

Pres. Jones

THE DALHOUSIE GAZETTE

HALIFAX NOVA SCOTIA

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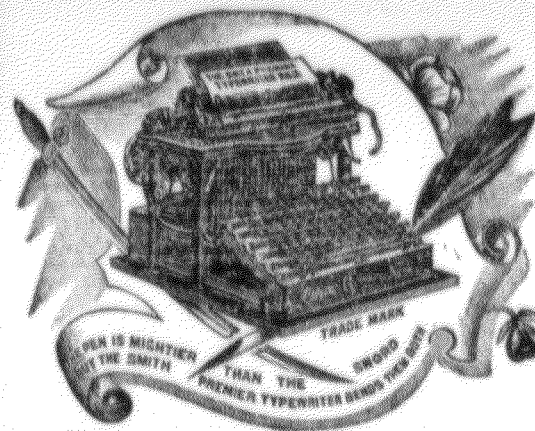
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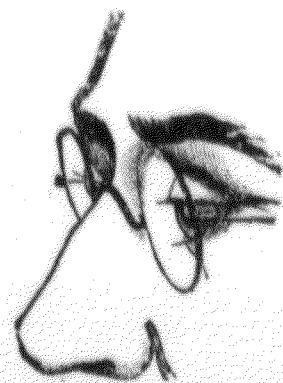
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THE TRANSVAAL.

ALL eyes are now turned toward that small slice of territory in South Africa, known as the Transvaal, where Great Britain is expending men and money. The history of the struggle has many times been told better than we can hope to tell it, yet as the subject is one of such interest we feel that we cannot pass it over without mention.

After the cession of the Dutch Colonies in South Africa to Great Britain in 1814, the British, using a contrary policy to the one they have used towards the French in Canada, made many radical changes in the customs and government of the country. The last straw that broke the patience of the Dutch was the abolition of slavery in 1833. They emigrated in small parties across the Vaal River, and in 1852 the Boer government was recognized by Great Britain.

By reason of its unprogressiveness and harsh treatment of the natives, the new state soon got into trouble. By 1877 the disturbances with the Kaffirs had become dangerous to life and property, and the revenue was not sufficient to carry on the government of the country. At this juncture the

British commissioner annexed the Transvaal to the British crown. The natives were then pacified and the internal affairs of the country put on a good footing.

As soon, however, as affairs were made smooth, the Boers rose against their rescuers. With the sluggishness which marked Mr. Gladstone's cabinets on nearly all questions of foreign policy, the war was carried on with very little energy, and after the defeat of Majuba Hill, peace was made, and the Transvaal was recognized as an independent state under the suzerainty of Great Britain.

The discovery of gold in the Transvaal led to a great influx of settlers. The Boers looked on these settlers very jealously, and though they took good care to tax them heavily, they made the conditions of citizenship harder and harder, until now an Uitlander is practically barred from becoming a citizen. The Uitlanders, who were mostly Britons and Americans, naturally chafed under this and much discontent prevailed through the country. The unfortunate Jameson raid in 1895 put matters back somewhat by making the Boers appear the injured party. A critical point was reached again within the past few months, but few thought that war would result, until Kruger put an abrupt end to the negotiations, by demanding that the British forces be withdrawn from the frontier.

The war which is now going on is a struggle between oligarchy and democracy; between freedom and despotism; and is only intensified by the fact that the contending parties are of different races. Victory for Great Britain will result in the annexation of the South African Republics, the giving equal rights to every man, and in the rapid advancement of the country.

The outbreak of hostilities has proved to the world that the loyalty shown by the colonies in the Diamond Jubilee was no mere fair-weather sentiment. Offers of help have poured in from all parts of the Empire. Dalhousie has sent her quota to the first contingent, and if the stage of sentiment should pass to that of necessity, we feel assured that others in our university will be found ready to fight for Queen and Empire.

THE FRESHMAN CLASS.

LAST month Old Dalhousie welcomed to her halls a hundred Freshmen or more—all sorts and conditions of aspirants to academical honors. Everyone of the hundred has come with preconceived ideas of a university and a university student, and no doubt, during the past month, those ideas have been modified. If a matriculation had been made at some English University, perhaps the thought that an ancient building clad in creeping ivy and black-robed seniors stalking through corridors musty with traditions had a necessary connection with a university might be expected; but very fortunately such a connection is not likely to becloud any young Dalhousian's idea. For the College building has often been admired as a type of the chaste collegiate style—"deplorably modern"; and since the abolition of the "toga"—a step much to be regretted—the Freshman has been saved from confusing the man and the gown.

A few, perhaps, have come to college looking at the social side of the question, some regarding the athletic side, but the majority undoubtedly thinking of the knowledge side. While each of these attitudes is in a measure correct, yet not any one exclusively will give the college ideal. No one is likely to overlook altogether the knowledge side, and common sense will not let us neglect the athletic side, but there are many who disregard the social side. Those who minimize this last miss entirely the fundamental spirit of the institution—the *universi* (fellowship) idea. Association of the right kind has a healthy, broadening influence on the mind and prevents that narrowness and illiberality, which is too often the result of constant individual study. Hence, that a student may get the full university training, it is necessary that he should join some of the various organizations of the college—especially the Y. M. C. A. and Sodales Societies, in which a man is broadened by the constant exchange of opinions and by meeting his fellows on a common ground. Nowhere will a man get better opportunities for helpful association than in college, and nowhere is he more in need of it. So it seems that the best prescription for a student is regular doses of

the *knowledge* side, varied by occasional doses of the *social* and *athletic*,—according to taste.

But before going further let us be clear regarding the "*knowledge*" side. The popular estimation of an education is made by the amount of knowledge. "How much do you know" is the question, and consequently the man with a prodigious memory is the best educated. This view is directly against the first principle of education and is especially harmful. For although memory plays a part in education, yet that part is by no means the most important. Not the gaining and retaining of knowledge is the principle of an education, but rather the training and developing of the intellect. The mind is not a container, but an instrument. We never aim to become "Abridged Encyclopaedias"—that is useless, not to say impossible—but we seek to so develop our minds that they may comprehend clearly and reason correctly—thus fulfilling the highest point of our being. To a true student, the point is never "What have I done?" but always "What can I do?"

From this, it is clear that he who has come to college with the sole object of adding *B. A.* to his signature will gain no more than the mental distress of drudging through so many volumes "because they are on the curriculum." Far better should he seek more remunerative employment, for the entire course will be lost time to him, and ten to one, the privilege of styling himself a "college man" will destroy what little good he ever had. There are some who, though far from such vain intention, nevertheless make examinations too much the motive of their study. This also is a wrong idea to work upon. Unfortunately examinations are a necessary evil. At present they are the only means of preventing one unworthy of a degree from disgracing the university. Through them is the only possible application of the principle, "survival of the fittest." But they were never intended to be the nightmare of the student. One who conscientiously studies his subjects through the term need have no fear of an examination. Being prepared for everything, he is prepared for anything. The "exams." are not a lottery; the good student is sure to get credit. Of course to the "eleventh-

hour crammer," they are a lottery, and for his attempt to memorize instead of assimilating knowledge, he deserves to draw a blank. The true value of a college course lies not in "exams." passed, but in the new thoughts, methods and habits gained. If a man leaves college with the habit of concentrated thought, he has not spent his four years in vain. The only legitimate motive for study is the pursuit of knowledge for the sake of knowledge and the training given in acquiring it.

The man who seeks to lead the class lists simply for the reason of being first, is more to be pitied than envied, for "emulation is the scholar's bane." He has done nothing more for himself in leading fifty students than in leading ten, because true worth is independent, not relative. This ambition is an intensely selfish and morbid state of mind. It is a coveting of flattery, a desire to purchase men's good opinion. With such a desire true manhood cannot exist, for "What am I?" is a greater question than "What do I seem to be?"—character, not reputation is the foundation of manhood. However, not all ambitions are to be so condemned. Every student's aspiration is to do his best—if he does otherwise, he is disloyal to himself—but his best ought to be done irrespective of any other's efforts. If it happens that another's best is better than his own, there is no need to be disheartened, for examinations are not always the true test of a thorough student. Furthermore, there are some points of man's many-sided nature that they do not test. The "Senior Wrangler" often turns out to be rather unsuccessful as a man. So if one cannot be brilliant, he can at least be thorough.

