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THE CANADIAN HIGHLANDER.

BY CHARLES MCKAY, LL.D.

Thanks to my sires, I'm Highland born,
And trod the moorland and the heather,
Since childhood and this soul of mine
First came into the world together!
I've "paddled" barefoot in the burn,
Roamed on the braes to pu' the gowan,
Or clomb the granite cliffs to pluck
The scarlet berries of the rowan.

And when the winds blow loud and shrill
I've scaled the heavenward summits hoary.
Of grey Ben Nevis or his peers
In all their solitary glory,—
And with the enraptured eyes of youth
Have seen half Scotland spread before me,
And proudly thought with flashing eyes
How noble was the land that bore me.

Alas! the land denied me bread,
Land of my sires in bygone ages,
Land of the Wallace and the Bruce,
And countless heroes, bards and sages.
It had no place for me and mine,
No elbow-room to stand alive in,
No rood of kindly mother earth
For honest industry to thrive in.

'Twas parcell'd out in wide domains,
By cruel laws resistless flat,
So that the sacred herds of deer
Might roam the wilderness in quiet,
Untroubled by the foot of man
On mountain side or sheltering corrie
Lest sport should fail, and selfish wealth
Be disappointed of its quarry.

The lords of acres deemed the clans
Were aliens at the best, or foemen,
And that the grouse, the sheep, the heaves
Were worthier animals than yeomen;
And held that men may live or die
Where'er their fate or fancy led them,
Except among the Highland hills
Where noble mothers bore and bred them.

In agony of silent tears,
The partner of my soul beside me,
I crossed the seas to find a home
That Scotland cruelly denied me,
And found it on Canadian soil,
Where man is man in Life's brave battle,
And not as in my native glens,
Of less importance than the cattle.

And love with steadfast faith in God,
Strong with the strength I gained in sorrow,
I've looked the future in the face,
Nor feared the hardships of the morrow;
Assured that if I strove aright,
Good end would follow brave beginning,
And that the bread, if not the gold,
Would never fail me in the winning.

And every day as years roll on
And touch my brow with age's finger,
I learn to cherish more and more
The land where love delights to linger.
In thoughts by day, and dreams by night,
Fond memory recalls, and blesses
Its heathery braes, its mountain peaks,
Its straths and glens and wildernesses.

And Hope revives at memory's touch,
That Scotland crushed and hobbled-ridden,
May yet find room for all her sons,
Nor treat the humblest as unbidden,—
Room for the brave, the staunch, the true,
As in the days of olden story,
When men outvalued groans and doom,
And lived their lives;—their country's glory.

—From *The Scotsman*, New York

London, Eng., Dec. 18th, 1884.

A discussion of the Greek question, which should be memorable, will take place in New York next month. On the evening of Tuesday, Feb. 24, President Eliot will address the Nineteenth Century Club on the important step lately taken by Harvard College in making the study of the classics elective to students in all classes. The debate following the exposition of President Eliot's views will be participated in by President Porter of Yale and President McCook of Princeton.

EDUCATION IN AUSTRALIA.*

THE systems adopted in the various colonies of Australia, or provinces as Canadians would call them, differ slightly from each other; but, as they all agree in their main points, I single out that of Victoria as the most representative and the one about which I can speak with confidence, having risen from its A B C class to a degree in the University.

The educational system of Victoria is a tree with a strong stem and two branches rising from the stem. State Schools in every square mile of the colony are the stem. Colleges are one branch.

The University of Melbourne is the smaller but more elegant branch at the top of the tree.

The State Schools are entirely under Government control; the teachers are in a measure civil servants; the buildings are noble; the instruction is free, secular and compulsory.

Formerly, all schools were denominational, the consequence being that the standard of instruction imparted could not be made uniform. In some schools, no fault could be found with teacher or denomination; but, in many others, the inspector had a battle to fight between his conscience and his sympathies, especially if he happened to belong to the same denomination as the teachers and children. The upshot was that after years of hard fighting against Denominationalism with its *odium theologicum*, the common sense of the people rescued the education of their children from this quagmire and the schools become State institutions with free, secular and compulsory education.

Of the three broad planks in this platform, the only one that gave offence was the secular plank.

Free education nobody objected to, because it gave a chance to the poorest child of getting instruction, which would train his mind, quicken his intelligence and help to make him worthy of the future Empire of the South.

Compulsory education only the riffraff of the towns disliked, except a few honest farmers who had made their children go to work very early and who thought they could not do without the

* This article has lain hidden in a pigeon-hole for about two years. Its interest, however, has not evaporated.

children's help; but, putting aside the riffraff as unworthy of argument and explaining to the farmers that, in the interests of the children, it is advisable for them to be at school for six years, the Government found that the people took to compulsory education like ducks to water.

