

The Dalhousie Gazette.

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NO. 2.

CUPID AT SCHOOL.

AN ARGUMENT FOR CO-EDUCATION.

YOUNG Cupid was his mother's joy,
A child of most bewitching looks;
And yet he was a naughty boy,
Because he would not mind his books.

Some things he studied well, 'tis true,
For what he knew he got by heart,
And learned to practice all he knew;
So everybody called him smart.

Co-education came in vogue—
The new idea pleased him well.
"Now lads and lasses," lisped the rogue,
"I'll teach you all to love a spell."

Such words as "dear," "divinest," "maid,"
My "angel," "sweetheart," "darling," "dove,"
The school soon learned—they even played
With letters—letters learned to love.

The teacher taught the "Rule of Three";
They asked was there no "Rule of Two."
She said, "Oh no! that could not be."
But Cupid said there was, he knew.

Geography seemed pastime gay:
The lads found "Nancy," "Charlotte," "Ann";
The maidens soon found "Lover's Bay,"
Then "Heart's Content,"—the Isle of Man."

Dull grammar grew as sweet as song.
That nouns have gender all could see,
That adjectives to nouns belong,
And nouns and certain verbs agree.

"This verb is active," whispered John;
"I love, dear Jane—this tells the truth."
Blushing, she pointed further on:
"Passive, for you are loved, dear youth."

"I would be loved," hummed Mabel J.
"Ah! that's the mood!" spoke Tommy S.
(Surprising her). "And if I may,
"I'll call you 'sweetheart'—may I?" "Yes."

"If I were loved," sighed Mary Gold,—
"You are!" cried Alf, "I do declare!
I'm only waiting to be told
To parse 'am loved'—Oh, may I, fair?"

Of course he might! how could she be
So cruel as to tell him "nay" ?
So Cupid danced for very glee,
While grew the school from day to day.

O naughty Cupid! thus to fool
Your Mother Venus, throned above,
And, while she boasts you love your school,
Bewitching all the school with love.

—Selected.

PROFESSOR FORREST'S ADDRESS.

(Concluded.)

As might naturally be expected in a new country like the United States, they have been called from time to time to deal with the questions of educational reform that have been under discussion throughout the whole world. It may sound strange to some to say that the United States is a conservative country; nevertheless, I believe the statement is true. There is less extreme radicalism in the United States to-day than in many of the countries of Europe where liberty is a thing almost unknown. Changes are made, but the reason for the change requires first to be clearly demonstrated. Changes in the system of higher education have been most carefully discussed and very cautiously introduced. The cry against the Classics has been very loud and has doubtless had considerable influence. The study was denounced as antiquated, impracticable and useless, and predictions were confidently uttered that it would not be long till the whole system of education would be changed, and young men would be asked to study nothing but what would be directly and practically useful. But in the discussions that have taken place the friends of the old system have shown conclusively that whatever strengthens and develops the mind is

directly and practically useful, and that for this purpose nothing can take the place of classical study. If the education of young men is to be narrowed down to the mere acquiring of such knowledge as requires to be put in practice in the daily work of their shops and factories and offices, its sphere will be narrow and limited indeed, and it will be almost impossible to decide what should be studied and what omitted. Not one subject in five of those we study is ever afterwards required in the practical duties of our worldly callings, and yet not one of them that has ever really been a subject of study to us but strengthens the intellectual powers, and so benefits us whatever our calling may be. After all the discussions that have taken place in America, practical and utilitarian though it may be, the almost universal opinion prevails among educationists that there is no such thing as liberal education without the Classics: that however important the study of modern languages may be, it never can take the place of classical study. The views of the advocates of the new system have had their influence. However important classical education may be, it is only a part of education. The sort of compromise that has been effected in most of the colleges, namely, making a large part of the studies compulsory, and yet leaving a considerable portion elective or optional, seems to be a very reasonable settlement of the question. The required study of Greek and Latin ends at Harvard with the Freshman year, but in the elective courses the student can have all he desires in the next three years. At Yale, about three-fifths of the work of the first two years is devoted to Classics, and, if he desires it, the student can still give one-fourth of the work of the remainder of his course to the same study. At Michigan, about two-thirds of the Freshman and one-third of the Sophomore and Junior years are devoted to Classics. In all the smaller colleges the required amount of Latin and Greek is less, and the books read are easier. The study generally extends to the close of the Junior year.

The mathematical study is confined to a shorter time, and the amount required is less than in the case of Classics. In Harvard the

required Mathematics ends, as in the case of Classics, with the Freshman year, but the elective courses enable the student who wishes to give whatever attention he pleases to the subject. At Yale, the required Mathematics takes up about two fifths of the first two years, and at Michigan, about one-third of the same years. In other places the required amount varies very considerably.

