental, and physical well-being.

WE are pleased to see that a reform has been instituted in regard to the College Library. Hitherto the student has been made to feel that on entering the sacred precincts he was an intruder. This need no longer be the case. The books have been catalogued and valuable additions made during the summer. The GAZETTE takes to itself no small portion of the credit of effecting these reforms. For years it kept up a constant firing,—and it did good work thereby. The Faculty seem to have learned that improvements could be made, and as the result we have a much better condition of affairs. We are by no means disposed to let the subject drop here. The statement of the Alumni President that we are in need of some thousands of volumes is as true as ever. Could we borrow somewhat of the energy the Law Faculty are throwing into their work, we should no longer have anything to

grumble at. But it may be said that their task is far easier—there can be no difficulty in collecting musty law books. The College Library requires money. Very true, but the Law School has already a very creditable subscription list, and why should we not have the same. There is a vast body of sentiment among the Alumni which is never appealed to. People are not going to give unless they are asked, and so far as we can learn no one ever asks for money for Library purposes. The time is ripe for action. Let something be done, and done quickly.

SO far as we are concerned we regret the new departure of the Senate in regard to gowns. We do not believe there was any general wish that the custom of wearing them should be abolished. Grumbling there may have been at the laxity with which the rules relating to the subject had been enforced; but deep down in the undergraduate mind there was a feeling that gowns were an essential to a well-equipped college. This feeling was a very proper one. A college exists not only to give certain definite instruction on specified subjects to any student who may choose to come and be taught. It has in addition other functions, or at least it should have; and among these should carefully be kept in view that all who attend its classes are to be moulded and shaped into something like men. Now gowns gave the student an idea that he was lifted above the common crowd—that he was a collegian and as such much was expected of him. They gave a class feeling which was in itself a powerful educator. We think the Senate have overlooked these and other considerations we might name in their apparent rage for innovation. There is such a thing as making an institution too cheap, and this we much fear will be one result of the doing away with the good old University custom of wearing gowns.

WE have received a copy of a work entitled, "Theories and Criticism, being brief Essays on Metaphysical and other subjects. By J. McD. Scott." We hope in a future issue to place before our readers an extended review of it.

IT must be remembered that the Law School and Dalhousie are essentially one. There must be no disunion—both stand and fall together. And yet when a law student informed us the other day that in addition to paying his class and registration fees at the Law School, he was obliged to take out a registration ticket for a class in Arts he proposed taking, we felt that injustice was being done. It may be perfectly proper to exact such a fee from the medical students who take classes at Dalhousie, but we fail to see the reason for such a course as regards law students. The catalogue of Harvard is explicit upon this point: "The instruction given in the other departments of the University, with the exception of exercises carried on in the special laboratories, is also open, without additional charge, to students of the Law School." We feel assured that the fee was taken by mistake.

WE are sure that all will hear with deep regret of the death of J. McD. Scott, B. A. of 1877. Mr. Scott had at one time intended entering the ministry, but this design he was unable to carry out. A few years ago his health failed him, and with the object of restoring it he spent some time in Colorado. His sojourn there did not, however, effect the desired result, and he returned home but to die. A melancholy interest attaches to his last work which was in the hands of the printer as he was summoned away. His relatives and friends have our cordial sympathy.

THE Committee of the Y. M. C. A., have most generously granted students from the country the privilege of using the rooms of that Institution free of charge. We can assure the Committee that their kindness is appreciated by the students, and will not be abused. On behalf of the College we return the Y. M. C. A. our most hearty thanks, and would likewise remind the students that the privilege of subscribing to the funds of the Institution is still open to them, and that, under the present circumstances, it becomes almost an imperative duty.

WE remind contributors that anonymous communications can receive no attention.

THE Editors have decided that for the present the GAZETTE will have no formal "Exchange" column. Exchange notices will appear under the heading "Among the Colleges."

LAW SCHOOL NOTES.

WANTED—a cloak room.

THE number of students registered is now 46.

P. C. HILL, JR., has given \$60 worth of new law books to the library.

THE classes are now well settled down to their winter's work.

