

J. G. MacB

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OUR COMMON SCHOOLS.

THERE is reason to fear that if the question of higher education receives much attention under existing circumstances, the greater part of the labor will be lost, and many sanguine hopes disappointed. That a good University in which a liberal education in every department of science could be obtained, should be established in Nova Scotia at no very distant day, all will admit, and many are anxious to see. But the question very naturally arises, where can students be found to fill this University? Were the young men who are attending the various colleges in our Province at the present time collected together in one Institution, and divided among the different departments that some are proposing to establish, there would not be a half a dozen for each. But it is presumed that the existence of such a University would naturally furnish students. This is not so, necessarily, any more than that the sight of luxuries will create hunger. Our Colleges as they exist, and the same would be true if they were united, depend entirely on our Academies, and as for High Schools we have none, and they in turn depend on our Common Schools, and particularly on those in the rural districts, since they form by far the larger number. On the efficiency or non-efficiency of these, the success or failure of our Academies and Colleges depend. This dependence must be evident to all, and if our Common Schools were in a healthy state our Academies and Colleges would soon be filled.

In remodelling our educational system our Government began just where any wise Government would have begun. They gave us *Common Schools, free* to all. This was the first step and it was in the right direction. The syllabus of examination was raised, that none but thoroughly qualified teachers might be permitted to have charge of a school. Every precaution was taken by our Councillors to exclude from this work the incompetent, and in this they did nobly. But the most necessary part of all, appears to have been beyond their control, viz.: the establishment of a system by which every child in our schools *may be led on gradually from one degree of attainment to another*. This is perhaps a difficult point but is all-important. In many of our schools the instruction imparted is a perfect medley, and that for two reasons.

First. The majority of our teachers are not trained themselves and do not know how to give a consecutive course of instruction. This may seem a bold assertion, and consequently needs some evidence to support it. This fortunately can be produced without much difficulty. The test which shall be applied is the half-yearly examinations. No one can surely object to this, since only one-half of the questions require to be answered in order to secure a license, whereas time to answer all is granted. Take the results of the winter examination of 1871. Of 115 candidates for grade B, 29 failed to answer the required half, while of 547 for grade C 336 failed. Nor is this an exceptional case, for if we take

the summer examination of the same year, the result is still worse. These candidates for license go forward from our Common Schools and Academies, and as all will admit, are the best trained and farthest advanced in these schools, which are taught by the *best of the best* trained, (for only the best get license). But it may be objected that these questions are unfair, or the examinations are very difficult. An unfair question should be answered as such, and every candidate who is capable of judging (as all our Teachers should be) would simply state its unfairness, instead of attempting an answer; and no honest examiner under these circumstances would hesitate to give full value for it. That the examinations are difficult may be simply denied, for the range of knowledge over which they sweep is by no means wide. The amount of all this then simply is, that a large proportion of candidates for license to teach in our Common Schools fail at fair examinations, where only an ordinary amount of ability and training is required. These candidates are the best trained pupils of our Schools and Academies; therefore the *best* trained are but *poorly* trained.

Second. The second reason is of a more practical nature, and fortunately, to a great extent, explains the cause as well provides the cure, for the first. Free Schools are excellent institutions, but unfortunately ours are *too free*. Taking advantage of the ambiguity of the term,—free for all to go to school, or for all *not to go*,—the latter meaning is too often taken. Consequently a large part of those enrolled as pupils in our public schools are not present one half of the time. This renders a system of consecutive lessons absolutely impossible. Now, when these are not all linked together, and presented in regular order—to-day's lesson depending upon yesterday's, and to-morrow's upon both—there can be little or no training. But in order to this two things are necessary; (1), that the teachers be competent, and (2), that the classes be the same from day to day. No matter how excellent the qualifications of the Teacher, his best efforts will be useless if this *second* requisite is neglected. Suppose a class of ten is just commencing the study of English Analysis. Everything goes well for five days. All the members of the class are present, and the first principles are enunciated with clearness and accuracy by the teacher and committed to memory by the pupils. On the sixth day the number is the same, but, strange to say, there are three new faces in the class. These have all the steps preparatory to entering on this branch of study, and consequently must pursue it. What is the teacher to do? To go back to the first would be unfair to the seven who are in their places, to go forward would be useless to the three beginners. The difficulty is solved by giving them an extra lesson for a few days. Everything proceeds smoothly for five days more, when two of the truants return, two new pupils make their appearance and four of the seven who attended regularly for ten days are not to be found. Here then in this class of ten are pupils at four different stages of advancement in this study, and this state of things has been brought about in ten days,

just by irregularity in attendance. What is now to be done? The carefully prepared scheme of lessons must be abandoned, or else begun again *de novo*. But should the latter alternative be adopted the same state of affairs may occur again in another ten days. This may seem to be an exaggeration to those who are not intimately acquainted with the state of our Common Schools, but three-fourths of our teachers will see in it a fair statement of the difficulties with which they have to contend daily. The result then is, and must necessarily be, that the instruction imparted in many of our schools is just isolated facts, which, instead of training the mind, render it, if persevered in, incapable of being trained.

