

# DALHOUSIE GAZETTE.

ORA ET LABORA.

Vol. IV.

HALIFAX, N. S., DECEMBER 2, 1871.

No. 2.

## ORA ET LABORA.

"Ora, ora, et labora,"

Seemed the midnight bells to say  
As of "night's black arch the key-stone,"  
Tolling thus, they rolled away  
Through the ebon vaults of heaven,  
Through the circumambient gloom,  
While the wavering gas-light flickered  
On the pages marked and checkered,  
As I, drowsy, pondered on them,  
Lonely, sitting in my room.

"Ora, ora, et labora,"

And my aching eyes I close  
In my wildered brain revolving  
Phantoms fanciful arose.  
As I sat in silence dreaming  
Weariness all merged away,  
Into strange and curious feeling,  
And my being, all, was thrilling  
As if palpitating with the  
Bell's vibrations of the air.

And I filled all space surroundiug,  
And I pitied all the world,  
For the "muffled drum" was beating  
And the young, the fair, the old,  
Passed like thoughts so glad yet gloomy  
Sad smiles their countenances wore.  
When, "Ora, ora, et labora,"  
Sounded loud throughout the ocean  
Of the palpitating ether  
Which I in my bosom bore.

Clang, clang—collapsed the mighty system,  
And the universe did tumble—  
All was darkness in a moment.  
'Mid the jumble and the rumble  
I was borne with worlds of *debris*  
Far into the night away.  
Gliding swiftly thus I thought,  
"All exertions, toil and trouble  
Honour but an empty bubble."  
"All is darkness without day."

Sudden—"Ora et labora"—

Loud we clashed with echoing roar,  
And in rebounding thus I found me  
Tumbling downward to the floor.  
Suddenly the visions perish,  
And the trembling room-walls loom  
In the wavering flickering gas-light  
While each object one by one,  
Trembles till it stands as steady  
As it used to in the gloom.

## COLLEGE SLANG.

What! slang in a college! exclaims some astonished reader, who is perhaps not very familiar with student-life in its various developments. I thought, our reader continues, that attendance at College had exactly the opposite effect, that it repressed the tendency to anything like vulgarism; that it cultivated a man, made him fit in fact for the society of the refined and the educated. This is so far correct; the reader has rightly judged the effect of University education on those who submit themselves to its influence. Slang at College, it is true, generally arises among that class of students who are there merely because their parents or guardians have money enough to send them and wish them to go, who are determined to have a *good time*, and call those who are in earnest with their work, and are training themselves eagerly for future usefulness, "awfully slow" fellows. Slang is not, however, confined to this class. The influence of culture cannot altogether quench this natural tendency to expressiveness,—this habit of naming with the most emphatic word possible, any event or fact that is particularly interesting, and thus giving it, as it were, a "fossil-history." We intend in this paper to say a few words about this College Slang.

It were strange indeed if College-life, in all its varied incidents and experiences, did not give rise to a vocabulary more or less extensive. The student, in his relations to the college and the teachers, passes through certain ordeals which may or may not have pleasant results for him, and, here he finds use for his inventive faculty. Then, again, how natural that a crowd of students mingling together in daily intercourse, having common sports and pastimes, joining in the same scenes of mirth, vieing with each other in sallies of wit and *repartee*, should have a language peculiar to themselves—words which are as mysterious as the hieroglyphics of Egypt to the uninitiated, but have a meaning for the student which volumes could not reveal. These two phases of College-life give rise to two classes of slang-terms—the "slang of the place and the slang of the people," as a writer on the subject has denominated them.

The "slang of the place" includes such words as have only a local interest and significance, which are confined to the talk of the college halls, and never escape into the conversation of the outside world. How suggestive of trembling and fear, of implacable Professors, of disappointed hopes and ruined ambitions are the words "gulfed" and "ploughed" to every Oxford student. A man is said to be "ploughed" when he is rejected at the first trial, and compelled to come up a second time for examination—when the ploughshare of the examiner tears through his hastily, loosely constructed fabric, and lays it in ruin. This happens when the student is not prepared to pass "mods" or "smalls" as the undergraduates style the priminary examinations. To be "gulfed" is to pass through a sadder experience still. An ambitious student is desirous to take honours at "greats"—the final and testing examination. The Professors, according to the "Comic Statutes" of Oxford,

"Ask him questions on the matter,  
And find that his knowledge is mere smatter."

