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ROMANCE OF THE COBEQUID.

It was stated in a former paper on this subject, that soon after the notorious expulsion of the Acadians, the Cobequid districts were settled by the Irish. Probably the very emigrants whose sad departure from the Green Isle, Goldsmith describes so pathetically in the *Deserted Village*, were destined to settle not

“Where wild Altama murmured to their woe,”

but on the fertile lands, which had been cultivated by the industrious French.

These colonists possessed that repulsive characteristic of their countrymen,—a propensity to an over-indulgence in strong drink. Macaulay, in his account of the massacre of Glencoe says, that among the Highlanders generally, to rob was thought at least as honorable an employment as to cultivate the soil. With a much greater show of truth it may be said that among the early Irish settlers of the Cobequid it was considered more obligatory to get drunk than even to cultivate the potato. The story is told of a gentleman who represented the district in the Legislature for some time and whose grand-children now occupy foremost positions in the province, that during one year of famine he had some difficulty in procuring his seed-wheat. At length he hit upon a plan. He got five gallons of rum, and, taking it home, filled a ten gallon keg with it, and then announced that he had liquor which he was willing to exchange for wheat. From all parts of the Cobequid men whose homes were most destitute and whose granaries contained not a tithe of what was required for seed, came with a few quarts each to obtain that which would “cradle all their woes to sleep.”

Time has changed the character of the Cobe-

quid settlers. They are now noted for their industry and temperance. A stranger, after a too limited stay in the place, might even conclude that the people have transferred their allegiance from liquor to filthy lucre. He might conclude that they, like the Spaniards, of whom Prescott, in his “Conquest of Mexico,” tells, have a peculiar heart disease for which there is no specific remedy but gold. But such a statement would do a gross injustice to the inhabitants in general. True they are becoming proficient as others in

“Saving as shrewd economists, their souls
And winter pork with the least possible outlay
Of salt and sanctity,”

but the hospitality of many of them is unbounded.

It was fondly believed by the early settlers that the Acadians at the time of the expulsion had buried their money in order to keep it out of the hands of the English. Many interesting efforts were made to unearth the hidden treasures. The spot that has gained the greatest celebrity on account of its buried money is Fort Head, a low promontory rising from the northern shore of the Central Cobequid. A short time after the settlement of the country by the Irish, a Frenchman came to the district and took lodgings at a farm-house. No one knew whence he had come or whither he was going, and no one was likely to know, for the most ingenious attempts of the good housewife to gain his confidence were unsuccessful. He was as silent as William the Taciturn. One morning it was found that the stranger had departed *sans ceremonie*. The farmer's boat had also mysteriously disappeared; and, to add to the excitement, a small excavation on the brow of Fort Head revealed to the astonished settlers the object of the

Frenchman's visit. He had returned for his hidden valuables. Since that time many attempts have been made to find money at the Head but without apparent success.

An old gentleman now residing in Truro tells a story of his own efforts to obtain French money on the banks of the Ishgonish, a small river flowing into the Cobequid from the north. A small company was formed under the leadership of an old superstitious Irishman for the purpose of prospecting on the banks of this little stream which still bears its Indian name. In order to success it was necessary to prosecute the work by night. It was the "very witching time of night, when churchyards yawn, and hell itself breathes out contagion to this world," when the company reached the banks of the Ishgonish and began operations. The mineral rod soon gave unmistakable indications that they had reached the spot beneath which lay the long buried treasure. The leader, taking a prominent position with an open Bible on his knee, gave directions to the workmen, and then commanded a holy tongue-silence to rest upon all. For a time everything went well. Nothing could be heard but the sound of the spades. They had almost reached the pot when they were suddenly started by terrifying groans, which proceeded from two white objects which were slowly approaching the scene of the mid-night labour :

"Ah! then and there was hurrying to and fro!
And sudden partings!"

The old Irishman in his precipitate retreat lost his Bible in the pit. Many of his men judged it prudent to follow his example, but a few stood their ground and faced the rather doleful music. The two white objects advanced within a dozen paces of the pit, but finding that they must meet four able-bodied men armed with spades, they very wisely concluded to retrace their steps. This they were not permitted to do unmolested. They were hotly pursued by the money-seekers. Instead of melting into thin air in the good old orthodox fashion, these ghosts were found to be of a more substantial texture. In short they were two young men of the settlement who had learned of the Irishman's expedition and had planned to have some sport at his expense. The

next day the work was carried on in a more public way; but the events of the past night had caused the pot to sink beyond the reach of human power.

THE GREAT MARSH NEAR
SACKVILLE, N. B.