It may be that a student has chosen his vocation before entering college. It is a good thing to be working towards a definite end, it gives stimulus to one's efforts. But those who have made no definite choice need not lack a focal point. The fully developed manhood is an ideal essential in every calling. No doubt before leaving college they will have made a choice, happier perhaps than one made before entering. For the choice of a life's work is not a question to be decided in a moment. It is the most important problem that

demands solution. It can be properly solved only after long deliberation and in the light of complete self-knowledge.

Finally, Freshmen, be true to your *Alma Mater*. Let nothing you may do or say bring reproach upon her. Guard her reputation as that of your best friend. Remember that you are part and parcel of Dalhousie and that her prosperity is yours. Be a Dalhousian to the back-bone. Play football, join the societies—they are dependent upon you. Have an enthusiastic class spirit, but never let it conflict with the deeper college spirit. And above all be a *man*, and then you cannot be otherwise than be an honor to your fellow-students and to Old Dalhousie.

THE Law School commenced this session under the usual auspicious circumstances which have been recorded in the GAZETTE from time immemorial. We have the customary brilliant and distinguished first year class, a most learned and legal-minded second year, and a third year whose individual members fully realize their ability to go forth into the world and fight their battles on an equal footing with the best.

The aggregate attendance however is hardly so large as in the past two years. This fact may be due to several causes, but we believe is chiefly attributable to the tendency we have seen existing in the powers above us to make the path of the aspirant for legal honors more and more difficult, and which has culminated in a recent provincial enactment. We cannot but think that this policy is most wise, and destined to raise the already high standing of the profession, inasmuch as it will turn into other channels all those who are attracted to the law from indirect motives, and those who persevere, will have shown themselves good men and true, who chose this profession from genuine liking for its study and in open preference to all other professions.

UNDER an arrangement made by the medical students with the Faculty of the College, the Library is to be open every afternoon, Saturday excepted, between the hours of 2 and 5 o'clock, and is to be in charge of the several students appointed by the assistant librarian, Mr. Pratt.

PROFESSOR JAMES GORDON MACGREGOR, whose address at the opening Convocation is continued in this issue, was born in Halifax in 1852. His father was the late Rev. Dr. MacGregor, for many years agent of the Presbyterian Church in the Maritime Provinces. Professor MacGregor received his early education in the Free Church Academy, Halifax. Entering Dalhousie in 1867, he graduated in 1871, and shortly afterwards won a Gilchrist scholarship. He studied for three years at Edinburgh and took his B. Sc. from London, and in 1876 became a D. Sc. from the same university, after a two years' course at Leipsic.



In 1879 the late George Munro came to the help of Dalhousie by endowing the Geo. Munro Chair of Physics. The lectureship in this subject had been held by Dr. J. J. MacKenzie, who had died at his post in the spring of '79. Dr. MacGregor was chosen to fill the new chair, and when the Faculty of Pure and Applied Science was organized in 1891, he was made Dean.

Dr. MacGregor has been for many years a prominent member of the N. S. Institute of Science. As a professor, he has always been most indefatigable, and in spite of great obstacles in the way of scarcity of apparatus he has succeeded in turning out men from the Faculty of Science of whom Dalhousie may well be proud.

THE Law Department cannot allow to pass unnoticed the departure of Messrs. Oland and Murray for the Transvaal. Our circle is a small one, and even on occasions of no special importance a member is easily missed. But at a time like the present one, when we are viewing with pride the determined effort which Great Britain is making to uphold the rights of her subjects in the far distant Transvaal, the volunteering of two of our number to assist in upholding those rights must evoke in us a feeling of admiration for their action as well as sorrow for their loss.

Of the personal merit of the absent students it is unnecessary to speak. In athletic circles both took a prominent part. We can only pray God for their speedy return. In the meantime the GAZETTE mourns an efficient editor and the Law School two of its most popular students.

CANADA'S REPLY.

"Come if ye will," old Britain spake
To far born Britons 'round the sphere;
"Come if ye may, your timely cheer
Welds Empire links that naught can break.

Beneath our war flag wide unfurled
Your presence, tho' need seem not great,
Will quite confound mis-founded hate
And prove us one before the world."

This word, then to her instincts true
Our land lines up a thousand sons
In whom the blood of fighters runs;
While others fain would go, and sue.

They sail away, our solders brave;
Each, with bold enterprise at heart,
Goes forth not knowing which his part—
Triumphal march or gory grave.

God speed our boys; may bright renown
Be theirs who from our shores have gone;
And others, ready, follow on
If need arise where war lines frown.

E. G.

October 30th, '99.

THE UTILITY OF KNOWLEDGE-MAKING AS A MEANS OF LIBERAL TRAINING.

INAUGURAL ADDRESS BY PROFESSOR MACGREGOR.

(Continued from page 15.)

If the above discussion is sound, any system such as our modern system, from which the method of investigation is largely excluded, must be distinctly inferior, as a means of preparing young people for the work of life, to a system such as the one which has become old-fashioned, in which it is given abundant exercise. It is difficult, however, to establish an inferiority in a case of this kind from experience. For in any trial that may be made of the two systems, there must always be extraneous circumstances on which the burden of any observed inferiority may be laid. On the present occasion I cannot take time even to summarise such evidence as goes to show that the inferiority which is to be expected has been found to be actual. I must content myself with a mere reference to the result of what is perhaps the most decisive of all the trials which have been made, viz., that made in Prussia as to the relative educational efficiency of the Gymnasium, with its largely classical course, and the Realschule, with its largely scientific course. Both institutions had been conducted with characteristic German thoroughness with respect to the training of teachers and the provision of equipment, and the written examination system had been applied in a non-centralised form. Except in so far as tradition and the wider privileges of Gymnasium graduates may have led the more promising men to enter the Gymnasium, the two institutions seem to have worked under equally favorable conditions. Yet when in 1880, after a trial of more than ten years, the question of continuing to admit graduates of the Realschule to certain courses of the University of Berlin, came up for discussion, even the scientific professors testified that for the work of their departments, mainly scientific research, the men nurtured in the Gymnasium had been found better qualified than those who had come up from the Realschule. The effect of tradition and privilege may have had much to do with this result; and the means of instruction in science twenty years ago were of course not so elaborate as they are now. But it is significant, that in the light of the present discussion, it was to be expected that for success even in scientific research, *i. e.*, the making of new knowledge of natural phenomena, power of knowledge-making, though cultivated on linguistic study only, would be of greater

importance than the stock of scientific knowledge which it is the aim of the modern curriculum to afford.

Our own experience in Nova Scotia is less definite. We have not had the two systems running side by side, and can only compare the present state of things with the past; and the comparison is complicated by the fact that the present state of things is in many respects in advance of the past. But there is no doubt that the country is full of a deep and growing discontent, which, though it finds vent at times in ill-grounded criticism, rests in the main on a solid basis. The farmer, to take a single example, finds that the boys he sends to the High School rarely return to the farm. He blames the school, with its Latin and its multiplicity of sciences, and demands the provision of something more practical, such as the teaching of agriculture. There are probably many reasons why the farmer's boy does not return to the farm; but there can be little doubt, if my position is sound, not merely that he is not fitted, but that he is actually unfitted, by his High School course, for the farmer's work. The farmer must, above all things, be able to learn quickly and accurately from his own experience. His boy, after passing through an intensely modern curriculum, under the pressure of a centralised examining system, and under the guidance of teachers in whom, for the most part, the colleges have failed to develop the investigating spirit and power, must almost inevitably be less able to make knowledge for himself out of his own experience, than he would have been, had he remained on the farm; while even that part of his large stock of acquired knowledge which bears upon agriculture, must consist in general of inaccurate and ill-digested epitomes of sciences, in which he has little, if any, genuine interest. The farmer's discontent is therefore probably justified; but he is wrong in the details of his criticism. With the teachers who are at present available, Latin is the subject from which his boy will acquire, more than from any other, the essential power of putting that and that together. Although it is true that the usual synoptic study of the whole circle of the sciences will make his boy neither a farmer nor anything else, it is also true that a more informal study, a knowledge-making as distinguished from a mere information-supplying study, of bodies and the changes they undergo, and of plants and animals, rocks and soils, would cultivate in him the power of using his experience, give him, not much perhaps, but certainly some, real knowledge bearing on agriculture, give him the scientific experience requisite for the reading of agricultural

books, and give him a living interest in all the operations of the farm. Fruitful teaching in agriculture, however, is impossible. The teacher could teach it, only if he were a somewhat experienced farmer himself; and even if he were, he could not teach it adequately to beings with such limited experience as boys.