Secular education did not at first create the sensation dreaded by Government, because even the clergy were weary of their fighting; but, of late years, some of the churches have been trying to insert the thin end of the denominational wedge. The flaw in this secular plank was that the Bible was not allowed to be taught in State Schools, even by ministers. Government said—our teachers are not chosen for their piety, they are chosen for their ability to teach English, Arithmetic, Geography, etc.; and, the Bible to be of any use, should be *explained* by teachers. Teachers may be Eclectics, Atheists, Jews, etc., and we put it to you, would it not be better for the children to have the Bible taught in Sabbath Schools once a week and to read it regularly at home than to be exposed to the negative influence of such teachers? All the denominations (except the Anglican and Roman Catholic clergy) recognized this; and, although denying that even the majority of the teachers were irreligious, immediately opened Bible classes in buildings near the school. These Bible classes meet say twice a week, half an hour before the State School opens, and thus the ministers have a good opportunity of judging their congregations. Very few of those religious enthusiasts, who clamoured for denominationalism during its decline and fall, are to be found teaching these weekday classes. It is the good people whose motto is "*Deeds, not words*" that have rallied round their church and have made the Bible classes a real gain to the church universal; for my recollection of Bible instruction in State schools is that under the ordinary teacher it was the dreariest hour of the day, more useful when given by the minister, but his visits were like angels, few and far between; and yet these ministers, who did not visit their own school more than twice a year, are the men who proclaim against "*Victoria's godless schools*." why! the children are now taught by the Bible the salt of the earth, men

and women who are at their post by 8.30 A. M. in love obeying the command, "*Feed my lambs.*"

State School Scholarships form a strong connecting link in the chain of our system. Fifty of these scholarships of the annual value of £30, tenable for seven years, are competed for year by year, any boy at a State School being eligible; and of late, they have, I think, been thrown open to girls. These scholarships enable a poor boy of good ability to rise from the State School through four years' College life to three years at the University; only, the scholar must matriculate at the University within four years; and, after entering the University, he must pass his years for the Bachelor of Arts regularly; should he be plucked one year, he forfeits the Scholarship.

As a College master, I can testify that these State scholars are the hardest workers in the class and invariably take the B. A. with honours, but they are the least athletic boys to be found on our island-continent: this may be no discredit elsewhere, but in Australia it is a crime to be non-athletic.

The main branch from the State School stem is the Colleges. This branch is entirely denominational. The Presbyterians were the first to start. In 1851 they began with a small building in Melbourne—the Scotch College—this institution, besides being the oldest, is as large as any other two. The Anglican Church has two; one in Melbourne and another in Geelong. The Wesleyans and Roman Catholics have one each: Baptists, Jews, and other denominations send their boys to any the parents like best; most of these, however, find their way to the Scotch College as being *facile princeps*. Bible instruction is given in all these Colleges, but not compulsory, if parents object.

The State has no control over these Colleges; they are all supervised by efficient church committees—these Colleges take boys of all ages, but they prefer boys to go to a State School and get thoroughly drilled in English, Arithmetic, Geography, Algebra, Writing, etc., before coming up, then they are better prepared for the higher education. The work done in these Colleges is very thorough; and, being denominational, they

are to a certain extent rivals. The goal, for which they strive, is to pass as many boys as possible at the University Matriculation in December. The subjects of this examination are ten:—English, Arithmetic, Algebra, Euclid, Geography, History, Latin, Greek, French and German, with Chemistry and Physics just about to be inserted. Of these, a candidate must profess and pass six; the subjects most popular are Latin, French, English, Geography and the Mathematics. (For the information of educationists, who always want exact information, the details of these subjects will be found in the Appendix.)

The standard is 50 per cent. in Mathematics and 60 in all others, but the professors lay great stress on analytical knowledge, such as parsing, analysis, roots, etc.

Every candidate who passes in four subjects with 90 per cent. is "*passed with credit.*" 900 candidates go up every year; about 400 pass and of these between eight and ten get credit. Although only a tenth of the candidates are girls, yet there are as many girls as boys "*pass with credit.*" disappointed boy-candidates say that girls wait longer at the Presbyterian Ladies' College and private schools; the girls say that they have more power of concentration. Many honest folk say this competition leads to cram; but, in my humble opinion, it acts as a healthy tonic on our outdoor life. We Australians are fond of sports and many young folks' whole life is given up to cricket, football, rowing, swimming, etc. They do nothing from January till December but compete in sports, and the youth of the colony would be led away by their example were it not that this school emulation leads their keen spirit in a right direction.

The top of the educational tree is the University of Melbourne. It was created by royal charter in 1859; and by Royal Letters Patent, "*its degrees are recognized as of equal standing with those of any University in the British Empire.*"

It has an endowment of £9000 a year from Government, and the fees amounted last year to about £9000 (within a pound or two.) It is not under State control, being an irresponsible cor-

poration, governing itself by an Executive Council, a Senate and a Professional Board.

The Council is elected from the Senate, being a smaller body, to make laws; the Senate, composed of all Masters of Arts, Doctors of Laws and Medicine, either accepts or rejects these laws; but, of late, it has been agitating for power of amendment: the Professors are responsible for the teaching and discipline of the students. The Professors of Natural Science, Mathematics, Classics, History, Law and Medicine receive £1000 a year and quarters; other twenty-five lecturers receiving £250 and the liberty to practise their profession. These gentlemen lecture on such subjects as Logic, Chemistry, Surveying and the various subjects for Engineering, Law and Medicine.