Here then is the real cause of our *teachers being imperfectly trained*, as well as of the bad system of imparting instruction prevailing in a large proportion of our schools. Teachers find it impossible to follow any prescribed course, either because they have never been led along such a course themselves, or have not now the opportunity to do so on account of irregularity in attendance, or both. As long as this system prevails, the mass of our people will not be educated. A fair share of knowledge may be obtained, but *Education* in the true sense of the term cannot be acquired.

Are we then to rest contented with the present state of educational matters? No, by no means. One step in the right direction can easily be taken. The country is ready to receive, and the majority of our intelligent population is anxious to see, a law passed by which every parent will be compelled to send all his children between the ages of six years and sixteen, to school a certain number of consecutive days in each year. Teachers would then have their greatest difficulty removed, and plans arranged one day would not be useless the next. A thoroughly digested system of instruction could then be introduced into all our schools, instead of the confusion that now necessarily reigns. Before a lad of ordinary ability had finished his thirteenth year he would have mastered all the branches taught in our Common Schools, and would be ready for what every boy should have, an Academic course of two or three years. Those under good tutors, following a proper system for two years, would receive a training that would fit them for pursuing successfully any of the ordinary vocations of life. Those of them who wish to take a profession, would then, and only then, be fit for College. Under such a system no one could ask the question, with any propriety, where would Students enough be found to fill a University? Our little colleges would be filled to overflowing, and the demand for instruction in sciences not yet taught in Nova Scotia, would be so great, that the establishment of a University in which instruction in every department of science could be obtained, would be absolutely necessary. Then, and only then, will we have an educational system adapted to the wants of our country, and not till then can we expect that our own sons will take the lead in developing the natural resources of our wealthy Nova Scotia.

R. F. S.

BOOKS.

It often happens that a great number of things may be very simply classified. There are more than sixty elementary substances in nature, yet they are divisible into two groups, the metallic and the non-metallic. And the great number of books, which constitute one of the most valuable possessions of the world, may be divided into two classes, the Biographical and the Scientific. In this short article we will confine our remarks to the former class. But what is a biography? It is an account of living energy as it is exerted in thought and action. This should form the substance of every such work, though a description of the

appearance of the possessor of this living energy is very necessary. Now, what a great number of books consist of just these things! All those books called *histories* are biographical. It is very common to divide such works according to the reigns of different rulers. What are these but accounts of these sovereign's lives? Laws and treaties are but the acts of men. Conspiracies and rebellions come under the same head. What is an account of a battle but a chapter, and frequently the last chapter in the lives of generals and soldiers? These and almost everything presented in works of history plainly resolve themselves into biography. But what shall we say of a larger class of books known as *Poetical Works*? Are these also biographical? Well, let us see. The writings of Shakspeare and other dramatic works are so evidently of this kind, that we shall not consider them further. But what forms the matter of Milton's immortal Epic? The *doings* of different beings. What materials does Campbell use to illustrate the character and different states of Hope? The Seaman, as,

"Cold on his midnight watch the breezes blow
From wastes that slumber in eternal snow":—

the Soldier as he, standing on the battle-field,

"Hails in his heart the triumphs yet to come,
And hears Hope's stormy music in the drum";—

and the Poet Byron of whom he says,

"'Twas his to mourn misfortune's rudest shock,
Scourged by the winds, and cradled on the rock;

* * * * *

Till, led by Hope o'er many a cliff sublime,
He found a warmer world a milder clime,
A home to rest, a shelter to defend,
Peace and repose, a Briton and a friend!"

These with many others of a similar kind are the *characters* by which "Pleasures of Hope" are so beautifully elucidated. Longfellow's *Evangeline* is especially biographical. But we will now consider a poem of a different kind, at least in form, and see if our first remark still holds good. *The Raven*, written by Edgar Allan Poe, is a poem of the feelings, and one that is very well known, and much admired. What do we picture before our minds when we read it? Is it simply the words of the poem? No, it is the *man*. We catch a glimpse of the poet's inner life,—we have a solemn chapter from his autobiography. Thus we might consider every poetical work, and all others, except perhaps those especially scientific; and we should find them of such a nature, that they may very appropriately bear the names of biographies.

But it may be well to offer a few remarks concerning what books should be read, and what books should not be read. It is here implied that works of both these sorts exist. They certainly do. In the words of a distinguished writer, "Books could be named which will leave a stain upon the soul, that can never be removed." All such should be scrupulously avoided. But while giving this direction especial prominence, we would recommend an extensive reading. That *something is learned every time a book is opened*, is a Chinese proverb, and a true one. We think all books are useful just as all society is useful, and we need scarcely speak of the benefits of social intercourse. Witness the condition of nations that remain secluded from the rest of mankind. We have endeavoured to show that books in general are accounts of the thoughts and doings of men. They therefore represent society, and the Poet might well say,

"My never failing friends are they,
With whom I converse, day by day."