The ground on which he stands is weak; it totters beneath him, it gives way and he sinks forever to the level of uninspiring passmen—he is “gulfed.” The active verb “to pluck,” although the Professor may not be conscious that this is what he is doing when he excludes a certain name from the pass-list, is familiar to every student, and is the one that is used altogether in “Dalhousie.” Webster defines it—to “strip of borrowed feathers.” The friends that the student often makes, with whom he consults frequently, by whose kindly aid and assistance he hopes to ward off his fate, he familiarly calls his “crib” and his “pony.” These however sometimes turn out to be his worst enemies, only hastening his overthrow. He “nurses the pinion that impels the steel.”

And now we come to our second class, the slang which originates in College society, but finds its way into the outside world. An average Oxford under-graduate, it is said, probably uses more slang of a certain kind in a given time than any other human being. He is constantly on the lookout for curt, sharp-turned phrases, something clever as our brothers over the border would say. He is anxious to add something to the stock of *funny* formulas which are the common heritage of all. Thus his slang vocabulary has attained considerable dimensions.

To be “in the swim” is a slang phrase that expresses a great deal at Oxford. A stroke who has brought his crew in victorious,—a captain whose eleven has come off champions in a well-contested game of cricket,—a student who has been highly successful in his examinations and carried off honours, any one in fact who has met with a considerable measure of good fortune is said to be “in the swim.” The phrase is similar to that which the fisherman uses when he says that he has taken a “good haul.” The reverse of this good luck is sufficient to put a man “out of it.”

A “grut” in Oxford is what we commonly call a “bore.” The word is a corruption of great, and has a curious origin. Students are accustomed to make a target of a man who has more egotism than brain. The coming of such a person is greeted at Oxford with the shout, “Here comes the great so-and-so.” Presently *great* was corrupted into *grut*, and this term was applied to any person who was considered to possess those qualities which we include under the word “bore.”

The noun “bosh” is very common, but the verb “bosh” is not frequently made use of. It owes its origin to the students of Oxford, and means to spoil, balk, or annoy. For instance, a Professor “boshes” a student’s chance of passing his examination, by discovering that he is using a “crib,”—a student “boshes” his chance of doing anything well by having his energies diffused over too much ground, and so on.

Such are a few of the slang phrases that are current among Oxford students, and have, through their influence, spread to some extent in society. The American colleges too, have their own slang, arising out of their own system and circumstances, but we have not had leisure to look into this part of the subject, nor would there be space at our disposal to treat of it. Slang has not yet grown to any extent in “Dalhousie,” not perhaps because the tendency is less strong, but because the opportunities are not so numerous.

With the merits and demerits of the use of slang we have nothing to do here. We know that it exists now; we know that it is an historical fact. Neither the student of language, nor the student of history can ignore slang. The former will find in it a source from which the language has often been replenished; to the latter it may serve as a key to unlock the galleries of past ages. We may condemn slang, but the sentence rebounds upon ourselves. Words which are in our mouths every day once belonged to this class as surely as any we now include in it,—words which were for a long time like waifs in the world of literature, which had at

best but a “Bohemian existence,” have been admitted into comfortable quarters in our best authors, and, in future generations, some of the words of which we have spoken in this paper, and which are now looked upon with suspicion, may mingle, like “pardoned criminals,” in good and sober society.

#### THE PROGRESS OF SCIENCE.

Perhaps no branch of study, at the present day, opens such advantages to the aspiring student as the study of science. Whatever department he may turn his attention to, he will find it both interesting and worthy of careful investigation. It is only within the past few years that the study of science has been developed to any considerable extent, and its value fully appreciated. By the appearance of Huxley and Tyndall the scientific world seems to have been regenerated, and to have proceeded with a firm resolution to make amends for the past. Scholarships, prizes, medals, and Fellowships are now open to students all over Europe and America, and every conceivable advantage is taken towards propagating to all the beauty and the value of a scientific education. Germany, perhaps, excels all in this respect, which, together with her magnificent staff of professors, enables her to give an education not to be acquired in any other part of the globe. Italy, too, shines forth brilliantly amidst the crowd, while England follows in the train, and showers her magnificent scholarships and prizes on all such as show themselves proficient.

As regards the American Universities, it cannot be said that there is the enticement offered here that there is abroad. Harvard, it is true, is endowed with eminent professors—Agassiz, for instance, but still the acquirements necessary for the prosecution and study of science are decidedly inferior to those of European Colleges. But, notwithstanding, though the United States is thus inferior as regards her Universities, she no doubt ranks next to Germany, in the beautiful order and thoroughness of her public schools. Here it is that the children have first instilled into them science in all its various departments, nor is this effected by mere book reading, but their powers of observation are particularly cultivated, so that in a very short time they become so thorough that when a specimen is presented to them they can give you a perfect systematic description of it. With only a few exceptions do you meet a schoolboy who cannot explain to you the difference between the animal, vegetable, and mineral kingdom.