In the study of the Sciences and of Philosophy, a very great variety exists. The idea which I formed, whether correct or not, was that whenever a college obtained the services of one or two men who were strong in any particular branch it seemed to develop in that direction. Increasing attention is given every year to the study of modern languages, particularly French and German. The study of History is given an important place in all the larger institutions; Harvard, which gives most attention to it, offers twenty-eight hours of instruction a week in the various classes, which is five hours a week more than it gives to the study of Philosophy, and only one hour less than it devotes to Mathematics. Considerable attention is given to Rhetoric, writing and speaking, and to the study of English literature.

The system of elective studies was introduced in the face of very strong opposition. Many of the best educationists in America to-day have very serious doubts regarding it. They argue that young men at college are not the best judges of the course that is suited to their mental training and development, and that too great a latitude in optional studies is almost certain to result in a large number of students taking those studies which are, to them, most agreeable, simply because they are easy and do not require such close application or call for such hard work. Still, there is no doubt that this system is rapidly gaining in popularity, and every year seems to give it a stronger hold on the professors and students in those colleges into which it has been largely introduced. In Harvard all the classes of the Freshman year and about one-third of those of the Sophomore and Junior years are prescribed. All the rest of the course is elective. "Of the success of the

elective system as a whole," says Professor Ames, "there can no longer be any rational doubt. The standard of scholarship and the proportion of students animated by a spirit of work have greatly increased. Indeed it is surprising that the college authorities should have so long shut their eyes to the fact, demonstrated by the experience of men in all times, that the only scholarship or training worthy of the name has been won by those who have struggled with earnestness and enthusiasm for excellence in a favourite pursuit." In a work published in 1870, President Porter, of Yale, most vigorously defends the old system, and opposes anything like a general adoption of the elective system. But, in 1876, Yale introduces a system of elective studies, and now nearly one-third of the work of the Junior and Senior years is elective. In most of the other colleges the system is rapidly forcing its way.

The religious and moral progress made in the American colleges during the present century has been very great. If statistics are to be trusted a most desirable state of things prevails. The colleges of no country in the world present a more favourable appearance in this respect. But after all, I think we may safely say that the moral and religious condition of our students is always very much what it happens to be in the case of the rest of the community. If the religious life of the community is low, you need not expect to find much life in the colleges. At the commencement of the present century the state of morals and religion was low enough in America, and students were no exception to the general rule. At Bowdoin, Professor Smyth writes: "I can learn of but one who may have been deemed, at the time of admission, hopefully pious." At Williams, there was, near the same period, but one in the Freshman class who belonged to any church, none in the higher classes. And be it observed both these are denominational colleges. But in the course of two generations, so thorough has been the change that it is safe to say at the present time, at least one-half of American students are christian men and women. There is no country in the world where a more desirable state of things, in this respect, prevails;

and this is equally true of the non-sectarian colleges, of which there are seventy-six, including the largest and best in the land, as it is of those which are more strictly denominational. Indeed, the policy of the whole of them seems to be very much the same. The denominational colleges pride themselves on the fact that they are free from sectarian influences, and the non-sectarian colleges have among their governors and professors and students as earnest christian men as are to be found in the whole community. But what guarantee, some may ask, have you for the continuance of that state of things? Well, the only guarantee I know of is the religious life of the community. The experience in America has clearly shown just what the experience of older countries has shown, that if religion and morals are at a low ebb in the community at large no system of tests or restrictions will produce a different state of things in the colleges. In their history we have two truths clearly presented to us. First, it is not necessary to be sectarian in order to be religious; and, secondly, the reverse of this, it is not necessary to be irreligious in order to be non-sectarian. There is a body of religious truth common to all denominations, and the inculcation of these truths is all that the best of them aim at. Nor do I think it is different among ourselves. All our colleges assure us that they never attempt to interfere with the denominational views or relations of any of their students, and I believe them to be strictly correct. The chief difficulty is not that one institution is under the control of one denomination and another of another, but that having scrimp enough resources in revenue, professors and students for one respectable university, we fritter them away and make the whole thing ridiculous by trying to carry on six.

In the matter of order and deportment American students rank very high. Thomas Arnold's words in reference to Rugby,— "It is not necessary that this should be a school of three hundred or one hundred or fifty boys, but it is necessary that it should be a school of christian gentlemen,"— seem to be fully accepted and acted upon. "We treat our students as gentlemen," said one of the Yale professors to

me, "and we give them distinctly to understand that we expect the conduct of gentlemen in return." Disorder, noise and disturbance at public meetings, disfiguring or destroying of furniture or walls, are looked upon as very juvenile accomplishments, and are very rarely to be met with. The old traditional excesses which used to be looked upon as essentials of student life are rapidly disappearing. The students, being more mature, feel that they are men and act accordingly. The fine buildings, well-furnished and well-kept, exercise a civilizing influence upon those who occupy them, while the well-equipped gymnasia turn to good account that superabundance of animal spirits which must have an outlet somewhere.