Now, it is considered a rule deserving universal adoption, to endeavour to learn something from every man we meet. Merely to associate and converse with others ought not to

satisfy us; we should seek to increase our knowledge. It may be said, that there are those from whom we cannot learn anything. But this is not so. Sir Walter Scott tells us, that he never met with any man, let his calling be what it might, even the most stupid fellow that ever rubbed down a horse, from whom he could not by a few moments conversation, learn something which he did not know before, and which was valuable to him. We might say the same of books. Some facts can be gleaned from every page of printed matter, or we may get more enlarged ideas, or an anecdote that may afterward serve to illustrate some valuable thought,—these and much more we may gain from every book, if we will only take the trouble to look through the written symbols to the sentiment being that wrote them, or to the person whose deeds and thoughts they describe. Thus will our circle of observation be widened, and our store of experience increased. A word may be necessary concerning certain books that would not be included by our former remark, but against which we might have some objection. We would not reject them because they are not perfect,—because there are some passages that we wish were not, and know should not be in them. For, on the same principle we should reject the society of the world, and become hermits. We say, use them properly. Here is the part which the reader must perform. Let him select the jewels and leave the dross. Fields the most fruitful and beautiful also produce a few weeds, but who would prohibit their use on that account? The horse turned to graze in such a pasture, would examine the various herbs, rejecting the poisonous, and using the others for his nourishment. Some animals might in their voracity and stupidity, swallow all, both good and bad; but they are not horses!

We have seen that literary works may be called biographical with respect to *matter*. In *form* they are very various. Now, words are but symbols representing ideas, and so describing persons. It is only as they show us the subject about which they are written, that they teach us. We learn by experience, and everything that makes this more extensive increases our knowledge. But our experience will be enlarged only by contemplating the character and actions of men. In works which have the biographical *form*, the reader is brought into direct contact with these; but in others different in form, even though the same in substance, we are led to the living reality only by a process of abstraction. Hence the greater plainness of this manner of writing. Words are soon forgotten; but a personality is so impressed on the mind that it remains. If we read *Evangeline*, though we do not long remember the Poet's hexameters, the brave-hearted girl, worn with trial, travelling, and disappointment, yet true to her pledges, bearing patiently her burdens, and spending the remnant of her strength in soothing the sufferings of others,—she is a character that remains fresh and living in the memory.

How often we hear people remark that they do not like history, alleging as a reason, that it is "So dry." Now why is this? Simply because the subject is presented to them just as dead as possible. Many such works are full of the most philosophic remarks, acute observations, and learned distinctions; but there is no life,—nothing that speaks face to face to the reader, like a living man,—nothing that attracts his attention, awakes his sympathy, touches his feelings. It takes life to impress life; and those writers who, when relating the great events of history, will present with the greatest prominence the men that performed them and influenced the destinies of their nations,—these are the authors whose works will be the most read, the longest remembered and the most highly valued; because they impress our minds, extend our circle of observation, and increase our knowledge.

GAMMA.

CAPS AND GOWNS.

WE would like to inform the Senate and Governors of Dalhousie, that one of their regulations has been broken continually for the past four years under their very noses. In our Calendar, § XII. 1, appears the following regulation: "All Undergraduates and General Students attending more classes than one, are required to provide themselves with caps and gowns, and wear them in going to and from the College. Gowns are to be worn at Lectures, and at all meetings of the University." For the past four years this rule has been entirely disregarded. Some students have actually gone through their College course and taken a degree without ever being the possessor of a Squaretop. If a man is a little mean he can easily evade College regulations which are never enforced. Capless Seniors generally borrow a cap in which they appear when invested with the Sheepskin. There is one member of the present Fourth Year who has never worn a cap although in possession of one. This Session, only 3 Seniors wear caps. The number of Juniors and Sophomores is about the same. Among the Freshmen the Academical head gear is a little more generally worn, but even with them there is great room for improvement.

We can safely say that of the 77 Students in Arts this year, not more than 17 come to College in full costume. Of the remaining 60, perhaps one half wear a gown, but the other half carry *their* gowns rolled up under their arms like washerwomen, while some stow them away in crannies in the College where they get them every morning. There is one class which students can enter gownless with impunity.

Now, how long is this state of affairs to continue? How long do the Professors intend to let University regulations be thus openly broken? For four years this has gone on, and it is now high time that it be put an end to. If the Senate think that a College uniform is not advisable, why do they request its being worn? We would much prefer the abolition of the rule to the existing state of affairs. Let the Senate either abolish the law or enforce obedience by fines as was done in days of yore. The only means by which this trouble can now be remedied is by a general inspection. All the students should be made to appear before the Principal, or the Senate, to show their caps and gowns. When it has been ascertained that all Students have the costume, its wearing should be enforced by fines. We would also suggest that the Medicals should be compelled to wear the same dress as the Arts.