SACKVILLE, N. B., has much whereby to commend itself to all true lovers of the substantial and good; but on one account, at least, it cannot fail to attract universal attention and admiration. It is not necessary to be a farmer nor one versed in agriculture to behold in the Sackville marsh something great,—almost beyond comparison. On being asked, therefore, to contribute something to the GAZETTE, I could think of no more fitting subject upon which to write than the great Sackville marsh. I am well aware of the inefficiency of words to present, in a true light, that, which to be appreciated, needs to be seen; and in order that the portrayal may approach as nearly as possible to the real, I will invite my reader to imagine himself standing upon one of the several headlands, which project out into the marsh as into a sea. Let us suppose our present station to be Fort Cumberland, on the southerly end of the Point de Bute Ridge, a place itself of much historic interest, as the remains of forts and cannons of more than a century ago still give evidence of. We quickly turn away from these rude relics of by-gone days, to behold spreading out before us the great marsh concerning which we have heard so much. Away in the distance to our right we can see the buildings of Sackville dancing in the sunlight, conspicuous among which are the excellent institutions of Mount Allison and Mr. Harmon Humphrey's octagonal-shaped barn, the envy of all the farmers round about. To our left, again, almost equally distant, is Amherst, a miniature city, although the population of the village does not exceed some two or three thousand people. If we take the trouble to look far enough in the front of us we catch a glimpse of the muddy waters of Cumberland Bay. In our eagerness to comprehend, in a measure, the extent of the

marsh, such sights as these may have for an instant arrested our attention; this done, we turn to take a nearer and more scrutinizing view. The immense plain before us is, as we shall afterwards see, of alluvial formation, and is rendered more fertile by several small streams with their tributaries which intersect it here and there.

With this general remark for the present, let us endeavour to ascertain some facts, whereby we may be able to comprehend approximately the extent of such marsh. It may most conveniently be considered under three divisions, viz., the Tantramar, the Misiquash valley, and Amherst marsh. Of these the most extensive body is the Tantramar, including all land embraced between Sackville on the one side, and the Point de Bute Ridge on the other. Hence this is more properly the Sackville marsh, and ought to be so considered, although we quite often meet with persons, who, too enthusiastic, are loath to reduce it to these limits. The part of the marsh now under consideration has a frontage on Cumberland Bay of about nine miles, stretching back with an average breadth of about four miles, over its entire length. There would thus be in this area about 22,000 acres, all of which, with the exception of about 4000 acres, is under cultivation or used as pasture land. It is drained by the Tantramar and Aulac, streams which, though by no means eye-sores to the owners of the marsh, still do not commend themselves to us on the point of beauty, or general appearance.

In the second tract—the Misiquash—there are about 6000 acres, of which a little less than one half might be considered good, productive land, there being here a much larger per centage of bog and lake than in the former piece. Through this valley flows the Misiquash, which has the honor of forming, in great part, the boundary line between New Brunswick and Nova Scotia.

It may be of interest to note that the productive marsh is about equally distributed to these Provinces, while the former is burdened with the unproductive. Thus the border farmers may live free from envy so long as they give their energy and attention to what of value nature has placed

in their hands. After crossing this valley, we reach a second ridge of land commonly known as the Fort Lawrence, overlooking our third division, viz., the Amherst marsh. This is smaller than the other two, and is wholly in Cumberland County. It is said to contain about 4800 acres, and has the advantage of being almost entirely hay producing. To the La Planche River is due, in a great measure, its high state of fertility.

The objection here might be properly made, that we have proved recreant to our statement previously made, and have given, in the common cement, to three distinct marshes one common name. Our only reply is that whereas these marshes constitute in reality one, and by far the larger and most important part is everywhere known as the Sackville Marsh, we have been induced, for the sake of convenience, to speak of all under this name. Indeed we would not be so far astray, had we made no such apology, since general acceptance is given to the term employed as covering all the marsh at the head of Cumberland Bay. Now adding the numbers which have been specified as expressing the different areas, we have a total of about 82,000 acres of marsh land, of which only one-fourth is valueless. Knowing this, we can come to some conclusion regarding its worth. For very much of it the present owners would not take one hundred dollars per acre, while other parts again would fall under that estimate. Close calculation places a value of \$50 per acre, on an average, for the entire marsh. Taking this then, we find that there is stretching between Sackville and Amherst marsh land to the value of over one million and a half dollars.

(To be continued.)

MCGILL COLLEGE is to receive the gift of a magnificent building for a museum from Peter Redpath, Esq., of Montreal. This edifice when completed will cost over \$100,000.

Prof.—Mr. "M., what is the answer to the second question?" Mr. M. (after waiting in vain to be prompted) "Nobody seems to know, Professor."—*Mercury*.

CORRESPONDENCE.