During the past fifteen years great attention has been given to physical education and hygiene. Amherst has a regular professor of these subjects, and makes exercise in the gymnasium compulsory. Almost all the other colleges of any size have properly qualified instructors in charge of the gymnasia. It is now generally believed that it is not hard work which kills students, but lack of exercise and neglect of those common laws of health which everyone accepts, but which most of us ignore continually. A recent writer on this subject says: "The results that flow from a constant and careful practice in the gymnasium are numerous and excellent. To it is due in a large measure the improved bearing and better health of the present college men over that of their fathers. The typical college man is no longer sallow-faced, nollow-chested and week-kneed, but of strong nerves, muscular and vigorous. His health is better, his strength greater than the health and strength of the average New York or Boston clerk of the same age." This, however, is not at all remarkable. It is simply what everyone would expect. No laws are more generally believed and more generally disregarded than the common laws of health.

Turning from the United States to survey our own position, we are at first almost overwhelmed with a sense of weakness. Our building is very far from what it ought to be. Our grounds, what shall we say of them? Our

library is miserably small, and we have no gymnasium. I know there are many people who will say these are minor matters, that the great thing is to have a strong staff of competent instructors who will do such work as will draw young men from every quarter. I readily admit that this is the great matter, but I am very far from admitting that the others are small or unimportant. We must draw the affections of our students about our college, make them leave our halls with pleasant memories of the days they have spent with us, if we would have them return and bring others with them. Student life as we all know has trials enough. There is much to make it dreary and miserable. Our students are nearly all strangers in the city, and, from the very necessities of the case, their companions and friends must be found among their mates. It is no small matter, then, to give our young men an opportunity of becoming acquainted with each other. It is almost impossible to estimate the influence of a good reading-room and a well-equipped gymnasium. During the past nothing, absolutely nothing, has been done to make student life enjoyable. Thirst for knowledge has been the only influence on which we have depended for students. True it is the highest and noblest, but it is only one of many. To me the wonder is that Dalhousie has attracted so many students as she has in the past. It certainly speaks well for the men who, in spite of the many difficulties with which they were met on every hand, worked it up from nothing to the position which it now occupies. We need additions to our teaching staff. A professor who can give his whole time to Rhetoric and English literature, and an assistant professor of Classics and Mathematics are among our most urgent needs.

Outside of the college itself what we most require is improvement in our high schools and academies. As a Province we have made great progress during the last two years, but we are still lamentably deficient. Our academies, with one or two honorable exceptions, are utterly unworthy of the name, many of them are not even good schools. Without good academies it is utterly impossible that our colleges can make

rapid progress. We need to encourage a closer relation between our college and the academies. It was an earnest desire to call special attention to this which led the generous donor of the Exhibitions and Bursaries which are now at our disposal to devote so much money to this object. We believe Dalhousie is the Provincial College, and we should like to see every academy and high school affiliated with it. Much has already been done in this way, but our alumni and friends have yet a great work to do, a work in which every one of them may engage, and a work which will be exceedingly valuable to the college. Dalhousie has sent out already a body of young men of which any institution might well be proud. Many of them are rapidly advancing to positions of influence in the community. Some of them are already able to contribute to the necessities of their *Alma Mater*, and are displaying a willingness to do so. In a few years they will be the wealthy men of the land, and we feel sure that the institution which has done so much for them will not be forgotten. But even now all of them may do good service by calling the attention of young men of promise to the advantages of our college, and giving them a helping hand in the work of preparation. A few of our men deserve honorable mention in connection with this work.

But with all our discouragements we are very far from being without hope. There is a place here for us to occupy, a work for us to do. The great mass of our young men if educated at all must be educated at home. The matter of expense, if no other, settles that question. The class fees alone at Harvard amount to \$150 a year. At Yale they are nearly as much. With the very strictest economy a student requires \$500 a year at Harvard or Yale. This is the very lowest estimate. The average expenditure of students is nearly twice that amount. For this and many other reasons our young men must be educated at home. What hope have we of making up our college so that they may feel that they do not lose much by being compelled to remain at home? We have not been without encouragement in the past. For many years Dalhousie struggled on with no encouragements

save the growth which was the result of the hard work of the Professors who toiled on amid many discouragements. But the hard work was evidently telling and bringing the college prominently before the public. During the past two years one good friend has come to our aid, one who, although for long years absent from his native Province, has not forgotten "This is my own, my native land," one who, from years of labor in the field of higher education himself, has learned to sympathize with those who are engaged in the work as well as to appreciate its great importance. But we require more help. Surely the wave of liberality which seems to be spreading over the whole continent will not always pass us by. There is money enough among the friends of Dalhousie, in the city and country, hunting round for investment or lying in the Savings Bank at low rates, to remove the chief difficulty out of their way. When the tide of generous interest in higher education reaches us, we may look for new buildings and additional Professorships and better appliances of every kind. Almost all the colleges of America have buildings bearing the names of generous benefactors. What honored name shall be given to the building to which we shall move from the present one, which we have already outgrown, I do not know. There is room for some man to immortalize himself: to erect for himself a monument which will hand down his name to the grateful remembrance of unborn generations.