Nor is the farmer the only exponent of discontent. The feeling of dissatisfaction is general. And if my position is sound it might be expected to be general. For if our school discipline fails to cultivate in our youth the power of learning by experience, it fails to give them what is at least one great essential of success, not in farming merely, but in whatever form of work they may be called upon to undertake.

There is one other educational experience, perhaps specially characteristic of our time, to which I should like to refer, viz., the frequency of the success of the self-made man. His success is usually attributed to innate ability, organizing power, push, knowledge of men, and what not. To my mind it is largely due to a well developed power of learning by experience; and he owes that in great measure to the school of practical life, in which he has had his training. This school provides an entirely different curriculum from the one we have been considering. It furnishes its pupils with no outfit of information whatever; but compels them to hunt out for themselves such information as they may require. And instead of devising cunning ways of stopping the putting of that and that together, it compels its pupils, by sending them early into active life, to cultivate that power for themselves. Many of them of course go down; for no helping hand is extended to them, and the method is rough. But many manage to obtain the knowledge they require, learn how to put the that and that of their experience together, and graduate, often, as we should say, with high honours, in one or other of the departments of active work. They may not have been brought into contact with much that makes for sweetness and light, and may thus be deficient in literary and general culture; but for all forms of activity that demand the generalising of experience, their rough school has given them a training which is, in some respects at least, admirable. Can we wonder then that the practical man, who rightly regards ability to tackle the main work of life as the most important component of a complete culture, and who sees daily the comparative helplessness of the products of the modern curriculum, decides to send his son as early as possible to the school of practical life?

If, notwithstanding the imperfect manner in which I have presented the value of the knowledge-making power, you are convinced of its great importance, you cannot fail to be interested in the question: How are we to secure its cultivation in the school and college?

We may dismiss at once the proposal, suggested by what has been said as to the efficiency of the old-fashioned school, that we should return to the classical curriculum, or, at any rate, to language, as the chief means of educational discipline. Such harking back, even looked at from our present point of view only, would be bad policy, for two reasons, (1) because a combination of language and science study, if both are properly carried out, affords a far better training in knowledge-making than either singly, and (2) because, though an outfit of knowledge of science, adequate for use in the work of life, is no longer capable of being provided beforehand as part of a course of liberal training, the acquisition of power of acquiring knowledge demands considerable scientific experience. A curriculum of which science is an important component, therefore, should be retained, provided the science as well as the language be studied by knowledge-making methods.

Nor need we stop to consider the assertion, made by eminent educational authorities, that in the school at least, such methods cannot be employed in science, or that they have been tried and have failed. Both assertions are sufficiently met by the fact that under favorable conditions, they have been tried and have succeeded.* But it must be admitted that knowledge-making methods could not be introduced generally with success, under the prevalent conditions of the present day. For so long as a large body of varied information is an essential condition of academic distinction, so long as the written examination is used as the main test of proficiency, and so long as teachers themselves have not had the investigating spirit developed in them, the school cannot cultivate the knowledge-making power in any large measure.

Reform, to be radical, therefore, must begin with the universities, and with the leading universities. They only can make the conditions for degrees what they please, and they only can hold the examiner completely in check. The smaller universities and colleges must, in the interests of their students, follow more or less the lead of their bigger sisters; and though Councils of Public Instruction and other bodies which govern schools may be largely free to modify

* See Armstrong: *The heuristic method of teaching*; Special Reports on Educational Subjects, Vol. 2, 1898; Education Department, London.

their curricula and to regulate their examinations, they cannot secure the services of teachers who are imbued with the investigating spirit, until that spirit has become embodied in the universities.

But while radical reform may not be possible at present, partial reform can be carried out even by a college such as ours, by its steering a middle course between encouraging the use of knowledge-making methods and supplying the information demanded by the larger universities, and by thus cultivating the power and the spirit of investigation to as great an extent as may be possible under present conditions. And the reform thus inaugurated may be extended to the schools of its district, through the teachers supplied by the college, if the governing body of the schools is willing to co-operate.

It is impossible, in the course of a short address, to discuss in detail the changes in our Nova Scotian school arrangements, which would seem to be desirable from our present point of view. Nor could any one man, with the limited experience that one man must have, give wise advice as to how exactly present defects should be remedied. The first step towards reform is the establishment of principles. And once we have become convinced of the fundamental deficiency of a school system which fails to train young people to use their experience, and so strongly convinced as to be able to overcome the timid conservatism which

"makes us rather bear those ills we have
Than fly to others that we know not of,"

details as to the changes which should be made, may be expected to reveal themselves to sympathetic discussion. Meantime, however, it is obvious, if my position is sound, (1) that our centralised High School examining system should be abolished, (2) that our method of testing candidates for teachers' licenses should be so changed as to enable us to recognise those who are really competent to teach, especially to teach science, and (3) that our course of study should be remodelled so as to aim no longer at furnishing an impossible universality of knowledge, but rather at cultivating the power of acquiring knowledge and the power of learning from experience.

So far as this college is concerned, our main difficulty in introducing knowledge-making methods is the equipment which they demand. Our curriculum, it is true, might with advantage be made less comprehensive; but even now it is not of the extremely modern type. It would be well also that, in science at least, less importance should be attached

to the written examination; but under present arrangements we supplement this test by such others as the professor of any subject may recommend. The difficulty due to lack of equipment, however, is a serious one; and I trust you will bear with me if I refer to it in some detail.

Our present professorships in language subjects afford quite a sufficient variety in the departments of linguistic study which are open to students. But since, in the selection of scientific subjects, they should be guided by their tastes and intentions as to subsequent career, all the main departments of science should be equally open to them. Professorships in at least Biology and Geology therefore, in which at present we have only honorary lectureships, should be added to our equipment. And they are needed, not only to enable us to provide a sufficiently varied liberal training, but also to put us in a position to do our duty by the schools. For in a country like ours, which is largely agricultural and has a population extensively engaged in mining industries, it is of the utmost consequence that we should be able to supply the schools in agricultural and mining districts, with teachers so filled with the investigating spirit, and so familiar with the study of plants and animals and rocks and minerals, as to be able to rouse the enthusiasm of their pupils for the work which they are best fitted by their early experience to carry on.

Then, if our students are to be enabled to do fruitful knowledge-making work, they must be furnished with the requisite books and appliances. In the languages, and in such subjects as Mathematics and Philosophy, they can do such work, even with the most meagre equipment. But in all the subjects which have an inductive aspect, unless indeed there are some which can be studied more profitably for other purposes than the development of the knowledge-making power, students must have access to a library in which they can acquaint themselves with the researches of others, to collections of scientific specimens not otherwise accessible to them, and to laboratories provided with the necessaries of practical work. The physical, chemical, biological and geological laboratories are not the only ones required; for psychological work can no longer be carried on in the inner consciousness, and the scientific aspects of the literary, historical and economic subjects demand workshops stocked with books. Some facilities for practical work in some of the departments mentioned we of course possess; but in others we possess none at all; and in those in which we have made a beginning, we cannot be said to have done

much more. If we are to do sound knowledge-making work, our stock of books and collections and apparatus must be largely increased.

(To be continued.)

OUR GRADUATES, 1899.

ARTS.

ALMA HELENA HOBRECKER was a city girl and a former student of the Halifax Academy. She was one of the most popular girls who ever took the college course. Her musical talents contributed much to the success of the college entertainments, which were made still pleasanter by her ability in managing refreshment committees. She is back with us this year studying for her M. A. in Philosophy and is right royally welcome.

GERTRUDE LOUISE LAWLOR was a mathematical young woman from Dartmouth, who graduated with high honors in that branch of study. She was a source of revenue to the Ferry Commissioners, although they never knew it, for they could not understand why a certain theologian found such inspiration on the other side of the harbour. She is displaying her talents in Truro this year.

"C. C." (MCINTOSH) came from Malagawatch, C. B. His Gaelic was as good as his English and his English was not the worst. He was quiet and retiring in disposition, never setting himself up that he might be seen of men. Like so many of his class he affiliated with Pine Hill, where he may now be found.

IN PICTOU COUNTY ANNIE MACKAY spent her youth, from Pictou Academy she entered college, and in Pictou County she is now sparing the rod. On all occasions she displayed great knowledge of Pictou County chronology. Her relations with the college paper made her skilled in finances, which will doubtless prove useful in after life. Her ready wit made her a popular Pictou County girl. May Pictou Academy and Pictou County send us more like her!