Yet how lamentably deficient are we here! Putting aside the University, look at the public schools! What child could you there single out who could tell you that there are more gases than one—that some burn, while others do not, that some plants grow from the inside while others grow from the outside. These ideas are just what every child ought to have instilled in him as soon as he is able to grasp them, but either from the fact that the teacher considers it more useful for him to learn Latin roots, or from a feeling of indifference and morbidness, as it were, on the part of the Commissioners, this is entirely neglected, and thus far there are no signs of improvement. As regards our University, we have after a long state of inaction, originated a comparatively extensive scientific course, upon which whatever student may choose to enter, he is confidently set in motion and works onward with a view to graduation.

Great perfection however must proceed from small beginnings, and though our first attempts should perchance appear insignificant, we can only work strenuously on with a firm hope that the future will open better prospects for us. Science we may say is necessary in all the various professions of life. What can have a greater influence in purifying and elevating the mind of man than the study of the

beautiful and yet wonderful works of Nature around him! What could raise our thoughts more towards the Supreme Being than the contemplation of Nature, and a knowledge of its wonderful laws! Such thoughts took possession of the great Linnaeus when on his death-bed, he exclaimed,—

“Nature, how mighty, how majestic are thy works,  
With what a dread they swell the soul,  
That sees astonished and astonished sings.”

JACOBUS.

## A PICTURE FROM EARLY ENGLISH HISTORY.

ST. OSWALD.

The year 634, A.D., presents a dark page in the history of Northern England. For some time previous, Edwin had ruled all the country lying between the Tweed and the Humber. His liberal policy had made friends of the other Saxon nations in the South; the terror of his arms overawed the fierce Britons who still held a footing in the West; while the introduction of Christianity, the founding of Monasteries, and the consequent spread of Civilization, gave to the country a prosperity before unknown. In the autumn of 633, A.D., the Britons, allying themselves with the Mercians, a heathen nation composed of Saxons and Britons, who held the centre of England, invaded Northumbria. Edwin, with a large army marched against them, but was defeated and slain. The barbarians devastated the country with fire and sword, burned churches and monasteries, and slaughtered the inhabitants, sparing neither age nor sex. For a year the country groaned under their tyranny. Christianity, which had been planted but a few years previously, and was just taking root, was crushed out, and paganism with its black train of vices and crimes, spread its pall over the land. In the midst of this scene of darkness and blood St. Oswald appeared. He was the son of Ethelfrid, the predecessor of Edwin. During the reign of the latter king, Oswald had lived in exile among the Scots, and now resolved to strike a blow for his father's throne. Collecting the few friends who were his co-exiles, he invaded Northumbria. His countrymen joined his standard, and meeting the British king, Cadwalla, near the source of the Tyne, he was completely victorious and the leader of the Britons was slain. Oswald took the government into his own hands and set about the work of restoring order and tranquility to the distracted kingdom. He exerted himself to promote the prosperity of his people and to wipe out the dark memories of the preceeding year.

His first care was the restoration of Christianity. He had, while in Scotland, been instructed in the Christian religion by the monks of St. Columba; and now on coming to the throne he sent to Scotland, to those by whom he had been baptized, for a bishop to preach and teach in Northumbria. In compliance with this request Bishop Aidan was sent, who, on his arrival, was warmly welcomed by the king, and appointed to a see in the island of Lindisfarne, now known as Holy Island. Aidan entered zealously on his work, and in all his efforts was warmly seconded by Oswald, who not only gave him countenance and support, but labored hand in hand with the Bishop in proclaiming Christianity to the Saxons. Second only to the king's care for the spiritual welfare of his people, was his diligence in providing for the wants of the poor, to whose interest he willingly sacrificed his own comfort. It is related of him, that on one occasion as he sat at dinner, his table spread with the luxuries of royalty, he was told that a crowd of beggars were at his gate; he ordered his dinner to be divided among them, and cutting up the silver plate that graced the royal table he gave a part to each.

The laws of Oswald were characterized by justice and moderation. By the wisdom of his administration he succeeded in reconciling Bernicia and Deira, the two districts into which Northumbria was divided. Hitherto, even when they had been under one king, there had been a feeling of dislike between them, and like the lower classes of English and Irish of our own day, they often viewed each other with a mutual distrust which sometimes led to civil war. He inspired them with a spirit of Common Nationality, and so successful were his efforts, that in his short reign of nine years all traces of distinction between the two were obliterated and the people became fused into one.