I have faith in the future. We have a good cause and a fair start. Let us as Governors and Professors and students do our duty and we need not fear the result. If consolidation come we are ready to welcome it. If isolation is the determined policy, then we are prepared for honorable competition. We have no harsh words for those who differ from us. Our worst and best wish is that they may be gradually gathered into our arms to enjoy with us the success which we fully believe awaits Dalhousie.

ONE of the Juniors says he's going to make up his back studies and act the fool this year, and be a Senior next year.—College Courier.

The Dalhousie Gazette.

HALIFAX, N. S., NOVEMBER 25, 1881.

EDITORS.

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SO much has been said in eulogy of music, its benefits and delights, that any observations of the same nature would run a great risk of being trite. The man who declared that

“ Music hath charms to soothe a savage,
 To rend a rock or split a cabbage,”

probably flattered himself that he had expressed an original idea, but he was mistaken. Centuries ago the ancients had the same thought, though not in burlesque, couched in the legend of Orpheus, who was said to have been so irresistible in his enchantment that he caused the very rocks and trees to start into animation at his notes and to follow enraptured his melodious strains. In the similarity between these two instances we are inclined to detect an illustration of a very curious yet valid piece of legislation, viz., the law which enunciates that ideas repeat themselves, and that there is nothing new under the sun.

Our purpose at present, however, is not to deal with the general question of music, but to make some practical remarks on that particular department of it which is concerned with what are denominated “College Songs.” Further back than the memory of most men extends it has been customary with the students of Dalhousie to enliven their sojourn within our walls by a number of excellent and appropriate songs, admirably adapted to express their filial senti-

ments towards *Alma Mater*, to celebrate particular occasions, and to subserve the general purposes of hilarity and good-fellowship. Often have the notes of “Sam Simons,” “Old Mr. Noah,” “Dalhousie Forever,” and “Upideeida,” swept along our halls in concord (?) of sweet sounds. Often have they mingled with the feast of reason and the flow of soul, and on them, we doubt not, many a voice first practised melody that since has thrilled assemblies or charmed the social circle.

Thus far in the present term, however, the musical talent among us has to a large extent been allowed to lie dormant, and the wonderful beauties of some of our songs have not yet been revealed to the transported ears of our new comers. This calls loudly for reprobation. Our songs are now printed on sheets and in the hands of most of our students, and it is to be regretted that better use is not made of them. The practice we understand, has been in vogue of utilizing for musical purposes the five-minutes' breathing space that is allowed us between lectures, and we earnestly advocate the immediate resumption of this custom. No time, we take it, could be better fitted to the performance, and few performances are so judicious for the time. The animal spirits which have been repressed during the hour are bound to find vent in some way or other whenever they encounter the free atmosphere of the hall. If the vent is not harmonious it must be the opposite, and the opposite is not as a general thing to be preferred. The hearty and energetic rendition of one of our popular songs at this period would, we think, tend to the preservation both of our gowns and of our personal equilibrium. Further than this, it would effectually ease the mind of the tension it has endured in class, and send the spirits in a proper flow of animation to begin the application of another hour. Aristides has *justly* said, “Music is calculated to compose the mind and fit it for instruction.”

For these reasons we hope to see this laudable practice at once revived, our songs rise into greater repute, and the College Chorus throughout the year enthusiastically supported. So shall we enjoy an agreeable and beneficial recre-

ation, develop the musical talent of which we are all in a remarkable and very enviable degree possessed, and moreover store up in the cells where memory lingers matter for happy reminiscences in days to come.

“Whenever I have heard
 A kindred melody the scene recurs
 With all its pleasures.”

CARMINA DALLUSIANA, may they live forever!

IN the Halifax *Herald* of August 27th there appeared an advertisement making known the date of the opening of St. Mary's College. After informing the public through this medium of the date of its opening, the “facilities afforded for obtaining a sound English and Classical education,” the advertisement concluded as follows:—“Parents are requested to send their children on the day of opening.” To us it seemed wonderful that a College that had accomplished so much as St. Mary's needed to be advertised at all. Surely the institution that had prepared students for the *Matriculation Examination* at the University of Halifax so successfully as to carry off prizes in 1879 and '80 needed not to advertise its excellencies, or inform the public of its day of opening. The great number of students in attendance at St. Mary's will have, however, reason to complain. For has not their President characterized them as “children.” To think of applying that epithet to persons so learned as the students of this college—some of whom may reasonably be expected to achieve such distinction as did two of their predecessors by winning prizes at the *Matriculation Examination* at the University of Halifax. Yet St. Mary's College, to which we are informed by the President none but children go, was to have received the same amount of money from the Province as Dalhousie or Acadia. At the coming session we shall expect to hear of the Government giving a liberal grant to the Infants' Home—and if it does it shall certainly give money to a more worthy institution than it does when it gives a grant to St. Mary's College. G. P.