GEORGE NORRIS MACKENZIE hailed from Parrsboro, N. S. He matriculated into the second year and was one of the bright and shining lights of that wonderful class. At first his voice was heard in Endeavor meetings and such gatherings, but he soon turned to Philosophy and other things. He was a splendid philosophy student, and at his graduation carried off high honors and the University Medal. Much as he shone in class, he was seen to best

advantage in his boarding house, smoking a philosophic pipe and dragging the bewildered Fulton through the mazes of Philosophy and Theology. After his graduation, G. N. went into journalism, becoming editor of the *Parrsboro Leader*, but his health failing, he was forced to go south to recuperate. We hope that he may soon be back fully recovered.

JANIE MACKENZIE came to us from Bedford. She did not work hard in her college course, but managed to pass her exams. creditably. She is studying for her M. A. in English this year and taking some extra classes. Our old students are always welcome back.

GEORGE WILLIAM MACKENZIE, St. George's Channel, C. B., came into the Sophomore class from Pictou Academy. First he thought of joining the class in practical Geology, which he saw at work in the field in front of the college, but finding out from the President that that was impossible, he gave his attention to Mathematics. Mackenzie was popular with those who knew him, and was a good student. He graduated with Honors in Pure and Applied Mathematics.

LEANDER BLAIR McLELLAN was comparatively unknown to the audience at convocation last spring when he came forward to be "capped." It was because he had been out some time between the third and fourth years of his course. He was a nice fellow to meet and had considerable ability.

ALBERT MORRISON McLEOD ("Riser"—from *ridere* "to laugh") like Sir Walter Scott was a "Greek dunce" but like the poet and novelist had a good mind for all that. Albert was a singer, a society man, a football player, a Y. M. C. A. man, a C. E. man, etc., etc. He was good hearted and independent minded. He is now at Pine Hill,

JAMES RALPH MESSENGER ("Queerstick") was the most sensitive and moody student in the class. We never rightly understood him and we don't think his class did; but the one or two who managed to become intimate with him declared him to be all right. He took Honours in Mathematics.

LAW.

ONE of the most popular men of this class was WILLIAM SMITH GRAY, B. A. Billy spent seven years in Dalhousie, having graduated in Arts in '94, and after a short pedagogical career the fall of '96 brought him once more under the wing of his *Alma Mater*, a full fledged Freshie. With splendid ability and good power of application Billy figured prominently as a leader of classes. During the last two years of his course he was

Librarian, and filled the position effectually, and in a manner helpful to his fellow students. While never participating actively in sports, Gray was a red hot college man, and no one would more enthusiastically celebrate a victory of the football team or strive more earnestly to be cheerful after defeat. He has been but recently admitted to the bar, and is not yet decided as to where he will begin practicing. Combining a keen analytical mind with sound judgment and strong determination we predict for him a very successful career.

JOSEPH DUNCAN MATHESON. As we write his name a low musical chuckle rings in our ears and we look up expecting to see Joe, but it is not he; it is only the ghost of his former laugh which by the laws of habit and accommodation we inevitably recall as our thoughts turn toward him. Matheson possessed great mental strength, but even as Samson and Achilles had their vulnerable points, so to utter a few words of Gaelic was to gain immediate entrance into Joe's heart, and this fact enabled certain members of the fairer sex to take unfair advantage of him. He was always eager for all arguments and would discuss anything from Scotch whiskey to the transmigration of souls, and would generally get the better of the discussion. We do not know where Joe intends to settle, but wherever he may go we feel assured that he will show himself one of the ablest of the many able men of the class of '99.

ONE of the "pater familias" of the Law School was FINLAY McDONALD. Witty, eloquent, and congenial, he was a welcome visitor to Mock Parliament, where his speeches commanded the closest attention of the house. His last act of mischief before graduating was to attempt to inveigle John Cameron into matrimonial matters, which, although unsuccessful, caused the genial Finlay to laugh heartier and grow fatter. He opens an office in Sydney, C. B., shortly, where a large practice assuredly awaits him.

THE last session of the Law School passed in its exodus of embryo lawyers, a distinguished embryo, who some day will germinate into a beautiful rosebush in the garden of jurisprudence. At present he is suffered to be at large in the wilds of Pictou County, plugging for his preliminary examination, which by superhuman efforts in conjunction with a private dispensary, he confidently expects to pass. Reader, this is JOHN WILFRID LAURIER MCKAY.

NEIL McMILLAN, known as "Neilly," "little Neil," and by divers other pretty nick-names, will practise his profession in Sydney, C. B. Neil was a good student and will make his mark in his chosen profession. While at college he and "Red Hugh" were scheduled to box twenty rounds in the college gymnasium. The event however never came off, but an elocutionary contest in the Moot Court was substituted therefor.

When JOHN C. O'MULLIN entered the Law School everybody used to laugh at the big Freshman. Shortly afterwards they found out what stuff he was made of and they called him "genial John." Always followed by "Billy" Grey and other celebrities, he was ever the leader of midnight excursions, etc. With his matchless eloquence and lucid knowledge of the law, his elevation to the judiciary in a few years, Dalhousie confidently expects.

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MEDICAL.

W. B. ALMON, poet and artist, grandson of Senator Almon, began his career as a student of engineering at King's College, Windsor. Then he wisely decided that his forte lay in the noble art of healing, so came to the Medical College in '94. Good natured, witty and obliging, Almon was always a favorite with his class mates and wiled away many a dry lecture hour by his "illustrated poems" in the note book of some fellow student, as he never owned one himself. During his last year he discharged the duties of clinical clerk in the V. G. H. with very much satisfaction to the visiting physicians. He has been spending the winter in Paris taking a post-graduate course and no doubt writing in poetry to the pretty French girls, for whom and for "champagne suppers" he had always a deep affection. We wish him every success.

EDWARD PAYSON ATKINSON entered college in the autumn of '95 and veritably bewildered his class mates by the modest display of his intimate knowledge—not only of primary subjects, but likewise of the various theories put forth to explain disputed medical questions in general. "Osler" was born somewhere in the vicinity of Bay Verte, and spent some time in his native province, New Brunswick, in the capacity of a pedagogue. He was an exceedingly genial fellow, a peace-maker among his mates, a shrewd and thoughtful student, and an ardent and devoted lover—of his chosen work. His skill in physical diagnosis is evidenced by his winning the class prize offered in that subject. The doctor now enjoys a lucrative practice at Northport, N. S., and we all join in the hope that he may continue to occupy the "milk-stool" of success, and that his "raft" may sail in the placid waters ruffled only by the gentle favoring "gale."

WENDELL VANKLEECK GOODWIN hails from Baie Verte, N. B. Previous to entering his medical career, he spent some years in the teaching profession of his native province. Having decided on entering the arena of medicine, he chose

Dalhousie as the scene of operation, and so we find him matriculating in the class of '99. "Good," as he was known among the boys, was always a jolly fellow, and we are told that in his year he alone had the peculiar faculty of keeping on the good side of Skelly. During his last two years at college he was the popular Secretary of the Medical Society, and was always ready to advance its interests. His college course was marked with more than ordinary ability, and although never a hard student, his name was always to the front in the class lists. He has located at Bass River, Colchester Co., where his ability and genial manner will win for him a large share of success.

JOHN ST. CLAIR MCKAY came from Earltown and was one of the whitest chaps we ever knew. With all his good qualities, John was very, very often in mischief, but the good friends with whom he lived in town kept him in check, and he passed through college without being expelled or even suspended. He said he never studied hard, but didn't he though! and his position on the pass list every spring showed that he knew his work. Mac. was not so very young but he had a tender heart, and perhaps next to Goodwin he was the man who suffered most often from the darts of Cupid. He is at present practising where he first saw the light of day, but no matter where he goes we predict a successful future for him.

MURDOCH THOMAS MCLEAN was a Cape Breton boy. He was the ladies' man of his class, and never allowed his studies to interfere with his social duties. Perhaps he enjoyed his four years of college life better than any of his class mates. One event, however, occurred in his third year which made him irritable and anxious for a time, and that was when the "fakir" stole his much prized cane. Murdoch, however, soon recovered the valued stick and was then as jovial as ever. Our friend never gave all his time to his studies, but divided it pretty evenly between choir practise, books and the Ladies' College. Nevertheless, he always came out right at the examinations, and is now attending to the sick at Victoria General Hospital.