A JUNIOR proposed to a young lady during vacation and was refused. Lamenting his misfortune to a Senior he was referred to 3rd verse of the 4th chapter of the epistle of St. James: "Ye receive not because ye ask *amiss*." The Junior is going for a *widow* next time.

SCENE—Shore of the lake. Enter Senior and ladies. *Senior*—"Here is a good place from which to see the race." *Lady*—"But there are no seats." *Senior*—"We have Nature's seats" (hastily) "I mean we can sit on the ground and on the rocks." Confusion all around.—*Yale Courant*.

AT the Racine Grammar School a student in Rhetoric rose to recite and referred to the word "outsider." "Now" said he "the word *outsider*, although it has lately fallen into general use, is no more correct and elegant than *backsider*, *frontsider*, *upsider*, *dowsider*, or in fact *any* other kind of *cider*." The youth was promptly ejected from the room amid the subdued general cry of "a little more *cider*, do!" At this same school the new boys are made to believe that the students of Racine College are cannibals and cook and eat a Freshman once a month. The bones of a departed cow are displayed to their wondering gaze as the relics of the Freshman who was last "dished up."

Dalhousie Gazette.

HALIFAX, N. S., DECEMBER 14, 1872.

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We are very glad to see that the ill-feeling which we feared was springing up between the Freshmen and our older students is dying away. Sorry should we be for the Session of 1872-73 to be the first one to cut the ties of brotherhood which have hitherto bound together the different classes attending our College. That the dependence of these classes, the one on the other, may be more clearly seen, we purpose in this Editorial briefly to touch upon the general relation of students—especially of the relation of Freshmen to those of older standing.

If our readers will peruse the College exchanges we receive, they will see that most of their witticisms and jokes are aimed at Freshmen, as if they were altogether an inferior race of beings. For example, when any student gives himself airs, he is taken down by some one who pretends to mistake him for a *Freshie*; marvellous stories are narrated of a few *Freshies* attempting to smoke out as many Seniors, and ending by throwing up their dinner; if a student makes a fool of himself, he is a *Freshie*; so that if the newly-made student really commits all the blunders in the class-room and debate which are laid to his charge, a strange "*lusus naturae*" indeed must he be. Now, we can say with a clear conscience that Dalhousie students never disgraced themselves in this shameless manner. Our Freshmen have always been treated as true gentlemen; and although the GAZETTE may indulge in a few harmless jokes at their expense, remember that Sophs, Juniors, and Seniors, come in also for a large share of raillery. Now, we have been Freshmen also (we do not say it patronizingly) and may therefore deliver an opinion upon this matter. The tyro in learning comes to College, fresh from the praises of the village schoolmaster, and the prophesies of well-meaning friends; what is more natural than that he should seek from the students of the University which he graces by his presence, that respect and esteem which he has hitherto enjoyed? And when he perceives that his fellows, and those of the years above him look on him as a very ordinary production after all, he begins

to fancy himself slighted. And when, most aggravating of all, the truth steals gradually over his unwilling mind, that the paper in connection with the College edited by older students can joke at his expense, and point slyly at the duties required of Freshmen in former times, and in other places, he considers himself a "stranger among strangers," every man's hand against him. Now, First-Year Students of Dalhousie College, the warmest friends you have in this University are the Editors of the GAZETTE. Willingly will they take your side, and advocate your claims, whenever need arise. And if they reprove you for not acting in accordance with the regulations of the Senate of this College, and make up their columns by lugging in your names now and then—not always, to be sure, in a connection most pleasing to your taste—should you not take it in good part? We emphatically assure you that similar things have been said to the Freshmen of former years, and have been accepted with a good grace. How are you to get through the world, if you cannot bear to see or hear anything against you? If the Editors had but taken to heart the criticisms they have received from time to time from outsiders, as much as you have a few of the items of the GAZETTE, that paper would now have no existence. We assure you, that there are among you men with whom we deem it an honour to be acquainted; men whom we look up to and esteem; men second to no students in the College in intelligence and intellectual powers. And therefore though we may stigmatize you as "green"—more perhaps for the reason that it seems to be a universal proverb that "all Freshmen are green," than for any verdant appearance observable at all events in the majority of your number—remember that we don't think a whit the less of you on that account, but consider you as good and honourable a class as ever entered our College.