THE following resolution was unanimously adopted by the Free Baptist Conference held at Barrington last summer. This section of

Baptists, though small in numbers, is perhaps the most intelligent body in Nova Scotia, and its resolution, so strongly favoring Dalhousie as it does, cannot but have weight with our legislators, should they during the coming session bring in a new College Bill. With all due sympathy for them in this affliction, we recommend a careful perusal of the following to our Acadia friends:

I. *Resolved*, That this Conference hereby express its disapprobation of the unjust principles heretofore in vogue of granting state aid to denominational colleges.

II. *Resolved*, That the Free Baptist Conference of Nova Scotia hereby express its wish for the consummation of the scheme for university consolidation, and recommend to its members active co-operation in promoting that object.

III. *Whereas*, Our wishes for university consolidation are not likely to be realized in the near future.

Whereas, The strongest sympathy with this movement that has found expression at any of the Nova Scotia colleges has been at an influential meeting of the Alumni association of Dalhousie College.

Whereas, The unsectarian nature and tendencies of the instruction at Dalhousie College, as well as its exceptional advantages of situation and the thoroughness of training are sufficiently evident to us.

And whereas, The State endowments and Provincial character of Dalhousie College gives us an undoubted right to partake of its privileges.

Therefore resolved, That the Free Baptist Conference of Nova Scotia hereby recommend an attendance at Dalhousie College, Halifax, N. S., to all the youth of the denomination who are anxious to secure a liberal education. G. P.

THE first issue of the GAZETTE made its appearance before the present staff of editors assumed the management of the paper. The majority of us were *novi homines* (this word having a common application as to gender), and altogether in the dark as to the intricacies of the sanctum. Pending our enlightenment, some more experienced friends kindly volunteered to release us from the task of bringing out the first paper, and in this way an article found entrance into our columns which did not subsequently receive our universal endorsement. This was the escapade entitled “Our Exchanges.” Our proper Exchange Editor for the year now wishes us to say that he repudiates all accountability for last issue's article in his department, as neither emanating from him nor being in his style generally. Our exchanges will please take notice of these facts.

WE take much pleasure in acknowledging with thanks the receipt of the *Nineteenth Century*, *Contemporary* and *Fortnightly Reviews*, from their publisher, George Munro, Esq., of New York. This is another token of the kind consideration which that gentleman entertains for whatever concerns the welfare of Dalhousie. It is no slight advantage for us to have at our disposal throughout the winter the cream of current literature, and we have no doubt that we will imbibe it with enhanced relish from regard for the source to which we are indebted for the favour.

THERE is one matter of very great importance to us as students, concerning which the GAZETTE has hitherto been silent. We can easily understand why this should be so, for it is with no small degree of shame that we are now forced to admit—that Dalhousie has no gymnasium. If any one wishes to be convinced that we need such an institution let him look at our present physical condition, and then look again on the 26th day of April, 1882, and see—a literal “shadow of our former greatness.” This Gymnasium Question is one to which Consolidation itself must for the present give way, and we consider it the duty of every friend and supporter of our college at once to give this matter his most serious attention.

THE Halifax Law Club meets every Wednesday evening in one of the college class-rooms (No. 2). We are requested to intimate that all Dalhousie students are welcome to attend its meetings and take part in its discussions. Those among us who have decided legal propensities would do well to take advantage of the opportunity thus afforded them; *proviso*, that by so doing they infringe not upon their fidelity to our own societies.

WE must ask our readers to pardon the many typographical errors in our last issue. The proof was carelessly read because of our having to hurry in order to get our first number out in time. The poetry on first page was especially

mutilated, and one of the mistakes in it is so misleading that at this late date we venture to make a correction. In the last line on first column for “When he leads her home alone” read “Where he reads her name alone.”

FOOT-BALL.