As the spirit of the colony is in favour of one University, and that a complete one, the tendency is towards the Scotch system of multiplying the number of Professors and lecturers. For instance in the Law course of four years for the degree of LL. B., each lecturer holds forth on that special branch of law in which he has been successful at the Bar, *e. g.*, Equity, Medical or Criminal Law, etc., while the head professor lectures on Roman, International and other divisions of Law. So with Medicine and Arts, and thus the student has in every branch the best man in the colony to teach him. Were these gentlemen professors in several smaller Universities they would be compelled to lecture on the whole subject instead of devoting their attention to their favourite branch of the vast subject.

The University grants the degrees of B. A., M. A., LL. B., LL. D., M. B., M. D., C. M.: also the certificate of Civil Engineer C. E.: which will soon be recognized as a degree. It also grants degrees *ad eundem gradum* to those who hold degrees of recognized Universities: it has no power to grant degrees *honoris causa*. The University has many valuable exhibitions and scholarships, ranging from £100 for three years (given by the Gilchrist trust of worldwide generosity) down to £25 for one year.

Australians put their backs up against the Scotch system of close bursaries, giving £20 to

a youth, because his name was Traquair or because he came from Argyll and the Isles. In fact, they protest against conditions to any gift.

When Sir Thomas Elder gave £30,000 to help in founding the University of Adelaide, the Council, supported by public sympathy, held out against his sole condition, viz., that he must nominate the first Professor of Literature; but, after two years of negotiation with the generous but cantankerous knight, the Council gave in and pocketed the cash along with the Revd. Professor Davidson, son-in-law of Hugh Miller the geologist.

The Freemasons of Australia, recognizing the worth of University education, resolved to found close bursaries in Melbourne and Sydney for the sons of masons. I rejoice to say that, in neither place were they successful; not because it was not a noble gift from the honourable brotherhood, but because every scholarship and exhibition in a University should be open to all students to agree with the etymology of the word University, and should not be given to the fortunate son of a mason or to "*a party by the name of Johnson*" as in Auld Reekie. The Revd. Professor Davidson proved a good professor, the Masonic scholarships would look well in the Calendar, still the principle of open competition is worth contending for, especially as the Masons have control over the scholarships and give them to deserving sons of Masons precisely as they would have done had the Universities accepted their gift.

While older Australian Universities have less than a hundred students, Melbourne has nearly 400 undergraduates and is rising rapidly.

Three causes may be adduced for this gratifying success:—

1. The Professors chosen at its birth were all men of high attainments; and what was better, three or four had held important posts in the colleges of the Queen's University, Ireland; now, had these gentlemen come from the older conservative Universities of England and Scotland, the probability is we should have been a weak imitation of Oxford or Edinburgh; luckily, they themselves came straight from one nineteenth century University to another, and the consequence is Melbourne degrees are obtained only after an all-round course of study, embracing, Classics, Mathematics, Natural Science, Logic, Political Economy, History, English Literature

together with a number of optional subjects in Higher Mathematics and Natural Philosophy. (For the work done in these subjects see Appendix.)

2. The professions took the University under their wing.

No colonial doctor can sign the Medical Roll until he passes five years at the Medical School of the University for his M. B. or presents a British licence.

Every colonial barister must pass four years for the Melbourne LL. B. or hand in a British licence.

Every solicitor has to pass two years' law before he can "plunder;" and all the churches give a pretty broad hint that an Arts degree is desirable before ordination.

To sum up shortly, the University of Melbourne is the portal to the professions in Victoria.

3. When Prince Alfred was out in Australia, he manifested great interest in the educational institutions of the various colonies; and while in Melbourne he gratified the Victorians by taking the Melbourne LL. D. *ad eundem* from Oxford.

What Princes of the Blood Royal do is apt to be fashionable; the University reaped a direct harvest of about £1000 in *ad eundem* degrees; but the great good that our sailor Prince did was to set the good example of connecting the oldest English University with her very young sister at the Antipodes. Since that memorable Degree-day or Commencement in 1867, every Governor, who has a degree, takes his Melbourne *ad eundem* with pleasure; the Bishops and clergy of the various denominations do the same; and thus, instead of cutting its throat by inserting in the charter, as Sydney did, that all higher degrees must be by examination in Sydney, the University of Melbourne, by its popular *ad eundem* degrees, creates a strong body of supporters in every district of the colony.

Although Victoria set its face against denominationalism in State Schools, the colony recognized the churches' valuable support in building up the University, consequently, every lover of education was glad to see that the charter granted acreage for denominational affiliated colleges.

These four enclosures given to the Anglican, Presbyterian, Methodist and Roman Catholic bodies are grouped round the athletic grounds. The Anglican church was first in the field with Trinity College, which, for ten years, stood alone; then the Presbyterians woke up and in two years raised £50,000 for Ormond College and its endowment; the Wesleyans talk of raising

funds, but the Roman Catholics make no audible sign.