But let us dismiss this topic, never again, we hope, to revert to it. We now intend to direct your attention to a subject nearer to our heart; nothing more nor less than the maintenance of the fortnightly sheet which we edit. A mistake that students entering this College for the first time generally make, is, to look upon the GAZETTE as an ordinary paper, with which they have nothing in common; they subscribe for it—though even to this there are exceptions—read and criticise it, without considering that it is their own paper, theirs to uphold or crush out of existence. The Editors, who are really their representatives and mouthpieces, they view with jealous eye, as a party opposed to the rest of the College. Now, our paper is pre-eminently a students' paper; the students have voted to maintain it, and having done so, and appointed Editors, they imagine they have done their duty, and in fact that they are doing those Editors a favour in accepting the sheet. Freshmen and Sophs, Juniors and Seniors, we urge upon you, the importance of upholding the paper, both by subscribing for it, and by filling its pages with original matter. The work falls heavy when it devolves upon a faithful few to perform it. If you have not time to write an article apiece during a whole Session, can you expect us, the unfortunates upon whom you have conferred a dangerous honour—and where the honour comes in, it's hard to see—to "strain from hard-bound brains" matter for

fortnightly issues? We have no more time for writing than you; and therefore we urge upon you the necessity of joining hand in hand, and extending us assistance, as we are thankful to say, some generous ones of your number have already done. Remember, too, the great benefit you will receive: the pen is a more powerful weapon than the sword, and more extended in its influence than even the orator's voice.

And next to upholding the GAZETTE, we would urge upon all students in the University to bestow their patronage upon the kindred institutions that have been established by their predecessors. Attend the Debating Societies regularly, and give your fellows the benefit of the preparation you have bestowed on the subjects selected for discussion; then you will indeed make them means of improvement. Also, remember our Reading Room. Subscribe for it, and if possible supply it with papers. And in conclusion, we say, don't forget that best of all games, and healthiest of all exercises, Football.

DURING the past four weeks the public of Halifax have been receiving an intellectual treat such as rarely falls to their lot. The Rev'd G. M. Grant, who during the past summer accompanied a surveying expedition across the continent to British Columbia in the capacity of secretary, has been giving us an account of his travels so full as to occupy four evenings. The lectures were delivered in Temperance Hall before audiences which filled the hall to its greatest capacity. Never in this city has any course of lectures given such general satisfaction and delight. On Tuesday the 10th inst., the fourth and last lecture of the course was delivered, the speaker closing with an outburst of patriotic feeling which touched the heart of every British subject in the assembly, and which was doubtless one of the finest addresses that a Halifax audience has ever heard. We may well be proud to claim the Rev'd G. M. Grant as one of our Governors.

Dalhusiensia.

THE class in Rhetoric was lately warned to beware of barbarisms. They have not been shaved since.

WE understand that Dr. Lawson is to give an evening course of Lectures on "Experimental Chemistry," this winter. Front seats reserved for ladies.

TWO classes in Practical Chemistry have lately been formed, consisting of ten students in the Medical Department, and five in the Arts.

IT is proposed that, by way of variety, the Seniors on leaving the Ethics class sing "Co-ca-che-lunk" in lieu of "Jacobus erat."

MARTYRS TO SCIENCE.—A few zealous students had their enthusiasm damped recently by an explosion in the Chemistry room. Sulphuric acid was liberally sprinkled over them to the detriment of their clothes and gowns.

A SENIOR on hearing of that vision of Mahomet in which he heard the scratching of the "pen of Doom," expressed an opinion that the paper must have been bad, or the pen one of Gillott's, No. 303. In no other way can he account for the scratching.

WE have a Freshman so small, that if asked who he is, we can only define him, as a Mathematical point, "having position without magnitude."

WE have at length discovered the number of students this session. Undergraduates—Seniors, 12; Juniors, 9; Sophomores, 15; Freshmen, 22; General students, 19; Medicals, 26;—total, 103. At "Mount Allison" College, Sackville, the list is Seniors, 7; Juniors, 10; Freshmen, 21;—total, 38. At "Acadia" the total is 39. We have not yet ascertained the numbers at "Kings" College, Windsor, but judging from hearsay there are from 10 to 15. At the University of New Brunswick, Fredericton, the attendance is 51 in all. Our Alma Mater thus stands at the head of the list.

THE Freshman "ab insula Cape Breton," who appeared in the Hall a year ago with the enquiry—"Is this the place where they teach the arts?" has registered this fall. He was lately seen on the Parade trying to keep step with one of the professors, and at the same time examining his countenance most closely, as if trying to discover what he might expect in class. He expresses an opinion that the GAZETTE is a fine little paper.

SINCE our first issue the Football club has been re-organized. The officers are W. Cameron, '73, President; W. H. Brownrigg, '75, Sec'y and Treas.; W. Ross, '73, & J. M. Oxley, '74, Captains. Football is greatly in vogue at present, more than the ordinary enthusiasm being shown. On Saturday, Oct. 21st ult., a match was played between the Dalhousie and Caledonia Clubs. After both sides had won a game, it was declared a drawn contest. The match is to be finished to-day, Dec. 14th. We wish our boys their usual success.