SINCE the opening of the present session Dalhousie has taken quite an unusual interest in foot-ball. Once a week, at least, the majority of our students have been indulging in a promiscuous kind of play between themselves. As a result of this practice, a challenge was received from the Halifax foot-ball team, in which we were invited to play a friendly match on Saturday, the 19th inst. Owing to lack of experience in the game, most of our students were unwilling to accept this challenge. Nevertheless, the following collegians reluctantly consented to represent the “College” in the approaching match, viz:—Campbell, Meilish, Patterson, Fraser, Reid, Jas. Macdonald, Taylor, Martin, Currie, Robinson, Johnson, J. Pitblado, Calder, MacLean and Torey. Macdonald acted as captain *pro tem.*, and, at 3 o'clock in the afternoon of the day appointed both teams appeared on the South Common—ready for action, with the exception of Robinson, Currie and Torey, in whose stead the collegians were forced to take Blair, Kaye and Fitzpatrick. Macdonald wins “the toss for goals,” and the game commences. Both sides start vigorously. (Dalhousie has no umpire; but no such thing as foul play can exist where Johnson is.) A singular display of heads and points immediately follows; but Dalhousie's inexperience is against her and a goal is soon won by the “Halifax.” After half an hour has passed away the collegians are more ‘at home,’ and, by maintaining a decided advantage until the end, almost succeed in compensating for what they have already lost. At length all is over, and the contestants disperse with cheers, barked shins, &c., which latter, we are afraid, fell largely to the share of the Haligonians.

Many spectators were present, the universal opinion being that this was the most interesting game of its kind seen for a long time.

OUR EXCHANGES.

THE last number of the *King's College Record* seems unusually good. The poet confesses that he is “hazy” about the meaning of “consolidation.” What a pity he could not be enlightened; perhaps he might see that the smothering of church or conscience is not necessary.

We need not say the *Century Magazine* is intensely interesting. As is quoted “a rose by any other name would smell as sweet,” so those who have learned to love *Scribner's Monthly* will not be disappointed in the present number of the *Century*. “It is not likely the magazine will ever change its name again,” it says; and the name is indeed one that will last no matter who may die. The frontispiece, a portrait of George Elliot, will be looked at with interest by all admirers of that great novelist and “prophet.” The sketch of her life is well worth reading, and makes us feel that we better know and appreciate that earnest, ever-active spirit. The opening chapters of “Through One Administration” seem to promise as rare entertainment as has ever come from Frances Burnett's pen. The *Professor* whose manner toward his wife was “as gentle and painstaking as if she had been the rarest possible beetle,” is an interesting character in his way.

The *New York University Quarterly*, a neat little magazine, next claims attention. “Entomology” is a good article, but notwithstanding the remarks on the life of that “merry little creature,” which, as Josh Billings says, “sings while it works,” most of us, we think, are more interested in its death.

The *Varsity* is one of the best, if not the best, of our college exchanges. We confess, though, that we would like its appearance better if it looked a little more like a magazine and not quite so much like a newspaper. Among the articles evincing much thought we notice “Plea for a New Ethik,” but it is almost “too utterly ut.” The theory that the university man is a species of harmless lunatic is maintained in an article headed “O, Harmless We.” We like that. No need to wonder now why gowns are burnt and torn; the university man is a lunatic,

of course, and, therefore, not morally or legally responsible for his actions. Happy those who, knowing that they are lunatics, still enjoy their freedom and sense of irresponsibility.

Not the covers of the *Niagara Index* would attract us, for we are not partial to column after column of advertisements. However, we take it up, and are soon assured that an attractive exterior is not necessary for an interesting within; nor after we have read the good articles on “Religious Institutions” and “Moralizing,” do we feel in the least inclined to discuss “Fiddlesticks,” in their moral capacity or otherwise. “Easy Times” sounds well, and is discussed in an easy manner.

Other exchanges received:—*Bates Student*, *Alabama University Monthly*, *Brunonian*, *University Magazine*, (Pennsylvania), *Knox Student*, *College Courier*, *Queen's College Journal*, *Collegiate*, *Clerk*, *Monmouth Collegian*, *Cap and Gown*.

SODALES.

THE second meeting of the above society was called to order at 7.30 P. M., on Nov. 12th, the President in the chair and a large number of students present. The minutes of last meeting having been read and approved, the society proceeded to discuss the subject for the evening, viz., “Which is the more beneficial for Dalhousie College, a library or a gymnasium?” Patterson appeared in place of the appointed opener, Campbell. He spoke for about ten minutes in favor of a gymnasium, and brought forward some arguments in support of his position. He thought that while we ought to cultivate our mental powers we should cultivate our physical as well. He believed that it was more profitable to have strength of body than strength of mind, McDonald on rising to respond was loudly applauded. His ideas were decidedly antagonistic to those of Patterson. He admitted that we needed exercise while we were studying, but thought we could get that without a gymnasium. We all boarded or lived at some distance from the college, and the walk to and from classes was all the exercise we wanted. Furthermore he

considered that a library was a necessity. A library, he said, just meant education, and a college without a library would be no college at all. Bell, being loudly called for by the meeting, arose and made a few remarks. He agreed in everything the previous speaker had said, and believed that a library was of infinitely more benefit to a college than a gymnasium. Johnson next assumed a standing position and moved out into the aisle so that he might have room to gesticulate. He was of opinion that a gymnasium was more beneficial than a library, and gave many logical reasons for his belief. During his speech he only twice endangered Freeman's cranium by his gestures. Murray then took the floor, or at least took a good part of it. He held that students generally left home in good health, and that six months' work would not hurt them; and that while to a person of good health a gymnasium was of no benefit, access to a library would be of infinite benefit to them. Many other gentlemen spoke, among whom might be mentioned McColl, Ward, Coffin, Crowe, Gammell and Landells. The question was put to vote and decided in favor of a gymnasium by a majority of one. The remarks of the critic were then heard, after which the meeting adjourned.