The *raison d'être* of these affiliated colleges is to afford residence and tutorial aid on the spot for students attending the University lectures; and also to give a local habitation and a name to the several Theological Halls. The system works splendidly and is popular. The Moderator of the Presbyterian Church of Victoria, conveying the General Assembly's thanks to Mr. Ormond and other donors, said he thought it "*fortunate that the Moderator who thanked them was a country minister: the citizens of Melbourne looked upon Ormond College as a splendid ornament to the city and a fair appendage to their noble University, but the country ministers, representing the Church at large, thought of it as a home for their boys and a refuge from the snares of a great city.*" This statement was copied into a great many newspapers, because it exactly hit off the public sentiment: the University gives good training and youths must go there, but these denominational affiliated colleges under the shadow of its walls complete the system and, as it were, form the coping-stone of the edifice.

Two years ago the University allowed women to attend Arts classes for the degree of B. A. Several have availed themselves of the privilege. I rather think however that they differ from the lady students of Dalhousie in wearing the gown; but I am not considering the University of Melbourne from a Canadian view-point, I am merely looking at it in its many phases, and shall therefore avoid the delicate ground of feminine dress.

The complaints against the University of Melbourne are the following:—

1st. It has no Moral Philosophy class. Presbyterians mourn over this, but the other denominations do not look upon its absence as a cardinal defect, they think that Moral Philosophy is a science to be studied by clerics; and that all students desirous of pursuing this branch of science may do so in our affiliated colleges; for, by a wise provision in the college by-laws, students of Ormond may attend lectures on a favourite subject in Trinity College and *vice versa*.

2nd. Melbourne has no B. Sc. degree—this want is not felt so keenly as in other places, because the B. A. is a sort of B. Sc. in Natural Science, as all but mathematical sciences must take Botany, Natural History and Geology for the B. A. This of course leaves out Chemistry and Physics; there is thus room for great improvement in the scientific department.

3rd. It has too many subjects requiring to be professed for a degree in Arts. In the first year there are six subjects,—Latin, Greek, Mathematics, Botany, Ancient History and Logic: of which number five must be passed. Second year subjects are,—Latin, Greek, British History, English Literature, Natural History and two very hard sections of Higher Mathematics—five must be passed. In the third year there are two more sections of Mathematics far harder than those of the second year, their names may be Pure and Mixed Mathematics, but all I know of them is that a student working them for his B. A. is confidently expected to get brain fever. The subjects for ordinary mortals are,—Latin, Greek, Colonial History, Political Economy, Senior Logic and Geology—four must be passed.

As a young graduate put it last year, "The circle of human knowledge is ever increasing and it is impossible that the Arts degree of the Melbourne University shall train a man in every branch of knowledge; rather let the list of subjects be curtailed and let special attention be given, say in the last year, to some particular subject; this would enable a man to profess one or two subjects thoroughly."

We have here the old battle between the Jack of all trades and the special mechanic, which has been fought for some time, and in which the case of University training will be waged again and again, simply because in the world of letters both the specialist and the all-round man have their niches to fill; both are necessary and 'tis well both are produced. Most people think that a man should know the bones of several sciences before leaving the University, and then his after-experience will enable him to clothe a few of these skeletons with the flesh and blood required by his profession or dictated by his tastes.

J. M. MACDONALD.

APPENDIX A.

Subjects for Matriculation in Melbourne:—

English—an English Author, *e. g.*, Milton's Comos, Lycidas; Parsing, Analysis, Spelling and Dictation.

Arithmetic—all ordinary rules as far as Square Root and Interest.

Algebra—up to § 21 in Todhunter's Smaller Algebra; Problems on Equations.

Euclid—Books I, II, III.

History—English and either Greek or Roman.

Geography—whole world (Civil Service Geography.)

Latin—Cæsar and Cicero, one book and oration respectively.

Greek—Xenophon and Homer—one book each.

French—De Fiva's Grammaire, Charles XIII., three books.

German—Schiller and Grammar duc.

Six subjects pass a candidate.

No civil servant can be classified as a permanent C. S. without passing this examination in English, Arithmetic and any other two subjects.

B.

Subjects for the Bachelor of Arts in Melbourne:—

1st Year:—

Latin—*e. g.*, Plantus, Horace, Juvenal, Cicero, but always three.

Greek, *e. g.*, Homer, Herodotus, Sophocles, but always two.

{ Euclid—up to Book VI., Theorem 21.

{ Trigonometry—solution of three angles.

{ Algebra—as far as Binomial Theorem.

Botany—Lindley on Henfrey.

History (Ancient)—Merivale's Republic and Gibbon's Empire.

Logic—Fowler's Deductive and Inductive.

2nd Year:—

Latin—*e. g.*, Balhust, Terence, Lucretius, Livy—always three.

Greek—Demosthenes, Euripides, Homer—always two.

History (British)—Macaulay, Massey.

English Literature—Craik and Earle.

Natural History—Owen or Huxley on Vertebrata and Invertebrata.

Higher Mathematics.

3rd Year:—

Latin—Tacitus, Horace (Lateres), Cicero's Philippics or Catullus—always three.

Greek—Thucydides, Aristophanes, etc.

These authors are varied from year to year.

History (Colonial)—Martineau's India, America.

Political Economy—Mill; and Hearn's Plutology.