CHARLES EDWARD McMILLAN, B. A., alias "Old Rat," was a good student, and always stood well up in the pass list. He might have been popular had it not been for the fact that in his second year he was believed to have been mixed up in that fake "At Home," and the Freshmen never forgave him. Charlie always evinced a deep interest in Politics and Indians, and Shaw has pictured him standing

before a Micmac with a medicine (?) bottle in one hand pouring its contents into a glass held in the other and exclaiming, "Say when, Indian." As soon as he was enabled to add M. D., C. M. to his name he returned to Whycomagh, his native place, to heal the sick among those "children of the forest," and to take some of the work off the hands of Fakir Dan whom he considered to have too much to do, and with true brotherly feeling resolved to relieve. We have no doubt that our Cape Breton friend will be a success as a practitioner.

FOOTBALL.

"Hail to the day when the Abbies came over
For tho' we have no bones to pick or to chew
With the P. E. I. braves, yet 'twas sweeter than clover
To score a big mark through that Charlottetown draw."

—Hymn after Action.

Last fall the Dalhousie team on its trip abroad played a match with the Abegweits of Charlottetown. The game, which was played without gloves, was a lively one; but the result was unsatisfactory, as draws usually are. This season the Islanders came over to play their return match. The game was played on Oct. 19th on the Wanderers' grounds. The personnel of the visiting team had been but slightly changed since last year. For Dalhousie, Crocker played instead of Lockhart. Lieutenant Hammond acted as referee.

Cock kicked off, sending the ball well into Abegweit territory, and the superior strength of our forwards enabled them to keep it there throughout the greater part of the first half. Hebb and Norman Murray did some good passing, and Crocker, who is a hard man to tackle, carried the ball up to within a few feet of the goal line. The Islanders put up a good defence and made some clever pick-ups and some sharp tackles. Just before half time Norman got the ball over. No goal was kicked. At the outset of the second half it looked as if the visitors were going to rush things. They soon had the ball dangerously near our line, but Cock got it and passed to Hebb who scored a try in quick time. No goal was kicked from this, but a few minutes later Cock deposited the ball fair behind the posts, and Jardine promptly converted the try into a goal. When time was called the score stood 11-0 in favor of Dalhousie.

On Oct. 21st Dalhousie met on the W. A. A. C. grounds and played a draw with the Wanderers in the second of the senior league matches. It was the college home game,

coming soon after the Wanderers had lost a game to the Abegweits, whom the college had beaten, it drew a good crowd. There was not quite so much "rooting" on the part of either side as on some former like occasions, but the excitement was there nevertheless. The wind was bitterly cold and the start was delayed for half an hour on account of a match between the junior Wanderers and Dalhousians; but as the latters were rolling up a score of 8-0, our boys took the delay philosophically.

At 4 o'clock Capt. Jardine lined up his tigers whose formation was the same as that in which they played the Fleet, except that Crocker replaced Lockhart.

For the Wanderers, Gray played instead of, but could not quite take the place of the redoubtable McCurdy. Henry was on the wing instead of in the centre. Both teams were in good trim and from start to finish they gave a good exhibition of the fine old game of Rugby. Rev. Mr. Royce of H. M. S. *Crescent* acted as referee. In the first half Dalhousie had the eastern end, but for a good deal of the time the playing was on the other side of the centre line.

The ball was taken into Wanderers' territory by a number of short punts and then by a succession of scrims in which the phalanx-like movements of the college eight were irresistible. It was a treat to see the way in which Campbell McDonald threw himself into the scrim. The ball was soon in the Wanderers' danger zone but Smith dribbled it out till Farrell got it and punted it away across the field; Bishop, who was always on time, promptly returned it and Crocker, following up, got it almost to the line. Here he was tackled and passed it to the forwards who rushed it over and claimed a try. The referee could not see that it was a try and ordered a scrim at five yards. Soon after this Stephen got the ball and was about to make a dash down the field but was promptly checked. Dalhousie then did some good dribbling until Douglas punted it to centre-field, Bishop quickly landed it at the Wanderers' 25 and for some minutes it was kept dangerously near their goal. The half-time whistle sounded without either side having scored but had it not been for the remarkable return punts by Farrell—well the score would not have balanced so evenly.

The second half began with a swing and a rush that kept the spectators on their tip toes. The ball at first moved towards the college goal but Cock and "Bishop" Murray by brilliant spurts brought back past the centre. Jardine lifted it still farther along. Stephen was about to return when a block by Hall sent it the other way. Hall followed

up, but the Red and Blacks touched for safety. After the ball came out Norman Murray got it and made a good dash, bringing it back to the 50. From here it was punted to the Wanderers' 25 only to be sent into touch near the 50. Here Lindsay broke through the line and carried the ball down about ten yards. The game became livelier than ever and as the playing was forced nearer the Wanderer's line the expectancy of the onlooking Collegians arose to the highest pitch. Farrell punted the ball out of immediate danger, but Bishop stopped it and Jardine put it back again. The Wanderers were forcing it out when time was called leaving a naught to the credit of each side.

Dalhousie and the Navy played their second game on Saturday, Oct 28th. The result was a draw, neither side scoring. A drizzling rain made it disagreeable both for players and spectators but the game was sufficiently exciting to offset any discomforts. Henry of the Wanderers acted as referee and gave every satisfaction. The contestants were lined up as follows:—

DALHOUSIE.			NAVY.	
Bishop,	}	<i>Back.</i>	Taylor,	}
Cock,			Gibbs,	
Hebb,	}	<i>Half-Backs.</i>	Pratt,	}
Lockhart,			Whalham,	
Smith,	}	<i>Quarter-Backs.</i>	Blount,	}
Murray,			Pendleton,	
Hawboldt,	}		Home,	}
Jardine, (Capt),			Royds,	
Potter,	}	<i>Forwards.</i>	Gillett,	}
Malcolm,			Martin,	
Young,	}		Wandby,	}
Lindsay,			Robinson,	
Faulkner,	}		Blandford,	}
Cumming,			Paton,	
Hall,			Trew,	

Faulkner and Smith played instead of C. McDonald and N. Murray, who have gone to the war. The game was largely a forward one but was frequently varied by some beautiful passing on the part of the men from the ships. Dalhousie had the kick off, and the eastern goal, and Potter sent the ball clear across the Navy goal-line. After the ball was brought out, there followed a succession of punts and scrims until Blount got it and dashed for a try, but was stopped by Cock at the College 25. From here the Navy halves made desperate efforts to rush across but could not get past Bishop. At length Dalhousie got a free kick and sent the ball to centre field in which vicinity it was at half time.

At the beginning of the second half the Navy played

with more snap than ever. For a few minutes it looked bad for the College but it was not long before the ball was well into the Navy's territory. Scrimmage after scrimmage brought the ball still farther until it came within 5 yards of the goal line. For some minutes it hovered between this and 15 yards, and a try for Dalhousie seemed imminent. Cock, Murray and Hebb made repeated dashes and often got within a few inches of the line. Once the Navy had to touch for safety. After the kick Jardine by dribbling brought it away back and into touch. Hall got it and made a dash bringing it almost to the goal line. Then the scrimmages were renewed and continued until time was called.

The result of this game puts Dalhousie out of the race for the trophy.

COLLEGE NOTES.

ARE the Sophomores dead or sleeping?

THE GAZETTE'S war correspondents are on their way to the front.

THE Medicals have won the Inter-class foot-ball trophy for the first time in the history of the college.

HITHERTO "Norm" has chased the pigskin; now he is after the Boers. As for "Cam," he is ever ready for a scrimmage.

THE seniors have challenged the other half of creation to a game of football. Thus far they have beaten only the continued first three years in Arts.

SOME of the younger and fresher students forget that the library is a place to be quiet in. Their pure minds should be stirred up by way of remembrance.

DR. LINDSAY has very kindly placed a number of books of reference in the Practical Anatomy Room for the use of the students. It is to be hoped that this privilege will not be abused as it was last year.

THE Medical Society has had a piano placed in the college by Miller Bros. The piano adds greatly to the success of the society meetings and also affords a pleasant means of occupying the time between classes.

THE Inter-class games ended in the triumph of Medicine. The standing of the teams was as follows:—

Medics	6 pts.
Seniors and Sophs	3 "
Law	1 "
Juniors and Freshmen	0 "

ALTHO' Dalhousie has no permanent University rifle corps, despite periodic efforts in that direction, she is well represented in Nova Scotia's Transvaal contingent.