LOST, STRAYED OR STOLEN.

THE YALLER CHINEE.

(AS DISCUSSED IN THE CABIN.)

He kin pick up a libbin' wharobber he goes
By wukin' de railroad an' washin' ole clo'es;
He kin lib' 'bout as cheap as a leatherwing bat,
For he watches de rat market keen as a cat;
An' his bo'd an' his rations is pretty nigh free,
For a mighty smart cuss is de yaller Chinee.

* * * * *

When de bumble-bee crawls in de dirt-dobber's hole
To warm up his fingers an' git out de cole,
Dar's gwine to be fuss in de family, sho'!
An' one ob de critters must pack up an' go;
An' de Chinerman's gwine to diskiver right soon
Dat de rabbit can't lib' in a stump wid de 'coon!

When de woodpecker camps on de morkin'-bird's nes',
You kin tell pretty quick which kin tussle de bes';
Dar's a mighty good chance ob a skirmish ahead
When de speckled dog loafs 'round de tommy-cat's bed;
An' dar's gwine to be racket wuf waitin' to see
When de wukin'-man butts 'gin de yaller Chinee.

—Scribner's Monthly.

WHEN is a girl like a music-book? When she is full of airs.—*Collegiate.*

If a man's biography is history, why should not a woman's be called herstory.—*Collegiate.*

A YOUNG lady, who keeps an autograph album exclusively for male signatures, calls it her "him book."—*Ex.*

SPOT once edited a college paper and a rare old editor he must have been. A tailor sent him in his bill; it was returned, with a notice that "the manuscript was respectfully declined."—*The 'Varsity.*

The bride was led up the broad aisle,
Got up in the most killing staisle;

When asked if she'd be
A true wife to he,

She promptly replied: "I should smaisle."

—*Ex.*

PROF. (who was vainly endeavoring to make John comprehend) "John, I don't think that there's much difference between you and a mule." John—"O, yes, there is, Prof." "How much pray?" John (who stands a short distance from Prof.) "About six feet, sir." (Tableaux.)—*Ex.*

THE following is a good problem for Bursary holders:—If a milk-maid, four feet ten inches in height, sitting on a three-legged stool, get fifteen quarts of milk from four cows, how large is the field on which the cows grazed, and what is the name and age of the milkmaid? (Note.—Algebraical solutions of the above will not be taken.)

PRESIDENT PORTER of Yale College, lately gave the following advice to students of that institution:—"Young men, you are the architects of your own fortunes. Rely upon your own strength of body and soul. Take for your star self-reliance, faith, honesty and industry. Subscribe on your banner 'luck is a fool, pluck is a hero.' Don't take too much advice; keep at your helm and steer your own ship. Assume your own position. Put potatoes in your cart, over a rough road, and small ones go to the bottom. Rise above the envious and jealous. Energy, invincible determination with a right motive, are the levers that move the world. Don't drink. Don't chew. Don't smoke. Don't swear. Don't deceive. Don't read novels. Don't

marry until you can support a wife. Be in earnest. Be self-reliant. Be generous. Be civil. Read the papers. Advertise your business. Make money and do good with it. Love God and your fellow-men, truth, virtue and your country."

HOW TO SPEAK.—In promulgating your esteric cogitations, or articulating your superficial sentimentalities and amicable, philosophical or psychological observations, beware of platitudinous ponderosity. Let your conversational communications possess a clarified conciseness, a compacted comprehensibleness, coalescent consistency, and a concatenated cogency. Eschew all conglomerations of flatulent garrulity; jejune babblement and asinine affectations. Sedulously avoid all polysyllabic profundity, pompous prolixity, psittaceous vacuity, vaniloquent vapidty. Shun *double entendres*, prurient jocosity, and pestiferous profanity, obscurent or apparent. Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and veracious vivacity without rhodomontade or thrasonical bombast.—*Ex.*

DALLUSIENSIA.

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

WHO is the "Irrepressible"?

TAKE care how you wink at a young lady in church, especially if *her brother is with her.*

Is not the "Discriminator" *do(a)ne*?

AND now he is disconsolate, and mournfully sings, "When will the birds come back."

THE "Pen" is well filled with Fresh—.

STOP that "crowing" in the corridors or by—.

FELLOW-STUDENTS! we are going *for-ward*. Such expressions as the following are now heard in our lecture-rooms: "That's what I said *befo(o)re*, Professor!" *Heah! Heah!!*

ANOTHER case of *Tory* "readjustment"! S. says that he will be forced to take the *Grit* side of the question if the *Gown* be again molested.