DEAR GAZETTE:

THE German student's life moves in a sphere of great and wide liberty, which for the indolent and boisterous may consist of little else than song singing, beer drinking and leading round big dogs at all hours of day and night to all kinds of places, where cards and smoke and good looking "Kellnerin" are to be found; but for the thoughtful and studious offers a most attractive field, with perfect liberty of choice and every facility for progress in the line of work chosen. This freedom is the more naturally expected and enjoyed, because during the student's training at the gymnasium he is drilled with an energy and perseverance from which no prerogatives of birth or "inborn fatigue" can procure exemption. There is now lying before me a programme of the Nicolaigymnasium here, such as all classical and philosophical students must pass before they can enter at the University. The complete course includes nine years of about ten month's solid work in each year, and that from four to six or more hours a day. To give you an idea of the progress and nature of this preliminary training I take three subjects,—Greek, English, and Religion. Religious instruction is thus carried on: The Bible narratives of the Old Testament, orally, three hours a week; narratives of the New Testament; the chief sections of the Catechism; readings in the Acts (three hours); Introduction to the Old Testament, (two hours); Antiquities of the Old Testament, (two hours); the Books of the New Testament, (two hours); Introduction to the New Testament, (two hours); Early and Middle Age Church History, reading of early Hymns, (two hours); Modern Church History, with special reference to the Reformation time, and reading of the "Confessio Augustana," (two hours); Church History to beginning of 19th century, reading of I. Thess., (Greek,) (two hours); Special introduction to Books of New Testament, reading of Sermon on the Mount and Epistle to the Romans; Nature of Religion, sketch of History of Religion, Fundamental doctrine of Christianity, New Testament readings in Acts, Romans and Matthew, (two hours);

Outlines of Theology. That is the religious teaching, and it is in the hands of young clergymen and professors of Theology, so that the instruction is well imparted—to the head at least.

Now for Greek. This begins in the fifth class (there are nineteen classes and sub-classes altogether) with the forms in Curtius' Greek Grammar, with exercises written and oral, and is carried on six hours a week; then come verbs in *mi* and all irregularities, with more exercises, written and oral, over and over again an hour a day for a year or more; the third stage and the third master brings the boy pretty well to the end of the grammar. He now revises all and keeps on learning Greek sentences off by heart and writing themes without end, and then he begins Xenophon's Anabasis, and reads two books—giving six hours a week to them under his fourth Greek tutor. He then reads Books I. and III. and parts of V., giving three hours to them, and three more under a fifth master to difficult exercises and extempore Greek composition. He then reads Xenophon's Hellenics, I., II., and, at home, Anabasis V., VI., with doctrines of moods and tenses, and, of course, the never ceasing exercises, (four hours,) also Homer's Odyssey, VI.—VIII., learning off by heart about 300 lines, (two hours)—and this under a sixth teacher. A seventh master then gives him more Homer (Odyssey, I., IX., XII., XXII., and V. VI. VII. at home,) while an eighth worries him with higher grammar and still more exercises. He now takes Herodotus VII., 1–147; Lysias or., XVI., XXXII., XIX., and more grammar, (four hours,) and then a ninth master leads him to the Iliad, where he reads Books I.—IV., VI., IX., XII., (two hours). He now gets to his tenth and eleventh Greek masters, who drill him in Herodotus V., 1–130; Lysias' speeches, XXIV., XVI., XXXI., exercises, &c., (four hours); Homer's Iliad, I.—IV., X., XIV., XVIII., (at home, V.—VI.,) (two hours); then he goes to Plato, and reads the Apology, Crito; also Lycurgus' Leocrates, Euripides, Iphigenia in Taur.; then Demosthenes, I. Philippics and Æschylus Prometheus, V., (a new master for the last). Then comes Demosthenes, three Olyn. orations, and Oration on Peace, Sophocles' Œdipus, and sec-

tions from I. and II. Books of Thucydides, with discussion of some sections of History of Greek Literature, (another master for the last). And now we reach *Oberprima* a., where are read three Philippics of Demosthenes; sections of IV.—VI. Books of Thucydides, more History of Greek Literature, Sophocles,—Antigone, and half of Ajax, Introduction to Greek Tragedy, (description of Aristotle's Poetica, &c.,)—this crowning study under the Principal himself.

We have no room to trace the study of English. It is enough to say that it ends with readings from Hemans, Shelley, Byron, Scott and Shakespeare. At the end of this course the student—then about nineteen or twenty—passes a pretty sharp examination and receives a certificate of ripeness, and now goes to the University. He matriculates—which simply means that he presents his gymnasium certificate to the Rector, enrolls his name, and then, at an appointed hour, stands in a great circle about the Rector, listens to an address on the duties and glory of a literary life, receives the right hand of citizenship, and is told to go in peace. He may attend as many or few lectures as he likes; no roll is called—so he may either listen to the professors he subscribes for or not as the humor seizes him. Each student has a book given him when he matriculates in which he inscribes the lectures he hears, and at the close of the term the professor signs his name in a column opposite the entry. A comic paper had a picture the other day of a student presenting his book to have a course on Roman Antiquities subscribed, whereupon the professor said with a smile, "I'm sorry I can't do it: it was *year before last* that I delivered that course." The lectures are divided into two classes—public and private—the first being free to all students, the latter requiring a fee of from \$1 to \$4 per term, according to the number of lectures per week. As the great strictness of the gymnasium work—the constant grinding that makes forgetfulness almost impossible—is excellent, so I think the full liberty of University life here is much to be admired. The student reads what he likes. An enormous library is at his disposal, no fear of impending examinations haunts his dreams, he studies for