Logic (Senior)—Mill.

Geology—Lyell or Geikie.

Highest Mathematics.

MORE than fifty per cent. of the students in all departments of the four leading American Universities are said to be avowed Agnostics, and, it is added, the percentage is even higher in some of the less prominent institutions. We don't know who is responsible for these figures and are inclined to doubt their correctness. In Canada at all events infidelity has not nearly so strong a hold.—*Queen's College Journal.*

The Dalhousie Gazette.

HALIFAX, N. S., JANUARY 23, 1885

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We are always pleased to hear from our friends and especially when they enclose a dollar for the GAZETTE. Some of our subscribers have already done this, and we hope this will be a sufficient hint to others to do likewise.

THE subject of Consolidation has been frequently brought to the attention of the authorities before, but at this time we may be pardoned for slightly airing the subject again. A meeting has recently been held at the old Dutch Church to consider the subject, and a committee of three representatives from the friends of each has been appointed to make all arrangements that may lie in their power. Though this committee has not working power to frame a constitution, yet it serves as a pioneer band. The friends of King's seem to be as willing as those of Dalhousie to place the matter on a satisfactory basis. The financial problem we do not attempt to discuss as that is in the hands of men fully able to grapple with the difficulties, and have at the same time a full knowledge of the financial problems that interest or perplex both sides.

The religious basis need offer no trouble for Dalhousie, though by no means godless, is nevertheless unsectarian in the highest degree, and beneath its wing all religious opinions find a shelter, and meet with deserved respect.

The problem that will probably bear most weight is *utility*. Is it not far more beneficial to the Lower Provinces to have one well-organized, well-equipped university, with able men devoting their attention to one branch of education, specialists in their departments, than to have a number of small, unimportant schools which must of necessity do inferior work? Neither Dalhousie or King's has yet attained to that degree of proficiency which a first-class university should attain, and while disunited, unconsolidated, the prospects for ever reaching that high position are not as bright as they should be. By this union the university—for we cannot yet speak of it by name—will be in a position to offer to Nova Scotia and surrounding provinces an institution which will contain in itself the promise of a bright future in the intellectual and, let us also hope, religious spheres. We need not discuss the position of such a university, for both Halifax and Windsor offer benefits not possessed by the other. But we have no hesitation in saying that the balance of power inclines toward Halifax, and say so without prejudice.

But this brings one felt want even now—a new building. Urgent appeals have been made to the citizens of Halifax for a new building, but hitherto without effect. Let us hope this meeting in the Old Dutch Church is the morning star of a new and better day in the history of education in the Provinces, and that willing hearts and hands will be found to aid the enterprise so that generations yet unborn shall reap the benefits of Nova Scotian liberality, and confer on all succeeding ages the blessing of productions in Art and Literature that "Men will not easily let perish."

WITH the approach of the annual Geo. Munro Commemoration Day we feel that we may profitably direct the attention of our readers, and especially of students, to a few considerations regarding its observance. Ever since the declaration of a University holiday in honour of Geo. Munro, this has been a "red letter day" in our College life. Each year has witnessed its celebration on a grander scale than the preceding.

On the last occasion, as many of our readers will remember, one hundred members of the University united in its observance; and it is our sincere desire that our students will spare no efforts to make the coming celebration an equal if not a greater success.

It is not our purpose at present, fitting as the occasion may be, to eulogize the enlightened public spirit which Mr. Munro has displayed. Such a course would be needless even were it desirable, for deeds speak louder than words; and when we reflect that Mr. Munro's munificence to this College has already made his name a household word throughout these provinces, we feel that it is entirely unnecessary to make more than passing reference to the extent of his benefactions. We need only mention that seven of our teaching staff and nearly fifty of our students owe their presence here to his liberality; that the Law Faculty with its fifty-five students is indebted for its existence to his disinterested generosity; that, in short, by the munificence of our princely benefactor the College funds are increased not less than twenty-four thousand dollars annually. Nor do these facts adequately represent what Mr. Munro has done for the cause of Education in the Maritime Provinces. For not only have his donations stimulated our educational energies to unwonted activity but he has also set an example which has incited and will continue to incite others to "go and do likewise." That Mr. Munro by doing this and more than this for our College has earned the warm and lasting gratitude of Dalhousie's friends is, we feel, but a weak expression of the truth. We would only ask our fellow-students that they make the coming demonstration a fair index of their sentiments in this matter—that they render it a fitting expression of gratitude to the disinterested beneficence of one who may be justly styled the second founder of the University. We are not aware what special arrangements our Committees are making for the usual dinner; nor are these of so much importance as that the students should enter with ready enthusiasm into whatever plans may be ultimately adopted. We would remark here that the hearty co-operation of the three

Faculties in commemorating the generosity of a common benefactor, is a potent influence in drawing closer those bonds of union between them, which certain circumstances tend to dissolve but which it is in the highest interests of the University to maintain. In concluding, we would express the hope that none of our students will permit mere selfish considerations to hinder them from taking part in the due observance of the only University holiday which is distinctively Dalhousian. The occasion is one which demands the presence of every student; for all can rejoice in the prosperity of our Alma Mater.