Her sons who have gone forward are: H. B. Stairs, LL. B., '93, (Capt. of the contingent); J. C. Oland, 2nd yr. Law, (Lieut.); N. G. Murray, B. A., '98, 2nd yr. Law; Campbell McDonald, 2nd year Arts; R. T. Keebler, B. A., '92, LL. B., '95.

THE Directors of the estate of the late John Doull, Chairman of the Board of Governors, have given the University Library over 100 volumes from Mr. Doull's library. The gift includes a set of the *Encyclopaedia Metropolitana*; the "Boston Edition," (1854) of the histories of Hume, Macaulay and Gibbon, (16 vols.) Thier's *French Revolution*, Allison's *Europe*, and Smollet's *History of all Nations*; *The Despatches and Letters of Lord Nelson*; Washington Irving's *Works*, (13 vols.); some scattered volumes of Sinclair's *Scotland*; and the early volumes of the *Literary Magazine* and of the *New Edinburgh Review*.

ON Hallowe'en the newly formed Delta-Gamma Society held an At Home in the University library. The ladies of Dalhousie again proved that they know how to get up such an affair, and how to make the evening pass pleasantly for their guests. A short programme was rendered, the parody sung by Miss O'Donnell being particularly good. A pleasant incident in the evening was the capping of the football players who, by playing two years on the first team, had earned the right to wear the caps. Refreshments were served in the Examination Hall. We hope that the late Delta-Gamma At Home may be but the first of many.

College Societies.

THE first of the winter's series of Sunday afternoon lectures was delivered by Rev. H. Vossema on the 8th of October. The lecturer took for his subject "A Nation's Wealth" and sketched the unparalleled increase in material wealth which has been going on gradually for many centuries but has advanced at an unprecedented rate during the nineteenth. He went on to point out the broadening of men's minds and sympathies consequent upon their better knowledge of men and things, the deepening of man's moral nature and his more enlightened sense of his true relation to his fellow man. The true wealth of any nation consists not in the abundance of the things it possesses, not in material

wealth, but in the high moral and intellectual status of its people. The great danger of our latter day civilization is that the growth of material wealth may be too rapid for the increase of moral and intellectual power; and that the influence of wealth should thus be to demoralize and lower the tone of man's character rather than to elevate and support.

THE regular meeting of the Medical Society was held on the evening of October 13th, the President Mr. W. P. Reynolds, in the chair. A large number of the Medical students were present also a number of visitors. After the business of the evening had been disposed of the Society was favored by a lecture from Dr. Farrell, the Dean of the Medical Faculty. The subject of his discourse was: The Advantages of a Medical Society. Dr. Farrell pointed to thoroughness as one of the essentials of a successful practitioner and proceeded to show how this quality was developed, to the highest degree, in a properly conducted Medical Society. He thought that every student should attend the Society meetings and placed the benefits accruing therefrom second to none in the whole Medical course and only equalled by those of the Hospital practice. What the Medical Associations do for the Medical man the College Society does for the Student. The Lecturer then gave some practical suggestions as to the method of carrying on the Society meetings, offering a number of subjects for debate, and very generously giving to the students the privilege of using his Medical Journals to obtain information on the subjects suggested. After the lecture a Pen contest was held. Mr. Theodore Ross was appointed Judge of the papers handed in. After due deliberation Mr. Ross decided that the paper submitted by Mr. Pratt was the best, and accordingly the pen was awarded to him. The meeting was then brought to a close and all present agreed that it had been a most successful one.

THE DELTA GAMMA SOCIETY met on Saturday evening, October 21st., at Dr. Forrest's, the President being in the chair. A business meeting was first held in which the proposed "At Home" was discussed and decided upon. Committees were appointed for invitation, entertainment, refreshment and decoration, and an executive to overlook the whole. The literary meeting was then opened by a roll call at which every member answered her name by a quotation from Kipling. Miss Bessie Cumming then read a very able paper on Kipling's life, which was followed by readings

from the same author by Misses Mildred Gorham, M. E. Stuart, and I. MacGregor. Miss Jean Gordon read a short and clever paper on Kipling's style, after which Mandalay was sung by Misses Covey, Stairs, Spencer, Burbidge and Best. The ballads Gunga Din, Tommy Atkins and the Widow of Windsor were then given by Misses Hedwig Hobrecker, Jean Forrest and Winnie Read. The meeting was closed by the singing of the Recessional by Miss Florence O'Donnell and Miss Helen Dennis.

THE third regular meeting of the Medical Society was held on Friday evening, Oct. 27th. The debate for the evening was—"Resolved that it is in the best interests of Canada to send a Contingent to the Transvaal." Mr. Fisher opened the debate. He argued that this step would strengthen the hands of the Mother Country with the Great Powers; that it would bring closer the bond existing between Canada and the Mother Country; and that it would react to the advantage of Canada herself.

MR. MCGARRY in replying held that it would not be to the interest of Canada either from a moral or commercial standpoint. He spoke of the evil influences which would be brought to bear on our soldiers if they went to the Transvaal, and he contended that the cost to Canada would be too great.

Mr. Faulkner, in supporting the resolution, argued from a moral standpoint. We are loyal British subjects and proud of the fact, and we should therefore support her in her danger. It would also foster patriotism in our people. Mr. Pratt was the next speaker. He admitted that there would be considerable to gain from this step, but he contended that the evil resulting would be far greater. Canada would lose her reputation for strict neutrality in Continental affairs; the internal harmony of our country would be affected, and we should lose the best spirit and blood of our country.

After speeches were heard from Messrs. McLeod, Fulton, Murray, Millar, Hebb, and Dymond, the debate was brought to a close by Mr. McGarry and Mr. Fisher. The vote being decided on the merits of the arguments brought forward the resolution was lost.

During the evening the speeches were varied by music.

After an interesting critique by Mr. King, the meeting came to a close by singing the National Anthem.

A MEETING of the Law Students' Society was held Friday, October 27th, President Foley occupying the chair. The first matter to come before the meeting was the appoint-

ment of a GAZETTE editor in place of Norman Murray. Mr. F. J. Sutton was elected after a contest with Messrs. Moseley and McNeil for the position. It was also decided to leave the Vice-Presidency remain for the present in the person of the present incumbent, Mr. Murray. Before adjourning committees were appointed to arrange for a course of lectures to be delivered throughout the winter, and also to inquire into the cost of a dinner to be held by the Society some time during the session. On motion the Secretary, A. W. Routledge was instructed to forward resolutions of appreciation to Messrs. Oland and Murray, expressing to these gentlemen the Law students' approval of their bravery and loyalty in going to the Transvaal.

On the evening of Friday, the 27th of Oct., the students of our university were privileged to hear from Mr. Acklom the interesting story of life in an English University. Mr. Acklom's picture was a vivid one of active stirring life at Cambridge. He treated us in an entertaining manner to the intricate workings and secret springs of student life and his minute account of the management and order of things must certainly be of great benefit to anyone of our students who may aim at Cambridge. From Chancellor to "smug" he gave us detailed information as to the many sides of English University life; and we felt that we had learned much from listening to Mr. Acklom.

THE second lecture of the course was given on Sunday, Oct. 28th., by Rev. Alfred Gandier. He chose to speak to us on a subject which appeals especially to students, "The Choice of a Life Work." In this momentous choice one must not look at personal aggrandizement or self-seeking, but at rendering the most efficient service to one's fellows and to humanity at large. Mr. Gandier spoke of the professions: of the law with its possibilities for seeking justice for mankind and for the protection of the weak but too often perverted to serve the ends of the human parasite; of the medical profession with its unlimited possibilities for relieving human suffering and meriting the gratitude of mankind; and in closing he made a powerful appeal for service in the foreign mission field. He spoke of its boundless opportunity and of its awful need. He appealed to every student to study the claims of the foreign field and his own responsibility thereto before settling the question of his life work.

The lecture was a stirring and earnest appeal and made a deep impression on the minds of all present. At the close Mr. E. E. Leigh, organist of St. Paul's Church, very kindly

favoured the students with a solo which was much enjoyed by all present.