the pure love of it if he studies at all, he has got past the beggarly elements and is ambitious to try his powers in some untrodden region of original research. The method of lectures, too, leaves the student free to think as he likes. The professor comes in fifteen minutes after the hour—usually greeted by a chorus of feet—throws a pretty bad hat to one side, never dreams of uttering a prayer, (even theological classes never hear a prayer,) but, tossing out a "*meine herrn*" while he adjusts his spectacles, plunges into his lecture. This latter is arranged in book form,—thoroughly arranged in chapters and paragraphs. These paragraphs the professor carefully dictates so that they can be taken down word for word. Then he speaks perhaps five or ten minutes, illustrating the principle or fact stated in the paragraph. During this oral part the students lay down their pens and follow the discussion with undivided attention to see whether or not the paragraph is sound and plausible.

A great part of these lectures are attended by students of all faculties, which tends to broaden culture. When young men leave the gymnasium they decide their future calling. In fact before they leave they shape their studies according to their aims in life. The young theologian usually reads in the gymnasium here besides the New Testament the Book of Kings, with the Hebrew grammar, some chapters in Ezekiel and Psalms, with about twenty chapters of Genesis and Deuteronomy, and that under the eye of one of the young professors of Hebrew in the University. But as in the gymnasium no lectures are given on Philosophy, or Art, or General History, &c., theological and philosophical and historical students must all mix together at the University in this great common field where their studies overlap. This enables a man further to study a subject in all its phases, *e. g.*, if he is studying Modern Church History he can hear a theological professor lecture upon it from his point of view, he can also hear a philosophical professor deal with it under Hegel's Philosophy of History; again, he can listen to a man discussing it under a History of Civilization, and thus be certainly kept from falling into ruts. This dealing with a subject in its widest aspects presents such a

broad field of investigation—that students are naturally inclined to choose some one study and make it a special matter for research. This tendency is further fostered by the Universities here. Every man who graduates must write a thesis on some point—no matter how insignificant—in which he must find out all that man knows about it, and then, if possible, add something to this stock of knowledge. Here are some subjects of theses: “The word *mochabee* philologically and historically considered,” “The root *men* in the Indo-European language,” “The use of interrogation in Homer.” “Absolute magnetic measurement of some Bismuth solutions,” &c. Corresponding to such studies we find professors lecturing on all conceivable subjects. Under medicine occur lectures on “History of Medicine,” “Deformities in man,” “Philosophy of sensation and movement,” “Baths and medical springs,” &c. Under Philosophy,—“History of Philosophy,” “History of Religion,” “History of Pedagogy,” “Scientific proof of personal immortality,” &c. Philosophy includes lectures on Greek, Latin, Sanskrit, Zend, Syriac, Assyrian, Hebrew, Arabian, Aethirpic, Egyptian (ancient), Turkish, Chinese and Japanese, Gothic, German, Anglo-Saxon and English, French, Irish grammar—(a big book of Irish texts with critical commentary has just been published here), Bulgarian, Slavonic grammar, &c., &c. Art provides lectures on “History of Greek Painting,” “History of Modern Painting,” “History of Music,” “Theory, &c. of Modern Music,” “History of musical instruments,” &c. But our space will allow no further enumeration. It may suffice to say that of professors and lecturers there are at Leipzig University in Theology 14, in Law 15, in Medicine 43, and in Philosophy, which includes the rest, 94—making a total of 166 specialists seeking to fill with their own particular enthusiasm some 3400 students.

H. McD. S.

THE Irish University bill provides that the honors and degrees of the new Irish University shall be open to women as well as to men. A society has been formed to procure the endowment of scholarships and other means of aid for higher education of women in Ireland.—*Ex.*

The Dalhousie Gazette.

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THE examinations will soon be here, and we think a few words about their effects might not be amiss. We believe that examinations were introduced first into Cambridge in the last century. Written papers were required from those seeking honours in mathematics. All colleges have since adopted them, as a means of testing their pupils.

We believe that competitive examinations, where the marks are published, are the best means that can be found for killing students, for making them acquire superficial knowledge, and disregard what will be of use to them in after life, and reducing education to a species of horse-racing. It may be urged in their favour that by this means we encourage willing students to work and force the idle to do some studying. Most horses, if you take them to the water, will drink, and the best way you can get them to drink is to leave them alone, so the majority of students will study from a love of knowledge for its own sake. And if a young man attending college has not sense enough to make the best use of his time, we are certain that this world will not benefit much by him.