THE Christmas vacation may be said to be an epoch in the Dalhousie Session. It marks the transition from moderate to hard study. Whether "pluggers," as far as this College is concerned, are or are not "airy nothings," it is, at least, reasonable to think that the cramming of *nine* months' work into *six* must necessitate on the part of the average Student that degree of study which renders it a "weariness of the flesh." That the Dalhousie Student is expected to learn more in proportion to the time, and learn it more thoroughly too, than is required of students of most colleges, a comparison of *Curricula*, Examination papers, and length of Session will, we think, establish. It is not to be wondered at, then, that a student, knowing what is required of him, should feel as the Exams. approach that he must devote all his time and energies in preparation for them, and must therefore neglect Gymnasium and College Societies.

Our attention has been again called to this hackneyed subject by a suggestion, which we lately heard made, to discontinue "Sodales."

We trust that this proposal will not take effect. The time so far spent at the meetings of this Society has, we think, been far from wasted; and we believe that its discontinuance, far from being advisable, would be injurious to the College. Necessary as hard work is, relaxation of some kind is equally necessary to students, for without it, hard or at least profitable study is impossible. And we believe that the experience

of those who have been the life of College sports and Societies goes to prove that a high standing at Examinations is not inconsistent with a regular attendance on the Gymnasium Classes, and the meetings of our Societies.

We confidently hope, then, that a meeting of "Sodales" will be called at an early date, and would respectfully suggest to the Committee as a subject for discussion, one on which we have lately heard outside opinions but very little from students—the advisability of amalgamation with King's.

OUR Students have had an excellent opportunity to hear the world-renowned lecturer Joseph Cook, and they have improved that opportunity to the utmost. Joseph Cook's visit to Halifax has doubtless been productive of great good; crowds flocked to hear him; his remarks were frequently received with prolonged applause. His lectures here were of a popular style. Occasionally, he tickled the vanity of his hearers by adroitly insinuating that their opinions are quite as valid as those of the other "Sophomoric Philosophers" of our time, such as Herbert Spencer, Matthew Arnold, etc. Then too, he has a happy way of raising a laugh at the expense of his ideal opponent just about the time that his audience was anxiously awaiting the next point in some detailed argument, thereby not only affording infinite amusement but securing for himself an opportunity to move on. He is doubtless a *great* philosopher—in fact, so great that his cosmopolitan mind rushes from Dan around the world to Beersheba, taking cognizance of every question under the sun. By a few dexterous combinations of sayings, jokes and syllogisms, wise and otherwise, he solves the most intricate problems, and annihilates the most profound philosophers of all ages, not forgetting the present. So vast is his knowledge and so limited his time, that he deals with broad generalities, and never descends to minute investigations. He has a pleasant face and represents a good round weight avoirdupois, both essential qualifications for a popular lecturer; and so good-humoured is he that he is perfectly willing, as well as able, to make the paths of scientific-philosophical research so plain that a man though

a fool need not err therein—that is excepting a few fools who reside in the vicinity of Boston or in the precincts of some few German Universities. Thus he successfully caters to the taste of the public and carries off one hundred and fifty dollars a night for his distinguished services. Nevertheless he is a very sincere man, very sincere indeed. As a preacher he is above criticism. When he confines himself to the domain proper to theology, he stands with scarcely a peer in the wide, wide world as a preacher of the gospel. As a pulpit orator, we repeat, he is a strong power. As a scientist he scarcely equals a Huxley or a Tyndall; some would even consider him inferior to Spencer or Arnold as a philosopher, but we submit that they should forbear judgment until Joseph Cook more fully defines and explicates his system.

On the whole, we are glad that Mr. Cook has visited us. At his departure he carried with him our best wishes. We trust that he will do as much good to every other city in his route as he has done to Halifax. We sometimes fancy that all cities are not capable of so radical improvements as is this, but nevertheless we sincerely trust that he will effect a moral reformation in every other city, as deep and as abiding as that which this city needs. Should he ever return to Halifax, he will be heartily welcomed by all classes of society.

A DETAILED account of Prof. Wilson's lecture is unavoidably crowded out.

BE sure and remember Dr. MacRae's lecture on Feb. 6th. Subject, "The relation of the Physical Sciences to Thought and Fact during the past century."

RECEIVED.—*The Current* for January 10th contain contributions from a galaxy of seventeen Canadian writers. Two of them old students of Dalhousie. It is an astonishing fact but nevertheless true that this magazine, published in Chicago at \$4.50 per year, has over 18,000 readers in this Dominion.

"*The Literary Life*" published by Elder Publishing Co., Chicago, for \$1 per year is well worthy the attention of our students. The present number contain contributions from F. A. Covant, W. S. Abbot, Jane Grey Swisshel, Carlotta Perry, Ella Wheeler, Robt. J. Burdette.

COLLEGE NEWS.