THE first meeting of the Glee Club was held in the Munro room on the afternoon of Nov. 3rd, the President, Mr. A. M. McLeod in the chair. An unusually large number was present both of ladies and gentlemen, which augured well for the prosperity of the Club during 1899-1900. The treasurer's report was left over till a subsequent meeting on account of the treasurer's absence. Officers for the ensuing year were elected as follows:—

Honorary President PROF. HOWARD MURRAY.

President J. ROSS MILLAR.

Vice-President MISS. O'DONNELL.

Secretary H. A. KENT.

Executive Committee: MISS COVEY, MISS S. STAIRS,
MISS J. GORDON, PROF. WALTER MURRAY,
MR. GEO. WOOD, MR. A. M. McLEOD.

Applications were received concerning the conductorship of the Club from W. R. Shute and Frank Walker. Mr. Shute's offer was unanimously accepted. It was moved and carried that Miss Stuart be asked to act as accompanist for the Club, also that the Club co-operate with the Y. M. C. A. in paying for the piano, also that the membership fee be reduced from 50 cents to 25 cents, and that the hour of meeting be Friday at 5 P. M.

TO AN EMPTY PURSE.

Strapped, broke, strapped.

At the first of the term "Oh, Gee!"
And I would that my tongue could utter
The thoughts that arise in me.

Oh, well for the fisherman's boy,
His board bill is never in sight;
Oh, well for the sailor lad
With no laundry on Saturday night.

And the butcher's bills go on
To their haven (my stove) let them pass;
But oh, for the touch of King Midas' hand
And the sound of some chinking "brass."

Strapped, broke, strapped.

At the first of thy term Dalhousie;
And the tender words, "received in full,"
Will never come back to me.

MOCK PARLIAMENT.

The House met on Saturday evening, October 14th, when the Hon. A. L. Davidson's resolution for Imperial Federation was again discussed. The Hon. Mr. Miller supported the measure in very able terms, quoting from Joseph Howe and from the daily press to show that a closer union with the mother country was necessary. His speech certainly was eloquent.

Hon. M. O'Connor, (Africville), followed attacking the measure in that clear, convincing manner, characteristic of the Hon. gentleman. He argued that in consequence of the numerous dependencies throughout the British Empire, such a union would not be possible.

Speeches of an interesting nature were also delivered by Messrs. Calder and Sutton respectively, for and against the resolution. The debate on the measure was closed by Messrs. Pearson and O'Hearn, who made their maiden speeches on the occasion. The resolution on being put to a vote was lost, 12—9. The House then adjourned.

Correspondence.

The Editor of the Gazette:—

In the notice of the "Edwin Robins Memorial" in your last issue, the Memorial Collection is said to contain some "twenty" volumes. There are over *seventy* volumes.

THE LIBRARIAN.

Beloved Gazette,—A former treatise have I written, but not unto thee, oh GAZETTE; and so blessed has my former effort been that I dare lift up my voice and cry aloud in behalf of my fellow girls in this university.

Surely the lines have not fallen to us in pleasant places. Unto us are given the front seats of the synagogue. Fair are we to behold, but thou art also fair, and it is something pleasing unto us that we should look upon thee, oh thou Lord of Creation. Then, when upon the evening of the sixth day of the week we enter into thy presence, is it not sufficient unto the occasion thereof that thou should'st gaze upon us with thine eyes? Why liftest thou thy heel against us? Moreover, why dost thou make a joyful noise when we depart from thee. Not so is it done in our courts. There, in the assembly of saints, all things are done decently and in order.

Further say I unto you concerning the fresh men, oh beloved, that ye rebuke their untoward thirst for knowledge.

For when at the sound of the first trumpet the weary students seek rest from their labours and are descending to the lower regions they are met by a verdant band who appear to them as a stumbling stone and a block in their way.

Hearken unto my voice I beseech you. This time have I written unto you with few words, but I shall come again with many words.

VOX PUELLARUM.

Exchanges.

NATURALLY we are diffident about assuming control of the "Exchange Table"—everybody expects us to say so at least. But for two very good reasons, we are positively reluctant, one that the standard to which our predecessor brought the Ex. Column was no mean one, and the other that we have little talent and less experience in passing newspaper compliments. However by scanning the opening Exchange articles in previous volumes, we find that it is the universal custom first to make protestations of inability and then, to declare a determination to work according to that inability. Although the first seems rather superfluous in this case, because the succeeding articles will show our entire freedom from anything approaching efficiency, and the second is the only thing that could be expected from anyone with the usual scrupulousness of the Editorial race, yet, with due reverence to tradition, perhaps we had better fall in line.

It will be our aim through these columns to notice in our exchanges all that is praiseworthy and all that is below our ideal of a college paper. Our ideal college paper is a "university" paper—all that "university" implies in style, composition and subjects. Our comments, although perhaps sadly inadequate, will be made in the light of that ideal.

Sometimes it is said that the college gives a "standing" or reputation to the students but rather the converse is true. The college paper is one thing by which the students as a body may be correctly estimated. It is the voice of the students. Its "tone" ought to correspond with the general "tone" of the students. Therefore, nothing which could misrepresent or cast reproach on the students, and nothing which fails to stand the "university" test, ought to be admitted to its columns. The university is the highest educational institution in the land, and the university publication should take a corresponding position. Only by loyalty to this "university" ideal will the college paper fulfil its mission of encouraging and fostering the writers of our future literature, instead of being merely the "college parrot."

THE GAZETTE to all its exchanges sends best wishes for a successful season's work.

THE *Acta Victoriana* comes, in appearance and style, equal to any magazine. It contains an interesting article on the conceptions of death held by Tennyson and Browning, and a good paper on college journalism from which we quote a few sentences. "As the talent, the ambition, the strength of the youth of the day is directed to the service of mankind, the college magazine, as a medium for the expression of ever-widening thought and sympathy, comes to the highest mark in social service." "The creation of a great literature in this country must have one of its working factors in the vigorous thought and life of the college." We take the liberty of clipping the following poem, which was written by Sir J. D. Edgar, Speaker of the House of Commons, a short time before his death.

EUTHANASY.

The weary brain cries out for rest—
An end to hope an end to fears,
An end to hours and days and years—
An end to time itself were best.
The soul breathes out her litany—
To sleep in peace, to leave the light,
To sink in silent lethargy
And glide beyond the gates of night
On wings of soft Euthanasy.

What voices pierce the ether clear,
From distant stars they seem to roll,
The answer of the Over Soul;
Their music murmurs in the ear
Like whisperings of eternity.
They call us back to Nature's breast,
To end life's awful mystery,
And dream in the eternal rest
That comes beyond Euthanasy.

Personals.

MISSSES ANNIE MACKAY, Margaret Chase and Grace Burris, of the Class of '09, spent Thanksgiving in the city.

H. T. MORRISON, B. Sc., '98, has accepted a situation with the Dominion Iron & Steel Co., Sydney, C. B.

MISS E. M. MACKENZIE, M. A., '95, after a year at Radcliffe is now Vice-Principal of Kentville Academy.

GEORGE W. B. AYRE, LL. B., '99, St. John's, Newfoundland, has been spending a few days in the city.

A NEW law firm in the city is O'Mullin, Parsons & Gray. The GAZETTE wishes every success to the new firm, two members of which were formerly editors.

ON Saturday, Nov. 4th, Geo. P. Skelly, died of heart disease at his residence, 16 King's Place. Mr. Skelly came to Halifax as a soldier, and after some years' service on the police force, he faithfully and efficiently filled the position of janitor of the Medical College for twenty years.

THEO. ROSS, B. A., the assistant librarian, has been called away from his college duties by illness at his home. His place in the library has been taken by Miss Ruth Simpson, '00.

THE marriage is announced of Hugh Ross, L. B., '96, one of Sydney's rising lawyers, and Miss Helen Owen Lorway, of Sydney, C. B. THE GAZETTE congratulates Mr. and Mrs. Ross.

ON Tuesday, September 12th, Rev. J. D. Mackay, B. A., '94, pastor of Coburg Road Presbyterian Church, in this city, was married to Miss Sophia Stewart, of Stellarton. THE GAZETTE tenders congratulations.

ON October 25th, W. H. Fulton, B. A., '88, LL. B., '92, of the firm of Drysdale, MacInnes & Fulton, was married at Annapolis to Miss Shaffner of that place. THE GAZETTE extends heartiest congratulations.

"DR. ALFRED THOMPSON, successor of Rev. Dr. Grant as Superintendent of the Good Samaritan Hospital, arrived this week from Halifax, N. S., and at once assumed his new duties in a manner suggestive of both energy and aptitude. The doctor is a young man, a graduate of Dalhousie University, Halifax, and is a most agreeable personage."—*Klondyke Nugget*.