Two examinations, we think, are all that are demanded in the patrician universities,—one on

entering and one for a degree. But our college—anxious mother that she is—demands an examination at the beginning and end of every term.

We have no time for any independent work either in summer or in winter, our whole course of life is guided by the pole-star—examinations.

In summer the Classical History and Geography employ all our spare time, and in winter we feel guilty if we spend a few minutes to read the daily papers, and feel that we should be hunting up some conundrum that may be asked at the sessional.

With a view to this terrible dread of a student's life we mark passages in our books “important,” we take good care to know the exceptions to exceptions, and never mind the principal rule, any very long exercise or proof we never try to master, no matter how important it is, for we think that it will not be given in a “three hour” paper. We are sometimes surprised at the amount of matter we can cram a few days before examination, we know too how long we remember it, and the difference between it and what we learn just for the pleasure of knowing. We have read of a student who repeated most glibly the dates and titles of the principal works of Cobbett, Gibbon, Burke, Adam Smith, and David Hume, and when asked whether he had ever seen any of their writings answered, No! Much good that knowledge would do him. The Calendar contains the names of those that did best on one series of questions; but it does not show the amount of knowledge that will be useful in after life, nor the energy wasted in acquiring some important thing that by chance was not asked, nor the dislike to subjects which had to be crammed because there was no time to study them thoroughly, nor the names of those who ruined their health in the race.

We stuff ourselves for an examination in the same way “that farmers stuff cattle for a prize show.” We sacrifice future usefulness in order that we may shine one day in the year, and have our names arranged in the “order of merit,” like so many pipes in an organ. What becomes of all the smart college boys? They seem to lag

hopelessly behind in the race of life. They are not chosen as representatives of the people. Out of the 100 men whom Nova Scotia sends to Parliament, only one is a college graduate? There is little difficulty, says the grim leech in the “Fair Maid of Perth,” in blighting a flower exhausted from having been made to bloom too soon. Nothing impairs the health more than studying for an examination.

The *Atlantic Monthly* attributes the “intellectual indifference” of educated men, and the want of independent thought among them, to the excessive strain of perpetual examinations. We think that we are required to pass too many examinations. The natural ambition in every student forces him to work without regard to the laws of health. Instead of the reward for knowledge being the inward feeling that we are getting wiser and more useful men, it is the pleasure of making a high mark at the sessional.

We believe that an examination for students that enter, so that the college would not be reduced to a mere school, and one on leaving the university to show that the student has “got vigor of thought, maturity of judgment, and a special knowledge to entitle him to a degree,” would tend greatly to improve useful learning among students, and fewer lives would be wrecked. Not likely in our day will we see fewer examinations, but the time will certainly come when there will be more collegiate freedom, and knowledge for its own sake acquired.

THE *Wesleyan* of January 7th, in an article on “College Grants,” makes a remarkable comment on the Chancellor's speech, wherein he says: “With the exception of Mount Allison College, we may say that not one of the six colleges specially referred to in the Act of the Legislature, have considered it wise or advantageous to take advantage of the opportunity afforded them of having their students tested by examiners outside of their own institutions.” The *Wesleyan's* comment is: “These words from the lips of Chancellor Hill afford the best possible proof of the absence on the part of the Faculty of Mount Allison College of all fear

respecting the testing of their students by examiners outside of their own circle." (Italics are our own).

It is peculiarly gratifying to learn that such is the case; that the "great ghost" terrifies the august Faculty not a whit; but as their curriculum has been considerably modified since the establishment of the University of Halifax, and as their Faculty is tolerably well represented on the Examining Board of such University, it must be patent to all that Mount Allison has little reason to entertain fear "respecting the testing of their students."

The *Wesleyan* throws out a hint as to the internal government of Mount Allison College. The Faculty apparently rule the students in matters extra-collegiate. The Faculty says to them: "Go up to the examinations of the University of Halifax," and they go, one and all, not from their own convictions of its efficiency as an examining body, but simply on the *ipse dixit* of the Faculty.

Such has not been the case with us at Dalhousie. Although certain of our professors have been among the supporters of the University, our students, as a body, have never been recommended to present themselves at its examinations. We have been left to the "freedom of own will," and if we have not given the University our support, "fear" has not been the deterring agent.

We are rejoiced to hear that Mount Allison students have done their share towards making the University a success: that victory has crowned their efforts. Such "absence of fear" should have its reward. May their Degrees prove a sufficient one—Degrees conferred by a University which, we predict, will be in 1882 "among the things that are not."