Y. M. C. A.—The annual business meeting of the College Association was held in Class room No. 2, on Saturday evening, 10th inst. A short devotional meeting was first held, and at its close the President called the business meeting, which was well attended. The programme of business was read and followed. The reports of the Executive, different officers, and committee, were adopted as generally satisfactory. Officers for the ensuing year were balloted for, and the following were returned: *President*,—D. Flemming; *Vice-President*,—A. Nicholson; *Recording-Secretary*,—J. F. Smith; *Corresponding-Secretary*,—Fulton Coffin; *Treasurer*,—Wm. Calkin. Other business was brought up and it was determined to petition the Senate for a notice of the Association in the College Calendar according to the custom of other colleges. J. Gammell and Wm. Tufts were appointed to confer with the Senate. In regard to the annual sleigh-drive, the Association resolved to oppose all use of spirituous liquors among the students. The meeting closed at a late hour.

In spite of the disagreeable weather, a fair representation assembled on Saturday, 17th inst., and were well repaid by the earnest address given by Mr. Blackwood, a representative of the Halifax Y. M. C. A., from the Sabbath School Lesson chiefly from the opening words, "Take heed to yourself." We thank the Halifax Association for their kindly interest, and hope that while these brother Associations continue to exist, each will strive to carry into practice the command, "Let brotherly love continue."

GENERAL STUDENTS' MEETING.—On the evening of the 9th inst., a comparatively small number of students assembled in response to a notice of a General Students' Meeting to discuss business of importance. The Chair was taken at 8 p.m. by the President, R. M. Langill. The affairs of the College Lecture Course first received attention. On behalf of the Committee Fitzpatrick stated that they had been successful in all but the financial part of their undertaking, intimating at the same time the Committee's intention of practising economy by holding the two succeeding lectures of the Course in Masonic Hall instead of in the Academy. MacRae gave a statement of the finances in support of the Committee's proposed action. This proposal was warmly opposed and finally motion was made to postpone further discussion until next General Meeting to be held on the afternoon of Thursday, 15th inst. A Committee of five to make arrangements for the Munro celebration was next appointed—the Committee to consist of Messrs. Fitzpatrick, A. S. Mackenzie, N. F. Mackay, Putnam, and J. W. Mackenzie.

Cahan, Putnam and J. W. Mackenzie were also elected as a Committee to revise the "Carmina Dalhousiensia." On motion the meeting then adjourned.

A General Students' Meeting having been appointed for 4 p.m. on Thursday, the 15th inst., sharp at 4.35 the meeting was called to order—President Langill in the Chair. The usual preliminaries being over, the discussion on the report of the Lecture Committee was resumed. After some debate it was unanimously resolved the course should be continued in the Academy of Music. Some further discussion about affairs in connection with the Munro Celebration and about the present postal arrangements of the College brought proceedings to a close.

AMONG THE COLLEGES.

SENATOR ANTHONY bequeathed to Brown University his library of poetry, numbering 6,000 volumes.

THE authorities at Columbia have decided to let students take care of their own athletic interests.

AT Yale club swinging is compulsory for freshmen, and they are obliged to pass an examination in that as in everything else.

THE Hamilton Wesleyan Ladies' College is in its twenty-fourth year, and has graduated over 180 ladies.

A NEW elective in political economy is to be given the seniors of Amherst in the winter term, consisting of lectures on the tariff and "Modern Socialism."

THE Harvard Faculty has drawn up and published a series of statements relating to the cruelties and abuses of foot-ball with a view to its abolishment.

SIR ERASMUS WILSON is thought to have the largest personal estate of any medical man in England. It nets \$1,320,000. The bulk will go the Royal College of Surgeons.

THE Princeton students are boycotting a bookseller because he sent to their parents itemized bills for text books, ponies, translations, etc., etc. Conscience made cowards of them all.

A NEW biological school has been opened in connection with the University of Pennsylvania at Philadelphia, in a building thoroughly fitted up for the researches belonging to that field of science, and under the direction of Dr. Joseph Leidy, the eminent American biologist.

MR. E. R. GOULD, B.A., a recent graduate of Victoria University, has been appointed professor of political science and history in the State University, Washington, D. C. Canadians seem to win honor more easily abroad than at home, though competition is as severe and requirement as enacting as anywhere else.

THE Senate of the University of Toronto having affirmed by resolution the expediency of creating in the Arc's curriculum a department of political science, steps are being taken with a view to making the necessary changes to bring it into effect.

THE chair in the Sheffield Scientific School at Yale made vacant by the death of Professor Norton, has been filled by the appointment of Professor Dubois, while the latter's place as professor of dynamical engineering is now occupied by Professor Charles B. Richards.

THE history of the Faculty of law in connection with Queen's is susceptible of easy epitomisation. Born about 1860, it fell into a state of coma in 1864, returned to partial consciousness in 1880 and died peacefully three years later. Probably a resurrection will not be attempted.

PROFESSOR LOUDEN, who occupies the chair of Nat. Philos. in University College, was endeavoring to simplify the complicated proofs given in the ordinary books of the properties of lenses; and in a happy moment he saw that, by imagining the object axis and the image axis of the lens to cut at right angles (or at any other angle), all the vast knowledge of Analytical Geometry, and especially of Conics could at once be utilized for the purpose of discussing the theory of lenses, whether thick or thin. The discoveries of Professors Young and Loudon will not only bring great honor to these distinguished mathematicians, but will also add materially to the fame of Toronto University as a seat of Mathematical learning.