MR. —, it is a *capital* offence to occupy such a position that your *head* prevents the other students from taking full advantage of the lecture (?).

REMEMBER that our Janitor from this issue, henceforth and forever, has a "new name" by *special request.*

REPORT hath it that a Theologue the other day, while walking on the sidewalk, struck his foot against a post and cried H—ll, but finished it by saying *lelujah.*

SCENE.—City restaurant. Act I.—Oysters à la stew. Act II.—A Senior fishing a couple up from the bottom indignantly demands—"Why were these oysters not skinned?" Finale—*Eheu! Seniores.*

Apropos of the subject debated at the last meeting of Sodales, don't forget the maxim "Matches are made in Heaven." It is our duty to say that the maxim as given above is incomplete. Our married Freshman *insists* that we give the rest of it; so here goes:—"With one end dipped in ——— brimstone."

PROF. to inattentive student. "Mr. —, what are the principal parts of Juvo?" Student begins, "Mithridates autem, etc," and the roar of applause that immediately follows evidently amazes him. We are sorry that we can't *fill-more* of our space with a further account of the episode.

THE sapient youth that intruded upon the German Class the other morning is requested to "call again" and "leave his card." The next time he will probably be greeted with three cheers and a "Tiger" from the overworked (?) students of that class.

WHEN purchasing any article students are requested to buy of one of those who advertise in the GAZETTE. Our advertisers in every line of goods are the best in that line in the city, and the students will find it to their advantage to deal with them. Besides this they will render the task of securing advertisements, when such are required, comparatively easy. Hereafter we hope every student, when he purchases, will purchase from one of those by whom we are patronized.

TAKE advantage of Notman's liberal offer, and thereby enable yourselves to keep the promises made when leaving home.

THE "cheek" of the Seniors is beyond credence. They without exception reported themselves as attending divine service *regularly*. In Heaven's name what next!

PERSONALS.

MCDONAND, B. A., '81, has gone to Harvard to study law.

DOUGLASS, a Freshman of '79-'80, is Principal of the High School at Albion Mines, Pictou Co.

CROWELL, B. A., '80, is studying Theology at Bates College, Lewiston, Me.

D. I. MORRISON, a Freshman of last year, is at home in Pictou.

PITBLADO, B. A., '77, is at present attending the Homeopathic College, Chicago.

E. L. NEWCOMBE, M. A., '81, at the last examinations in University of Halifax, took the degree of L. L. B., being first in First Division.

W. A. MILLS, for three years a student at Dalhousie and at one time on the staff of the GAZETTE, is now practising law at Sydney, C. B.

J. F. McLEAN, a Sophomore of '77-'78 is studying law in the office of D. C. Fraser, Esq., New Glasgow. We wish him every success in his legal studies.

CAMERON, one of the last year's editors, is studying Theology in the Theological Seminary, Auburn, N. Y. We hope he will not forget his old love but will send us many interesting letters.

McINTOSH, a Sophomore of '78-'79 is Principal of the Academy at Shelburne. At the teachers' examination last summer he obtained Grade A. license with the extraordinarily high average of 86. We hope to see him back again next winter.

AMONG the students at the Halifax Medical College this session are six Dalhousians,—Fulton, B. A., '76; Morton, B. A., '76; Kinsman, B. A., '80; W. B. DeMille and J. W. Reid, General Students here a few sessions ago; and J. H. Slayter, a Freshman of last year.

ROBERT SEDGEWICK, B. A., '67, President of the Alumni Association of this College, has been recently appointed a Q. C., by the Dominion Government. At the election for city officers this fall Mr. Sedgewick was

elected Alderman for Ward I, by a large majority over his opponent. We extend him our heartiest congratulations.

We learn that at a meeting of the congregation of Sherbrooke and Goldenville, held on Monday last, a unanimous call was extended to MR. J. L. GEORGE.—*Eastern Chronicle*.

Mr. George graduated from Dalhousie in '78, at which time he won the Governor General's Gold Medal. He obtained his degree of M. A. from Princeton last year. We are glad to hear of his success.

ACKNOWLEDGMENTS.

H. S. FREEMAN, Rev. I. S. Simpson, \$2 each; D. A. Murray, J. McKenzie, B. A., H. Fitzpatrick, R. D. Ross, J. A. Johnson, I. Gammell, J. Pitblado, W. F. Kempton, Robert Locke, Harmon Trueman, O. C. S. Wallace, Dr. Murray, F. S. Kinsman, B. A., Wendall McLean, George S. Carson, H. W. Rogers, J. T. Blair, A. F. McDonald, Charles A. Robson, John Waddell, B. A., Rev. A. G. Russell, B. A., \$1 each; J. G. Potter, 50 cents.

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