The *Wesleyan*, referring to the remark of Judge Johnston, that "Dalhousie, with a millionaire at its back, is apparently determined to destroy the other colleges and become the central teaching college," says: "Did Judge Johnston have reference to any offer calculated to entice young men from other colleges—Acadia, for instance—after a two-year's residence? We cannot say; but if we have divined his views

would urge him to dismiss his fears. The honor of the young men of our day must not be held at any discount."

We are surprised that such an attitude has been adopted toward Dalhousie College by the *Wesleyan*. Its remarks betoken spite, and are decidedly uncalled for. Does the *Wesleyan* mean to insinuate that it would be dishonorable in a student of the second year at Acadia, or Mount Allison, or any other college, to finish his course at Dalhousie? The *Wesleyan* well knows that, as a college, capable of furnishing a student with a good, liberal education, Dalhousie stands head and shoulders above each and every the sectarian colleges of Nova Scotia. And now that exceptional inducements are offered to students entering upon their third year,—inducements that will not fail to draw students perhaps, even from Mount Allison—the *Wesleyan* cannot conceal its envy and malice.

Should the Provincial Grants be withdrawn, and we trust that in the interests of higher education they will be,—notwithstanding the petition of the Board of Governors of Mount Allison College—the *Wesleyan* may see fit at a time not very far distant, to alter its opinions with respect to Dalhousie College,—may be compelled to recommend to students of the Wesleyan denomination, a higher education such as Dalhousie affords, rather than none at all.

THE *Argosy*, criticising an article that appeared in the GAZETTE in reference to the Halifax University, forces us to the conclusion that some people can write most about what they least understand. Though its two column article teems with therefore's, we cannot see where the GAZETTE was wrong.

The *Argosy* says that the University was established for those who are unable to attend any college. True enough. But to judge from the number who have passed the examinations, there is nobody in Nova Scotia unable to attend college. Those that passed the LL. B. examinations have all studied with lawyers. Every graduate has attended Dalhousie, except some that have *ad eundem* degrees. Any person

that cannot get money enough to attend a college in Nova Scotia is lacking either in brains or pluck.

Our contemporary says that the Munro Bursaries will not pay a student's expenses for a year. It either knows nothing about the amount required to keep a student for a term, or is ignorant of the amount of the bursaries.

In conclusion, we will recommend our contemporary to study English grammar before it wrestles with the statutes of Nova Scotia or tries to direct the government of this Province. We never knew before that a college paper was of the masculine gender; but the *Argosy*, referring to "our contemporary the GAZETTE," quotes what "HE" says. Several other errors of a like nature occur, but in our opinion it will be a good elementary exercise in grammar for our contemporary to correct its own mistakes, so we will leave it for the present without further comment.

OUR thanks are due to Professor Johnson for late numbers of the *St. James' Budget*, a London periodical.

SODALES.

January 7th.—A general students' meeting was called at the instance of the Reading Room Committee, who complained about the conduct of some students, but everybody being in a forgiving mood, the disputes were soon settled.

Carson resigned his position as a member of the Committee and Dickie was appointed to fill his place. The annual sleigh drive was then brought forward, and McDonald, Campbell and Davidson were appointed to manage the matter.

The President of Sodales then took the chair, and the advisability of reorganizing the Parliament was taken into consideration. The members all agreed that a mock parliament was more interesting than the ordinary debate. W. McDonald, McInnes and Moren were appointed a committee to frame a code of by-laws to be presented next night of the session. W. McDonald undertook the task of forming a government for the first session.

"Do the good effects arising from boat-racing counteract its concomitant evils," was then discussed. Mellish, the opener, made a very good speech. Forsyth then replied. When speakers like McDonald, Campbell, Dill, Elliot and McColl took part in the discussion, it is needless to say that the debate was conducted with spirit. The meeting decided by a large majority in favor of boat-racing.

The Parliament was convened on Friday evening, 15th inst. Davidson was elected Speaker and Costley Clerk of the House. W. McDonald announced that he had been successful in forming a Government, the members of which were:—W. McDonald, *Atty. Gen.*; George M. Campbell, *Com. of Mines*; Hector McInnes, *Prov. Sec'y*. A most elaborate and encouraging Address from the Throne was replied to by Elliott and Macdonald in still more elaborate and encouraging speeches. Members on the Opposition side of the House criticised the Address, which, however, passed the House unanimously.

The Government introduced a resolution with reference to the University of Halifax, condemning certain statements that had been made concerning it and advising its abolition. The utility of the University was the question upon which the most animated discussion took place. After stirring speeches had been made by Attorney-General McDonald, Provincial Secretary McInnes, Whitman and others, the members were called in and the resolution passed by the casting vote of the Speaker.