THE "Home and Foreign Record" thinks that "the next step in the usefulness and progress of Dalhousie College is the providing of proper intellectual and literary culture for young ladies." It does not advocate the association of males and females in the same classes. We fancy we see the darlings flocking into the hall with gowns which will most likely assume the shape of bustles, and caps perched on three or four inches of hair and puffs. How attentive we would be, wouldn't we? The GAZETTE would have to get up a new column headed Marriages, after the fashion of the "Vassar Miscellany." At St. Paul's Church on the 20th inst., by the Rev. So and So, Mr. John Brown, of Class '73, to Miss Jane Smith, of '76; or, Mr. Adolphus S. Fitznoodle, Senior, to Miss Amy C. Cutter, Freshman. Looks nice, doesn't it?

THE Senior Class numbers 12. The oldest man in the year is 28, youngest 18. Average age 23½. Total age 283 years. The two tallest are 6 feet 1 inch in height, the shortest is 5 feet 6 inches. Average height 5 feet 9¾ inches. Total height 69 feet 9 inches. The heaviest man weighs 185 lbs., lightest 120. Average weight 149½ lbs. Total weight 1798 lbs. Crippled, 1; Lamé, 1; Have had the Epizoo, 2; Been in the Police Court, 1; Short-sighted, 3; Wear Spectacles, 3; Wear their Academical Costumes always, 2;—Sometimes, 1;—Never, 9; Draws Caricatures, 1; Play on the flute, 2; Plays on his whistle, 1; Say *Adsum* in class, 2;—*Here*, 3.—*Present*, 6; Says *Adsum*, 1; TASTES:—Irish Whiskey, 3; Porter and Ale, 6; Ginger Pop, 2; Golden Syrup and water, 1; Strong tea and coffee, 1; Port and Sherry, 5; Brandy, 2; Temperance men, 6; Teatotalism, 6; Oysters raw, 7; Oysters stewed—not known; Euchre, given up, 2; Chess, 1; Draughts, 4; Bagatelle, 2, &c., ad infinitum. Football, 5; Roast Beef, all; Corn Beef, none; Fondness for Dartmouth, 2; for Richmond, 2; for a general spree 6; HAIR AND HIRSUITE APPENDAGES:—dark haired, 9; Auburn hair, 3; Slightly bald, 2; Curly headed boy, 1; Part hair in middle, 2; Never parted at all except on Sundays, 1; Undecided as to parting until a young lady gives answer, 1; Part after the fashion of mankind, 8; Whiskers, light, 3; Dark, 3; Growing black, 2; Have hopes of one, 2; Given up all hopes, 1. Of the above, moustaches, 3; Moustache and side whiskers, 2; Patriarchal Beard, 1; ENGAGED OR OTHERWISE:—engaged, 2; Would like to be, 8; Wouldn't like to be, 2; Tried to but failed, 3; Suffering from unrequited love, 2; Got nicely over it, 1; Extensive lady killers, 2; SWELLS, none, "laus sit Deo." MISCELLANEOUS:—Partiality to kids, 1; Poetical, 1; Musical, 7; Sentimental, 2; Concerned with Politics, 1; Scientific, 1; Classical, 1; General, 10; Votaries of Terpsichore, 2; Dance "Gillie Callum," 2; Gymnasium assistant, 1; Have lady correspondents, 9; Last, but not least, subscribers to the GAZETTE, 12.

Personals.

REV. JOHN MURRAY, a "General" of class '68, has accepted a call from New South London and Granville, P. E. I.

REV. JOHN C. MEEK, a "General" of '68, has accepted a call from the congregation of Chebogue and Yarmouth, N. S.

JAS. W. FORBES, for two years a member of class '72, is teaching at Lyons Brook, Pictou County.

REV. A. F. THOMPSON was in the city two weeks ago. He has received a call from Jerusalem and Nerepis, which he has declined. He is now in P. E. I.

HECTOR CAMPBELL and DOUGALD MCLEAN, who took classes here in '70-71, are in the Prince of Wales Academy, Charlottetown, P. E. I., and doing well we believe.

COFFIN, of '75, McELMON, "General," McDONALD and MORE, Medicals, have been *laid up*, or rather *laid down* with the measles. We are glad to see them out again. BROWNRIGG, of '75, is also unwell; he is supposed to have the Epizootic or its first cousin the Diphtheria. GREY, '75, is now O. K.

WE are sorry to hear of the death of WILLIAM MCRAE M.D.C.M. '72, whose sickness we noticed in our first issue. He died at his father's residence, West Bay, Cape Breton, after a long illness. We sincerely sympathize with the bereaved parents. Already two of our graduates have gone the way of all the earth, both being members of '72,—the first a B.A. and the second an M.D.

College Items.