Business Items.

TEN numbers of the GAZETTE are issued every year by the students of Dalhousie College and University.

TERMS.

The Collegiate year (in advance).....\$1 00

Advertising rates given on application.

Business communications should be addressed Financial Editor, DALHOUSIE GAZETTE, Halifax, N. S.

THE Management earnestly request that the students patronize their advertisers.

SUBSCRIPTIONS and contributions are *still* in order.

WE are favoured this year with several new advertisements. Have you read them? To read them means, or ought to, that they influence your patronage.

THE following bit of good advice was overheard in the medical reading-room:—"Take your GAZETTE and preserve each number carefully. In years to come you will not part with them, for on its pages will be seen the record of your college days." This is truly good advice. Frequently we have calls from graduates for back numbers to fill broken volumes. As such demands cannot always be filled we would emphasize this advice.

WE regret to see that a few of the students have not claimed the GAZETTE marked for them. We admit that our method of distribution within the college is not perfect, but must confess it is the best we can think of. The financial editor was asked the other day whether a person would *have* to pay for the GAZETTE in case he did not take it. We have thought since, that likely he was jesting—as we feel sure that no student would earnestly hint at compulsion in this respect. It is to be hoped that asking for your subscription will be our harshest means for collecting. We believe that most of the students have sufficient college spirit to pay voluntarily the few small demands that are made upon them by the university, and thus far the GAZETTE has no reason to complain.

ACKNOWLEDGMENTS.

Sinclair and Patterson, Miss May Austen, \$2.00 each; Irving Howatt, J. F. Thomas, S. A. Fulton, J. W. Weldon, Theo. Ross, B. A., J. C. McLeod, 1st med., Edgar Douglas, A. M. McLeod, B. A., F. B. A. Chipman, Fred. Lessell, Dr. Andrew Halliday, D. W. McKenzie, E. K. Harvey, Prof. Johnson, Miss B. Morrison, A. C. Johnson, C. M. Pusey, K. F. McKenzie, H. O. Baker, D. M. Campbell, E. W. Coffin, James Malcolm, M. S. McDonald, R. M. Shaw, H. S. McKay, LL. B., J. Wilson, D. E. Ross, W. P. Fraser, Miss L. Marshall, L. J. Millar, M. J. McPherson, Dr. J. G. Murnoe, Henry Munro, \$1.00 each.

Dalhousiensia.

HAN—ON, "Where's your hair?"

SOPH. ROSS has a great admiration for the Halifax *Garrison*.

FRESHIE MCKIR says his purse 'll not desert him in times of need.

A NEW idea in farming,—G—ge R—ss does *make (h)ay* while the moon shines.

PROF. OF MATH. (simpliciter)—"*Dash* those letters!" Why the applause of the class?

WHY are the Ladies' College girls like the Boers? Because they hang about Laing's Nek.

GUS—"I don't think B-ng-y is as fresh as he was."

CUPID—"Why, no, he's been *saltd* down."

PROF. MCD. will have the gas jet taken away so that Shaw can get in and out of his room without mishaps.

MANY kind friends remembered Malcolm on his birthday. One was so thoughtful as to send a box of hair-pins.

ST—rs and G—d-n, two naughty Freshmen, received a caning a few nights ago. They bore their correction fairly well.

OVERHEARD at the Walking Party—*He*: "Are you afraid of bears?"
She: "Women are only afraid of mice and men."

FAIR SOPHETTE—"If the boys don't drive those saucy little Freshies out of college, we girls will do it."

B. A. and Medical Junior on Hallowe'en—"Who wrote that 'Mandalay'? Did you say it was Miss R——?"

DR. H—"Now this canal and its ducts, which—"

McC—h (in stentorian tones)—"Ducks?"

DR. W—"Mr. D-b-s-y, what can you tell us of the stratum granulosum of the rete mucosum of Malpighi?"

D-b-s-y—"Who, sir?"

THE Prof. of Anatomy was somewhat surprised when told by a Sophomore that the thoracic cavity contains the *obliterated* thoracic duct.

HOST (entertaining few students)—"Are you a Freshman, Mr. M-c-v-r, (MacIver, medical).

M-c-v-r (indignantly)—"No, sir, I am a First Year Man."

STUDENT, advancing to Librarian's table—"Is the Examiner around?"

Librarian—"Whom did you say?"

Student—"The Examiner, the paper from *the Island*."

LADY GRADUATE, at football, gazing pensively at the broad chest of one of Dalhousie's forwards—"What does that big D stand for?" Can any one inform her? Address, Bedford.

It is rumored that Hans-n once made a proposal of marriage to a young lady of Sackville, the dramatic effect of which was unfortunately destroyed by her paternal sire's boot coming into contact with Hans-n's anatomy.

M-K-N-Z-E, W. R., and C-M-R-ON (Med.) are thinking of hiring a Merry-go-round to be placed in the basement for the amusement of a small Freshette and her city friend, who enjoyed so much the ride on the one at the exhibition.

ONE girl at a time,—not two fair belles—

Is a very good rule, as Johnson tells.

So if he goes to another ball,

He'll hold up just one hand, or none at all.

THE Boers are not the only persons desirous of the capture of Lady-Smith; Sandy-ford shows a similar predilection.

FAIR SENIOR, penning fates in the annex amid a crowd of apples, cranberries and girls—"Please don't interrupt. The muse is flowing and if once stopped will never start again."

WE'LL soak them, we'll scrag them,
We've heard your little hymn;
You'll hear their infant voices calling,
"Please don't scrim."

DURING the voting on a debate held at a recent meeting of the Medical Society, an excited medical quite forgot himself, and the following was overheard:—

H-rr-s (to lady visitor)—"Stand up, cousin; stand up. No, no, hold on. Wait a minute. Yes, git up, now; git up."

PROP. MATERIA MEDICA (lecturing on sulphur)—"I cannot understand why sulphur should be put in a pig's trough as it is insoluble."

N-h-s-n (who comes from P. E. I.)—"Given in bran it is good for them."

Prof.—"I did not understand you, sir, did you say brandy was good for pigs?"

THE revelations of Hallowe'en were most astounding. "Kok" seeks a nut-brown maiden who will obligingly lose her heart before the roses blow. "Bee Ner" has been told that he was not born to greatness, but is to have greatness thrust upon him. "Ha Lamb" has found his fate in the looking-glass, and is going through life with eyes on his boots. "Byshe" has been warned that even good looks cannot last forever. "Ma 'll come" seeks a sailor hat. "My Ears" is doomed to single blessedness.

DAV-SON (at the Park Gate): "Did you ever read 'Love,' Miss —?"
Miss —: "Oh, yes, Mr. Dav-son, I have. Do you know I think Dr. Loughley is such a —"

Da-son, at this juncture, interrupts and observes: "Ah, dear Miss —, don't you think that Love is blind?"

Routledge, who has secreted himself behind an ash barrel, pops up and exclaims: "Davy, old boy, don't propose to her, for although love may be blind, marriage is an eye-opener."

SCENE I.—Hazeldene, 1 P. M.

C-rr-th-s (before the telephone)—"Are you sure it's Miss X— and not Miss L-w-s? You know it was Miss L-w-s who proposed me for membership in the Orpheus. Well, all right."

SCENE II.—Ladies' College, 1.05 P. M.

C-rr-th-s (panting, addressing the maid)—"May I see Miss X—, Appear Miss X—."

C-rr-th-s—"Do you want me?"

Miss X—"No!! Aren't you a Freshman?"

C-rr-th-s—"Yes."

Miss X—"Then some of the Sophs. must be fooling you. Good-bye!"
Exit C-rr-th-s muttering curses, not loud, but deep.

ON the morning of October 17th, between the hours of 11 and 12 o'clock, a Medical Freshman might have been seen disporting himself on the field in front of the college in company with a number of youths from the neighboring school. The amusement was a game of football, the teams lining up as follows:—

Freshman M—y vs. eleven of his playmates; but ere the ball had been in play many minutes, the game was rudely interrupted by the Medical Sophs., who instantly took the ball from the players and ordered them off the field.

The action of the Sophs. in this matter deserves the highest condemnation. The Freshmen must have liberties. They cannot be expected to leap from the rocking horse stage to that of a fully developed college student in one bound.

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