Friday evening, 31st inst., the Government and Opposition joined issue on the question: "Is the moderate use of tobacco injurious?" Government took negative side. Previous to discussion the House resolved itself into a Committee, with Knowles in the chair. Several matters of moment were brought up, among which were the course of popular lectures, sleigh drive, &c. The Clerk of the House resigned his position, but consented to act for the evening. Mellish requested that he be relieved from his duties on Finance Committee of GAZETTE.

The question for debate was then taken up, and, after a vigorous debate, the Government was sustained by a narrow majority. The

Pacific Railway Syndicate, according to Government's announcement, is to be discussed next session.

OUR EXCHANGES.

On a careful perusal of our neighbor—*The King's College Record*—we notice that of late, it does not exhibit the vitality that we would like to see, and falls short of that degree of excellence which we would expect from a paper representing such a college as Kings. Perhaps there may be many causes for this, but it strikes us that far too much of the *Record's* space is devoted to *poetry* of a very inferior order—especially to such a puerile conglomeration as appeared in the last issue. "Places I have seen" partakes too much of second class guide-book matter, to be of much interest to most readers. The *College Record Miscellany* column is well filled with recent news items.

THE last number of the *College Herald* is a decided improvement on previous numbers. "Autumn Scenes" is very good poetry. A special feature of the *Herald* is its locals.

THE *Collegian and Neoterian* has again put in an appearance. It has not yet succumbed under too great a weight of editors, but has its columns as replete as usual with very readable matter.

THE *Westminster Monthly* still goes on its way rejoicing, and continues to impress us favorably.

THE *Varsity Man* survives the harmless thrusts of the *Niagara Index* man, and continues to send forth things new and old.

FOR a modern example of inexplicable mysteries and jumbled up nonsense, give us the *Archangel*. We have tried in vain to understand it, and gave the task up in utter despair. Improvement never strikes *Archangel* editors as being needed, and still less, modesty. Listen to the presumption of this question: "Why do you not subscribe for the *Archangel*?" Give your readers an easier question, or else give something worth subscribing for. Perhaps some of the *Archangel's* contents are too lofty for our comprehension. This for example is what the editor says of the influence of tardy pupils on their playmates: "They will resort to the same method, and thus be imperceptibly drawn within the circle of that maelstrom, the vortex of which is conterminous with the lake that burneth with fire and brimstone."

THE last number of the *University Magazine* presents a good appearance, and made a good impression, but we fail to see the object of devoting so much space to foot-ball and game notices. It strongly advocates an Inter-Collegiate Press Association. So far we fail to see any great benefits to be derived from such an association, perhaps the *Magazine* for some of its advocates will make the matter clear. The *Magazine* ably represents the College of which it is the exponent.

THE January number of the *Beacon* is not up to its usual standard of excellence. This is no doubt owing to a change in the editorial staff. We trust to see improvement shortly. Perhaps for the success of the *Beacon* its staff changes too frequently.

WHILE acknowledging the *Niagara Index* among the best of our exchanges for literary worth, we are almost completely astonished at the carelessness in the make up of a late issue. Especially is this noticed in the proof-reading. In one article we noticed no less than six mis-spelled words. The liveliest department, in a way, of the *Index*, is the exchange column. It is quite amusing to read the abortive efforts of the exchange man who imagines friendly criticism to mean open challenge. We would advise our pugilistic friend to forsake the coffin in which he says he sleeps, and to avail himself of some of the enlightenment and civilization of the nineteenth century. If we thought it would have any effect in enlightening your understanding, we would send you *gratis*, a few extra copies of the GAZETTE, but we are doubtful as to the result.

PERSONALS.

J. T. WYLLIE, Scholarship man '78, is at present teaching at Nappan, Cumberland Co. We hope to see him back next winter.

J. ROSS, Freshman '78, is rusticated at North Earlton, Colchester Co. He will be with us again next session, and we expect to have an article or two from him before this winter is out.

A. WHITMAN, B. A., '77, is studying law in the office of Thompson & Graham, in this city.

WE have to add to the list of those mentioned in our last as having yielded to the charms of the fair sex during the year: Adam Gunn, B. A., '72; Robinson Cox, M. D., '75; R. Logan, M. A., '80; lastly, George Downey, Soph. of last Session. The latter stood his ground till near the close of the year, and then, unable to resist any longer, he succumbed. We wish all unalloyed happiness and prosperity.

WE are pleased to hear of the success of I. McLean, B. A., '79, at the recent examinations in Medicine at McGill College. He stood second with the high average of 85.

J. K. McCLURE, Sophomore of '79, has given up the lexicon for the plough, and is now tilling the soil near Minneapolis, Minn.

WE are glad to learn of the appointment of H. McD. Scott, B. A., '70, who has for the last three years been studying in Germany, to a Professorship in the Presbyterian Theological College at Chicago.