THE Students are beginning to enquire when the Moot Court is to be started.

DR. WELDON'S address, together with Hon. A. G. Archibald's, will appear shortly in pamphlet form.

SOME one suggests that the first year men form a law club or debating society of their own—a capital idea.

THE Library is to be carpeted, &c., and reading-tables are to be erected for the benefit of the students.

WE hear a rumor to the effect that Mr. Graham will not be able to lecture this session—he being unavoidably detained in Ottawa. We have not heard as yet who will take his classes.

COLLEGE NEWS.

SOME of the lady students are taking the Honor work in Metaphysics.

THE colors of the Football club have been chosen, and the choice is crimson.

COPIES of the "Rugby Football Rules" can be had from the Captain of the Football Club—price 15 cts.

THE Library is to be open between the hours of 3 and 5 p.m., on every day on which lectures are delivered. The assistant Librarians will also be there between the aforesaid hours.

THERE has been placed in the Reading Room the "British Columbia Directory, 1883, containing a large amount of statistical and descriptive information respecting the Pacific Province of the Dominion of Canada."

THERE was the usual delay in opening the Reading Room this session. No blame attaches to the Committee, however. The students of last year made matters very difficult to be arranged. We hope a similar state of affairs will never occur again.

THE football team were challenged to play a match with the Wanderers on Wednesday the 14th, but the weather was unfavorable. Arrangements are being made to play both Acadia and Kings on the ensuing Saturday.—We hear some talk of a match with the Pictou Club, to be played at Truro.

S. G. PEABODY, Associate Professor of Elocution at Princeton College, will be in Halifax in a short time; he offers to give to Dalhousie students, if a class can be formed, a complete course of ten lectures for \$5. Names of those who propose joining the class may be sent to Rev. L. H. Jordan, 83 Queen Street.

FOOTBALL.—DALHOUSIE vs. WANDERERS.—On Wednesday, Oct. 21st., a most interesting game of football was played between the above clubs. The name and fame acquired by the "Wanderers" had somewhat intimidated the Collegians, but it was determined that Dalhousians would do what they could to uphold the honor of the University. The team was composed of the following students:—

Forwards.—Langille, Crowe, Stewart, Gammell, Creighton, Leck, Fitzpatrick, Cahan, Larkin.
Quarter-backs.—Locke, Putnam, Bell.
Half-backs.—Taylor, (Captain), Martin.
Goal-keeper.—D. H. McKenzie.

Umpires, for Dalhousie, G. M. Campbell, B. A., and for the "Wanderers," A. M. K. Doull. The opposing team was captained by J. Stairs, who won the toss and kicked off. During the first half the advantage was slightly with the "Wanderers," but during the second half the crimson had the better of the game. The scrimmages were frequent and furious—the damages received by both sides being very considerable. Of the "Wanderers" the brilliant play of Stairs and Hart was noticeable, while Taylor and Locke of the Dalhousians distinguished themselves. After a hard-fought game the result was declared to be a drawn match; but it was very evident that on the whole Dalhousie had the best of it. George Robinson and A. Reid, two of Dalhousie's best players, were unfortunately, owing to indisposition, compelled to be absent.

SODALES.—The usual Friday evening meeting, Nov. 9th, was well attended. Whether it be that the subject was of greater interest than the ones usually selected, or that more interest is being taken by the undergraduates we cannot say, but it is very evident that Sodales may take a new lease of life if all its debates prove as interesting as the one in question. The subject for discussion was "Should Canada be Inde-

pendent?" Of course an overwhelming majority decided that she shouldn't. But none the less was the debate spirited. We feel sure that students who absent themselves from Sodales miss what they can ill afford to lose. It offers the only chance Dalhousie gives to make one a speaker, and we have heard many old students say that Sodales was their training school as regards debating. Let every student then make it a rule to attend all the debates. The speakers were Crowe (opener), Gammell (respondent), Cahan, McLeod, James R. Coffin, F. Coffin, Martin, D. Fraser and Sutherland.

AMONG THE COLLEGES.

THE University of Berlin has 215 professors.