THE four classes at Harvard have had a boat race. Junior crew ahead by ten lengths.

THAYER College at Kidder, Mo., has opened with thirty students in all, and a Freshmen class of three.—*Ex.*

HUMBOLDT College, a liberal institution in Iowa, opened last month with between forty and fifty students.—*Ex.*

PROFESSOR HADLEY of Yale is dead. His loss will be widely felt in the United States for he was one of the most accomplished scholars of the age.

A PROFESSORSHIP of Oriental languages and Literature has been established at the University of California, with the object of promoting instruction in the Chinese and Japanese languages. It has an endowment of \$50,000.—*Ex.*

THE authorities of the University of Strasbourg state that Professor Max Müller who has returned to Oxford, though not abandoning his chair at the Strasbourg University, will not read next term, and has signified his intention to decide definitely by Easter next to which University he will henceforth permanently devote his services.—*Ex.*

THE University of Edinburgh was opened on Friday, Nov. 1st, by an address from the Principal, Sir Allan Grant. Sir David Baxter who died recently, has left to the University a legacy of £40,000, of which £20,000 are to be applied to the extension of the University buildings and £20,000 to endowment of Chairs in the Faculty of Arts. During his lifetime Sir David gave £16,000 to the University for various purposes. The total number of students this session is 1854.

WE have seen the Calendar of the University of New Brunswick, Fredericton. The Faculty comprises 5 Professors and a Tutor. The Session lasts from September to June and is divided into three terms. Separate courses in Arts and Science. As a Degree is given after three years attendance Sophomores are unknown at Fredericton. This year the students number in all 51. Seniors 17, Juniors 13, and Freshies 21. This Institution is quite old. Its Provincial Charter was granted in the year 1800, Royal Charter in 1828 and an amended charter in 1860.

THE library of Cornell numbers 35,000 volumes.

OBERLIN COLLEGE has one thousand students.

THE University of France has one hundred and nine professors.

THE number of students now at Bowdoin College is 263.

THE Sophomores of Elmira Female College have forbidden the Freshmen to wear false hair.—*Ex.*

THERE are sixty-one Methodist Colleges in the United States.—*Ex.*

THE number of American colleges is about three hundred and sixty-eight.—*Ex.*

WOOSTER UNIVERSITY begins this year with 160 students. Buildings cost \$100,000. Endowment, \$250,000.—*Ex.*

NINE of the Presidents of the United States passed a regular college course.—*Ex.*

THE UNIVERSALISTS of Ohio have just started a college at Akron called Butchell College.—*Ex.*

AMONG the students of Beloit College are a Negro, an Indian, and a Turk.—*Ex.*

THE board of trustees of Williams have declined to admit lady students.—*Ex.*

THE Seniors of Yale have selected Notman of Montreal to take the class photographs.

THE seven female students in the University of Vermont, at Burlington, are reported to be fully equal in scholarship to those of the other sex.

THE new catalogue of Amherst College shows 268 students in the Institution distributed as follows,—Seniors 59, Juniors 67, Sophomores 60, and Freshmen 82.

SIXTEEN female students are in attendance at Cornell during the present term. They receive precisely the same treatment as the male students,—attending the same classes and lectures, and being obliged to submit to the same examinations.

IN the States colleges are springing up as thick as mushrooms. In Germany on the other hand no new college has been formed for fifty years past. They are content with strengthening those already in existence.—*Ex.*

Ghrips.

THE Juniors say they *Ganot* learn their Physics.—*Ex.*

A SCIENTIFIC Freshman has described an ellipse as an oblong circle.—*Ex.*

A STUDENT defines flirtation to be attention without intention.—*Ex.*

A CLASSIC invalid being asked if he was ill promptly replied, "sum sic."—*Ex.*

A FRESH. recently gave his idea of a liberal translation of "Galla est mea"—"She's my gal."

THE tall member of our class of '73 says he don't know what he is going to do with himself for the next two weeks, as his—you know—is going to leave town.—*McKendree Repository.*

THE other evening a crowd of boys were congregated around the pump when a dignified Freshman becoming enraged at a Soph, thus delivered himself: "Thou despicable wretch, fain would I bring this little cane in contact with the sphere of attraction on thy nasal protuberance as many times as there are units in a thousand, thus occasioning a violent vibrating movement among the auriferous particles therein, and a concussion of the olfactory nerve." The crowd dispersed and the Soph is slowly recovering from his scare.—*Blackburn Gazette.*

BEWARE of the dangers of flirting. A Sophomore crossing the Green and intent only upon attracting the attention of a young lady was seen to run full tilt into a corpulent old darkey. Profanity and a played out beaver were the results.—*Yale Courant*.

A SENIOR at Yale lately left a friend in his room at noon, accidentally locking the door as he went out. On his return after supper he was made the recipient of a few peculiar compliments.