H. P. VEALE, Freshman of last year, at the Sessional Examination of the Diocesan College, Cape Town, Africa, succeeded in obtaining first prizes in Classics, Mathematics, Chemistry and French, and second in History. We hope he may be as successful in the remainder of his course in that far away institution.

DALLUSIENSIA.

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

Carmina Dallusiana—the Songs of Dalhousie have been published, and can be obtained from J. Davidson, at the College. Price—5 cents.

IN accordance with the advice of one of our Profs. it is reported that during vacation a Senior was engaged in studying *materially aesthetic* subjects—of the feminine gender. The issue of such a course is doubtful.

A FRESHMAN entered Notman's a day or two since and emitted, "I want to get drawn and then riz. How much will it cost?" Your reputation, sir!

A MOST remarkable result has attended the Seneoric investigations in Optics. The class is now praying for *more light* on the subject.

PROBLEMS FOR SOPHS.—(1). Determine the value of the *sines* of the times. (2). Find the centre of a *sewing* circle and from it draw lines to the circumference, if you can.

AT a recent oral examination in Ethics, very remarkable proficiency was shown. So were note-books.

IT is said that an Honour man in Mathematics recently applied the Binomial Theorem to the solution of the *Irish Question*.

THERE is a report that the senior editor was recently invited to a *children's* party.

THE College sleigh-drive comes off on Saturday afternoon. Wear mortar-boards. Nothing like them for warmth.

THE Reading Room was lately honoured with a visit from the Faculty. The cause was—the falling down of the stove.

"AS the investigation of this point is very difficult we will leave it for the advanced class," remarked the Professor to the Optics students. "Advanced class," consisting of one, looks all-important.

PROF. in Physics to Mr. C.—: "What's the force equal to?" Mr. C.—, (dreaming of one far away): "Yes, dear."

WHEN will such things cease! It's a Freshie this time. He tells everybody that his girl is all *right*. We tell him that if he takes the right he'll be left.

THE mid-sessional exams are over, and we understand that quite a number of the Sophs are in no danger of *moulting* at the sessionals, so far as Chemistry is concerned.

ITEMS.

Three Japanese ladies attended Vassar.

DARTMOUTH College has decided to admit females. Sensible.

COLUMBIA has the largest number of students of any American college,—1,484.

A SOPHOMORE has two books on his shelf labelled "Maud S." and "St. Julien."—*Ex.*

THE Jesuit Society have spent \$500,000 on the new Stonyhurst College, Leicestershire, England.

THE late Miss Barbara Scott, of Montreal, has bequeathed \$32,000 to McGill, for the purpose of founding a Chair of Civil Engineering; and \$2,000 for a classical scholarship.

THE coxswain of the Yale crew is a Chinaman, Num Yaw Chung by name, and weighs just 100 pounds.—*Ex.*

THE new Academy Building, Pictou, is completed, and was opened for use at the end of the Christmas vacation.

A CERTAIN Junior has at last discovered one advantage in the Faculty. He says they write to his parents so often that it saves him the trouble.—*Ex.*

A SENIOR asks a professor a very profound question : Prof.—“ Mr. W——, a fool can ask a question that ten wise men cannot answer.”

Student.—“ Then that is why so many of us flunk.

PROF.—“ Archimedes, you say, discovered specific gravity on getting into his bath—why had the principle never before occurred to him?”

Student.—“ Probably this was the first time he ever took a bath!”—*Ex.*

PROF. in Zoology to lady-student—“ Now what effect has any exterior object on the retina ; yourself, for instance, how do you appear on the retina of my eye?”

Lady-student.—“ I should think that I appear inverted.”

It is proposed by nine New England colleges,—Harvard, Yale, Brown, Amherst, Williams, Trinity, Boston University and Dartmouth—to modify their methods of examination, so that they shall have a uniform examination on the same day for all the colleges.

LAST year the number of students in attendance on classes in Arts at *Queen's College*, was 106 ; this year it has risen to 150.

THE word “ love ” in Indian is “ Schemleudamourtchwhger.” Such an easy one to whisper, you know.—*Haverfordian.*

THE Chinese professor at Harvard has three pupils. Gin Sling is the euphonious name of a Chinese Freshman at Yale.

TUTOR—“ What can you say of the second law of thought?”

Student—It cannot both be and not be. For example, the door over there must be either shut or open ; it cannot be both shut and open.”

Tutor—“ Give another illustration.”

Student—“ Well, take the case of another door.”—*Ex.*

ACKNOWLEDGMENTS.

PRINCIPAL ROSS, A. W. Mahon, J. R. Noonan, Rev. B. K. McElmon, W. M. Fraser, J. P. McLeod, F. Jones, G. Fisher, R. Landells, J. Miller, D. J. Morrison, E. C. Whitman, R. McDougall, D. McDonald, A. P. Logan,—\$1 each ; J. T. Wyllie, \$2.

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