COLUMBIA is to build a new chapel at a cost of \$150,000.

Z. CHIPMAN, of St. Stephens, N. B., bequeathed to Mount Allison the handsome sum of \$10,000.

UNIVERSITY College has had bestowed upon it by the Ontario Government no less a sum than \$1,500,000. And yet it demands more.

Two editors of the *Dartmouth* were suspended last term for writing articles discourteous to the Faculty.

THE *Princetonian* has had a "row" with the Faculty. The latter informs it that it "has become a growing nuisance."

PROFESSOR SYLVESTER, who recently resigned the Chair of Mathematics in John Hopkins University, has been appointed Professor of Mathematics at Oxford, England.

DR. MCCOSH asked for \$200,000 to found the school of Philosophy at Princeton. Mrs. Robt. Stewart, of New York, has given \$150,000 of the required amount.

THE *Queens College Journal* is as bright and newsy as ever. There are symptoms of a quarrel between it and the *Varsity* concerning the proposed appeal to the Ontario Government for aid in behalf of University College.

In the annual football match between McGill and the University of Toronto, the latter was for the first time victorious—the score standing sixteen to nine. During the progress of the game three of the *Varsity* team and one of the McGill had to leave the field.

THE *Varsity* says:—Colleges may be divided into three classes, (1) those who receive and welcome Freshmen, (2) those who receive but do

not welcome them, (3) those who are passive about these individuals, whether from contempt or dread. To which class does Dalhousie belong?

IN one of his letters in defence of Dr. Rand's appointment, Dr. Saunders says that the President of Acadia could not see unmoved the results of the wise and far-reaching policy of Principal Ross of Dalhousie.

THE title page of the *Argosy* is adorned with a cut of the new Memorial Hall which it calls the "finest structure of its kind in the Maritime Provinces." The initial number has a well-written article on the "Canadian student in London," as well as the would-be excruciatingly funny one on the "Class of '83."

DURING the past summer a party of King's College students organized a dramatic club, and by "doing" the country towns raised the very creditable sum of \$300 for the Endowment Fund. Mr. Ruggles the College agent in his efforts to the same end is meeting with much success.

QUEEN'S COLLEGE, Kingston, is evidently flourishing. The Freshman Class is the largest known in the history of that institution; it numbers sixty. In his Convocation address Principal Grant said, "I esteem it a great honor that I am still connected as one of its Governors with Dalhousie."

THE property now belonging to Princeton Theological Seminary has grown largely in the last quarter of a century. Its trustees report the investments made for its financial support now amount to \$1,015,695.95. The real estate and buildings are estimated at \$374,000. Total, \$1,389,695.95. The income of the institution last year was \$60,634.63. The new term of this Seminary opened last week, with an unusual accession of students and with a promise of more.

ACADIA COLLEGE has a new chair, Theodore H. Rand, D. C. L., is the incumbent. It is called by various names, but the one which appears to be the real title is the "Chair of Didactics." There has been much discussion about the advisability of its foundation, some thinking that Chairs of Modern Languages and of Agriculture are more needed. So far as we can learn the object is good; at any rate the experiment should have a fair trial.

HERE is part of what President Elliot, of Harvard said at last commencement:—

"The present attitude of the University is this: In the first place we aim to teach every department of human knowledge. But we at present cover but a small portion of the field of knowledge. Every young

man here is to be treated as an individual. Every individual makes his own course. We believe in freedom. Our discipline is not perfect, but we hope we are on the right track. The policy of the institution is to win to it the best brains we can find. We are not trying to make here a German or English institution. We are anxious to create here an American university as much American as an English university in England, or as a German in Germany."