DALHUSIENSIA.

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.

Billy take a front seat!

WHO is Hub? Can that name be a contraction of Humpty. Oh never!

A GREAT demand for cooks among Dalhousie Students.

Leck us have a peep at your lady? All right, come to the Academy to-night.

J. COOK, "Oh for one hour of Dugald Stewart."

JUNIOR suggests that J. Cook should be labelled "*Rough on Sophs*."

WHO was it that said,— "Gentlemen, prevarication is the thief of time?"

YOUNG lady of Vassor stepping from a steam-boat, addressed her friend thus;—"How pleasant it feels to be on *prima facia* once more."

DALHOUSIE is ahead of any other College in the world in this respect, *it is possible to make twenty-six out of twenty-five.*

THE Seniors and Juniors need to pay more attention to æsthetics, the most remarkable feature of their appearance at their was the ill matches.

KING CETAWAYO was alarmed by the report of fire on Granville St. lately, and turned out to inspect with the two most favored inmates of his harem.

How did that Junior happen to translate "lacrimas videbant" "his tears were struck?" perhaps his funeral name suggested the appropriateness.

DID that Medical Junior 'scort her to Park St. Church Sunday night just to fool'er, knowing that the preacher would be likely to pay a tribute to *Albert the Good*?

STUDENT, reading Virgil's Eclogues and smacking his lips all the while: "Quac ipso Lycoris."—Professor: "No liquorice here." Student subsides with hungry look.

FAIR one to her classical friend: What is the meaning of *Mel?* Honey, my dear, why? Because I knew it meant something sweet, you are so honeyish.

PERSONALS.

JOSEPH COOK was the guest of Prof. Schurman during his recent visit to this city.

WE notice that the Rev. L. H. Jordan, B.D., M.A., '78, pastor of St. Andrews's Church in this city, is likely to have a call elsewhere. A Kingston congregation has instructed its Secretary to correspond with Mr. Jordan on the subject of translation to the Upper Provinces.

ABOUT ten years ago Mr. Walter Thorburn, a graduate of Dalhousie College, now a member of the India Civil Service in the Madras Presidency, published a plan of Federation under the title of "The Great Game," which attracted a good deal of attention. It reached a second edition in England, and was reviewed at length by all the leading journals. It was a remarkably brilliant and audacious production—especially in a man scarcely out of his teens. It proposed a grand imperial parliament, and even devised a new method of election for the new assembly.

The above, which we clip from the *Evening Chronicle* of this city, shows how old Dalhousians turn out in front. Mr. Thorburn was a member of the graduating class of '70.

G. M. CAMPBELL, B.A., '82, Tutor in Mathematics, was elected a member of the Institute of Natural Science at a late meeting.

HOW TO KISS.

SOME EXPERIENCES OF EMINENT AMERICANS.

Cream and peaches once a week,
Kiss your girl on the right-hand cheek;
Apples green and apples dried,
Kiss her on the other side.

—Henry Ward Beecher.

That evinces wretched taste;
Take your girl about the waist,
Lift her on her pink toe-tips,
And print it squarely on her lips.

—De Witt C. Talmage.

Seize the maiden in your arms,
Blushing with her tempting charms;
And it would, we think, be snigger
Oft to kiss and tightly hug her.

—Roscoe Conkling.

Take your girl in warm embrace,
Heart to heart and face to face,
Eye to eye, and nose to nose.
Flippity flop, and away she goes!

—Thomas C. Platt.

What's the use of all this rhyme?
Take your girl at any time,
Squeeze her till the blushes come,
Shut your eyes, and—yum-yum-yum!

—Chester A. Arthur.

I find my way by far the best
To set the senses in a whirl—
Just give your own dear girl a rest,
And kiss some other fellow's girl.

—Samuel J. Tilden.

ACKNOWLEDGMENTS.

Geo. Munro, Esq., \$5. Hon. R. P. Grout, Hon. Judge Ritchie, Rev. Dr. Lyall, Rev. J. E. Herdman, B. A., Rev. S. McNoughton, M. A., Rev. Geo. McMillan, B.A., Rev. J. B. Logan, Rev. J. R. Fitzpatrick, Rev. Thomas Stewart, B. A., Rev. A. B. Dickie, B. McKittrick, B.A., W. E. Jenkins, C. W. Lowe, A. Morrison, T. D. Carter, John Miller, F. J. Davidson, B. A., Geo. A. Leck, H. K. Fitzpatrick, James McLean, M. G. Allison, John M. McLeod, Donald Fraser, J. W. McKenzie, W. G. Putnam, J. E. Creighton, W. R. Campbell, W. S. Calkin, G. S. Casson, B. A., E. M. Saunders, W. Brown, J. P. Falconer, H. M. Fyre, Miss Lear, Miss McNeil, Miss Forbes, John A. Matheson, H. M. Smith, E. MacKay, K. J. Martin, John Munro, A. F. Stewart, F. J. Coffin, James Gray, and T. R. Robertson, \$1 each.

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