A WAG in what he knows of farming gives a plan to remove widow's weeds; he says, a good-looking man has only to say, "Wilt thou" and they wilt.

A SOPH. at some of the American colleges allowed himself to become so absorbed in reminiscences of the previous evening as to reply when called upon to recite "I pass." It is to be hoped that the Professor "ordered him up."

A LADY student on being asked to decline the word *quidam* finished about half the declension and then stopped, quietly informing the Professor that she did not propose to swear any more.—*Simpsonian*.

A YOUNG LADY says that a gentleman ought never to feel discouraged when the "momentous question" is negatived by the object of his choice, "for in life, as in grammar, we always decline before we conjugate."

THE New Haven *Register* some time ago contained the following correction of a slight error: "In our article yesterday upon Yale College, for *alum water* read *alma mater*."—*Ex.*

A BOLD Senior, wishing to visit a student, and not being acquainted with the premises, rushed hastily up stairs, and quickly opened the door of a lady student's room. The door was politely slammed in his face. That student roams no more.—*McKendree Repository*. Lo! the evils of mixed colleges.

EPIGRAM on a quilt:

Piece, piece, piece, and lo! a counterpane!
May each fair sleeper here
Find peace, peace, peace,
And ne'er encounter pain.

Vassar Miscellany.

RAGAMUFFINS.

EVER since Dalhousie came into existence its students have been annoyed by the ragamuffins that congregate on the Parade. All day long the Parade swarms with young scamps who have no regard for the shins or heads of passers by. Before the snow comes their young lordships are pleased to amuse themselves at "Hurly" or "Hockey" or whatever they may please to call it. It is absolutely unsafe sometimes for any one to venture to cross the Parade. Stones and sticks are flying through the air, and if the ball with which these "City Arabs" are playing happens to fall near ones feet a rush is made at it from all sides, so that it is a miracle if one escapes without a crack on the shins. But when nature puts on her mantle of white, their numbers increase rapidly and they then attack us with snowballs. I have seen a small-sized Freshie beset by as many as forty filthy, disgusting specimens of humanity whose very appearance was enough to scare him. Whenever there is snow enough to make a snowball it goes to the benefit of Dalhousie. Last winter we took the law into our own hands and administered a wholesome dose to some two or three of the young imps by threatening to dissect them. One of them, unfortunately, being subject to Epilepsy, took a fit, and his

parents were impudent enough to bring an action against three students for assault and battery. The "pater" tried to make them shell out but was promptly requested to go to the d—l, and on his failing to appear the prisoners were discharged. The "fit" had a salutary effect however, for not once during the latter part of the session was a snowball thrown at any student. We are ready for more lynching if it be necessary. Where are our valiant Peelers? Never on hand when they are wanted. We hope that the city authorities will take some step towards removing this nuisance.

EXCHANGES.

AMONG the best of our College Exchanges is the *Yale Courant*. It is as it should be, thoroughly a students paper, and possesses the advantage of being issued weekly. It contains matter that should be interesting to students of any university.

The *Harvard Advocate* undeniably stands at the head of the list as regards poetry. "The Portchuck's Tale" is capital.

The *Williams Vidette* and the *College Mercury* are models of neatness and rank first class.

The *Oxford Undergraduates Journal* is got up on a grand scale. It stands beside any of our American college papers like the *Times* compared with our city daily sheets.

The *College Courant* is a valuable paper to students. It gives all the latest college news.

The *Tripod* for October fills two pages with lists of students, whose names are of course interesting to outsiders. Both the *Tripod* and the *McKendree Repository* have females among the editors. Lo! the evils of mixed colleges.

The editors of the *College Argus* may congratulate themselves upon its neat appearance.

We have received the announcement and a specimen leaf of "Potter's Complete Bible Encyclopedia," by Rev. William Blackwood, D. D., L.L.D., author of "Blackwood's Comprehensive Aids to the study of the Holy Bible". It is to be a universal Dictionary of Biblical, Ecclesiastical and Historical Information, from the earliest times to the present day, comprised in about 2000 Brevier pages, quarto, with nearly 3000 illustrative engravings. From the specimen leaf, we judge, that as the publishers promise, it will be a credit to American literature, in its literary, typographic and artistic character. The publishers are John E. Potter & Company, Philadelphia.

NEW Exchanges received since last issue:—Non College Papers—*Casket*, *Mayflower*. College Papers—*College Journal*, *Vassar Miscellany*, *Cornell Era*, *Index Niagarensis*, *College Herald*, *Union College Magazine*, *Trinity Tablet*.

We have received letters from the Principal of Mount Allison College; John J. Fulton, Counsellor at Law, New York; John E. Potter & Co., Publishers, Philadelphia; Mrs. D. McKeen, LaHave Ferry; James W. Smith, Lower Stewiacke; Jno. W. Forbes, Lyons' Brook, Pictou; D. McDonald, New Glasgow.

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