THE following is an extract from Charles Francis Adam's very vigorous address to the Phi. Beta Kappa and Chapter at Harvard; the title is "A College Fetich":—

"Finally, there is the theory that a knowledge of Greek grammar, and the having puzzled through the Anabasis and three books of the Iliad infuses into the boy's nature the imperceptible spirit of Greek literature, which will appear in the results of his subsequent work, just as manure spread upon a field appears in the crop which that field bears. But to produce results on a field, manure must be laboriously worked into its soil, and make a part of it, and only when it is so worked in, and does become a part of it, will it produce its results. You cannot haul manure up and down and across a field, cutting the ground into deep ruts with the wheels of your cart, while the soil just gets a smell of what is in the cart, and then expect to get a crop. Yet even that is more than we did, and are doing, with Greek. We trundle a single wheelbarrow load of Greek up and down and across the boy's mind; and then we clasp our hands and cant about a subtle fineness and impalpable but very precious residuum? All we have in fact done is to teach the boy to mistake means for ends, and to make a system of superficiality."

WE acknowledge the receipt of the following College papers:—*University Mirror, Vanderbilt Observer, Astrum Alberti, University Monthly, Premier, University Magazine, Argosy, King's College Record, Queen's College Journal, Varsity, Central Collegian, Acta Victoriana, McGill University Gazette, Presbyterian College Journal and Portfolio.*

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.

Who is the dude?

"MONSIEUR ici! ici!"

Who stole that cane Petah?

Is Uncle John going to take Mathematics?

A NUMBER of the freshmen are mopes. Why should this be so? Probably they are sighing for their mammas.

O I'll go, it will only be pleasure to me.

THE ladies behave very well this session.

DALHOUSIE is setting up an undertaker's shop, well supplied with first-class coffins.

THE Pictonians are as fond as ever of mountain dew.

ONE of the C. B's insists that Gaelic should be placed on the curriculum.

FRESHIES are not thoroughbreds, so the Profs. find.

FRESHMAN distinguishing between *vir* and *homo*:—"vir is a man opposed to women."

PROBLEM for Sophs:—To find size of that bursar's heart who refused to give a quarter to the F. B. C.

THE theological Sophomore's quotation of Scripture, "And he swore a dark-blue oath the size of a man's hand."

OUR philosopher is true to his name. He takes copious draughts from the Pierian spring of "The Intellect, etc., etc."

THE Med., who violates student ideas of propriety by entering the chemistry class at 9.40., sitting beside ladies and other like enormities is hereby warned that he is a marked man.

A JUNIOR in speaking of his moustache triumphantly exclaims that it is no longer giving to (h) airy nothingness a local habitation and a name though he had to (w)ait on it no little time.

First freshie.—"Which of those two ladies do you like best?"

Second freshie.—"Why?"

First F.—"Because I don't know which I will like best myself yet."

Two freshies the other day entered a Granville street dry goods store and inquired if they kept shoe-blackening. "No," says the clerk, "but we have got whip-lashes by the dozen." They then wended their way to the nearest jewelers for the same article. Need we say in vain. This is on a par with the action of another freshie who was the other day seen knocking at a Barrington street shop door.

HAD the member of the Reading Room Committee been imbibing when he evolved the following:

Rule I. The reading room shall be open every Sunday from 9 to 3 p.m., and *vice versa*.

II. Each student or studentess using the papers (which the committee will put in place a day late,) or damaging any object or substance

visible or invisible, tangible or otherwise, shall be required to contribute twenty-five cents for the committee's oyster-supper. Bursars are exempt from this and all other rules.

III. Noisy boys and ugly girls are strictly forbidden in any of their forms.

IV. Persons unaccustomed to smoking are forbidden to make attempts in this room. Habitual smokers, however, may freely indulge.

WE are glad to inform our patrons that we have just received a first-class poetry machine from New York. It is double-acting, steam condensing, quick-reversing, and supplied with a patent safety valve. Also is a self-oiler, feeder, runner and oatmeal grinder. Its capacity is 100 heptameter lines per hour. Here is a specimen of its work:

A freshmen sat in his lonely chair
With his feet in the grate and his hands in his hair;
His books and his notes were case aside,
And his looks betrayed that he had recently cried.

He pensively sobbed as he mournfully muttered,
And with broken voice these words he spluttered;
I know I am fresh as others know too,
But how can I help it Oh boo! boo!! boo!!!

O mamma, I thought when I was home,
I'd be a man if I could roam;
But when alas, I'm away from thee,
I wish I was again at your knee.

I often think when I go to bed,
That I feel your kiss on my aching head;
And your parting advice still rings in my ear,
To be a good boy when I got down here.

In English Lit. I can see no beauty,
And I only take Chemistry because it's my duty;
In Classics I'm told I never can pass,
In Mathematics I'm called a great big —*

* Here a word fell down among the cogs and broke the machine. It is under repairs but will, we hope, be in running order for next issue.

PERSONALS.

MACMILLAN, Freshman of '82, is attending Commercial College.

C. S. LORD, general of 1879 and 1880, is pastor of the Presbyterian congregation at Merrigomish.

WE are glad to see among us Mr. J. R. Coffin, who, after an absence of eleven years, comes back to continue his studies.

ROD. MCKAY, a Junior here in '78, and a graduate of Queen's College, Kingston, in '81, is pursuing a Post Graduate course in Mathematics at that institution.

A. MCCOLL, B. Sc. '83, who, during the past summer, occupied the position of analyst at the New Glasgow Steel Works, has resigned his position, and intends, we understand, to prosecute his studies at the Institute of Technology, Boston, Mass.

J. A. JOHNSON, a well-known Freshman of '82, is engaged in commercial pursuits in Manitoba. We understand he has taken unto himself a wife.

F. J. DAVIDSON, '82, has gone to Silver City, New Mexico, for his health. We hope it may be fully restored. HUMPHREY MELLISH, a graduate of the same year, is teaching in New Brunswick.

REV. W. S. WHITTIER, a former student of Dalhousie, has resigned his charge in Chalmers Church and has started out on a trip round the world. We hope he will not forget the GAZETTE.

ANOTHER of Dalhousie's sons has joined the noble army of Benedicts, G. H. FULTON, '76, being the man in question,—Miss Emma McNutt, of this city, the bride. The happy couple reside in Bristol, N. B., where Mr. F. is engaged in the practice of medicine.

MR. J. F. DUSTAN, a former Editor of the GAZETTE, and graduate of Princeton Theological College, has resigned his charge of Columbia Church, Philadelphia, with the intention of taking a course in Moral Philosophy at Edinburgh. We hope he will not forget his old paper.

WE notice that Rev. A. W. Mahon has accepted a call to the congregation of St. Peter's, P. E. I. Mr. Mahon spent several years at Dalhousie as a General, and as an Editor contributed many articles to the GAZETTE. He was one of last year's graduating class at Pine Hill.

PROF. SCHURMAN, of Dalhousie College, Halifax, Nova Scotia, has paid a long visit to Germany and England this vacation, and has obtained a grant of the Early English Text and New Shakespere Societies for his English classes in the College. His last Shakespere class numbered sixty-two. His examination paper is a most refreshing contrast to the Cambridge and usual English papers. He pays his pupils the compliment of believing they have perception, judgment and imagination.—*London Academy.*

CLIPPINGS.

A LADY and gentleman accidentally touched each other's feet under the table. "Secret telegraphy," said she. "Communion of soles," said he.

"MAMMA, you should avoid extremes," remarks a philosophic boy, when his mothers boxes his jaws. "Very well, my son, I shall strike a happy medium," and she forthwith stretched him across her knees.

THE time was midnight. The man was fearfully and wonderfully full. He walked up to the fire-alarm signal-box and placed a nickel in it. Then he sat

down on the curb. "Why don't the car start?" He received no answer. "Why don't the car start?" Still no answer. "Gimme me back my fare then." It was not returned. Then he jumped up and grabbed the telegraph pole around the waist, and attempted to trip it up. There was a spirited struggle for several seconds, and then he made a terrible kick at the "feet" of his adversary, and the result was that he kicked himself over his own head. Picking himself up, he moved off, saying: "Yer a smarter conductor than I thought yer wuz, but I believe now that I'd throwed yer if yer coat hadn't 'a come off."

ACKNOWLEDGMENTS.

W. CROWE, J. Peters, Miss Saunders, D. H. Mackenzie, D. Stewart, W. McMillan, J. C. Herdman, Alex. Campbell, \$1 each.

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