The foreign policy of this king was characterized by the spirit that showed itself in his domestic affairs. He made no attempts to aggrandise himself at the expense of his neighbors, but allowed the smaller Saxon kingdoms in the south to live in peace under their own rulers; his only care for them being that they should receive the truths of Christianity.

In the tenth year of his reign, the Mercians again invaded Northumbria. The Saxons met them at Maserfield, in Shropshire, and in the battle that ensued, their beloved king, Oswald, was slain. His death was bewailed as an irreparable calamity by his countrymen, who, in his fall, had lost both a father and a king.

The history of this fifth Bretwalda, as given by the monkish historians of the time, is so completely filled with highly wrought pictures of their own extravagant superstitions, with accounts of miracles wrought by him during life, and of cures effected by contact with his dust after death, that it is impossible to arrive at the exact truth. But the fact that these legends cluster so thickly around his memory, and that after his death he was canonized with the title of St., shows that he was regarded by his contemporaries, not only as a good king and ruler, but as one who had attained a merit for sanctity, which they were willing to concede to but few of the monks and hermits of their times. But it is only when the man is left out of sight and his history considered as an index to the spirit of the age in which he lived, that its real value appears. In those fabulous accounts of miracles wrought and cures performed, of palsy healed by the earth at the spot where he fell, of ague cured at his tomb, of devils cast out by the dust of the pavement where his bones had been washed, and of a dangerous disease completely eradicated from the system by a chip from the stake on which the Pagans carried St. Oswald's head, we have a picture of the state of society and intellect at the time, more true, more graphic, more strikingly natural than could be given by any elaborately written treatise on the manners and customs of the Angles.

It was a transition period. Paganism had been formally renounced and Christianity as formally adopted, but the minds of men were almost as dark as ever. The greater part of the Saxons had been baptized. They, in common with the tribes of the Tentic race, followed their leader *en masse* to the baptismal font with as little concern as they did to a hunt or a feast. With the exception of a few who embraced Christianity from a conviction of its truth, they changed their religion as they did their garments, they threw off their trappings of raw hide and put on wool, they left the worship of Woden and Thor and adopted Christianity, and with it they joined all those superstitions of heathen mythology which were in their minds inseparably connected with an idea of Deity. The public mind could not yet appreciate the plain simple truths of the Christian religion. The supernatural was requisite to give those charms, that could recommend it to their wild fancies, and hence the fabulous stories and wild legends of those monkish writers, to whom we are indebted for all that is at present known of early Anglo-Saxon history.

# Dalhousie Gazette.

HALIFAX, N. S., DECEMBER 2, 1871.

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The "elective system" is peculiar, to a large extent, to American colleges. In its widest acceptance, it is in direct opposition to that principle which has guided the best educationists in past times, viz: that the first object of College Education is Mental Culture, a harmonious development of all the powers of mind, without any reference to a special aptitude which the individual may possess for any one subject. To ascertain what studies will best lead to the accomplishment of this desideratum, is a problem that has long occupied the minds of those most experienced in the education of youth. Differences of opinion have naturally sprung up, and the battle still rages. Whilst the sticklers for culture are fighting over this point, a "new departure" in collegiate education is inaugurated which, if fully carried out, will obviate the necessity for such a discussion. This "new departure" is the "elective system." The supporters of this system say: Give the *student* the choice, let *him* decide what is best for the cultivation of his mind, let him pursue the subject to which his inclinations and tastes lead him, and become a "master" in it. This sounds very well in theory, and chimes in exactly with what nature seems to dictate; but, just as the husbandman must prune the tree that luxuriates too much in one direction, and bring it into an even flower and fruitage, so it is the duty of the teacher in the higher education to curb any tendency to pedantry and one-sidedness in his pupil,—to train and cultivate his mind in every direction. Give him Classics to refine his taste, and quicken within him an enthusiasm for literature; Mathematics to sharpen his judgement and strengthen his reasoning faculty; Philosophy to enkindle a liking for research and subtle thought; History to awaken within him the "enthusiasm of humanity," and fit him for life's great struggle. We cling with fondness, perhaps a blind fondness, to the old system of a fixed "curriculum," supported as it is by the best results of past experience, and suited to the wants of the greater part of our students.

It may be objected that this method gives no chance to those who wish to excel in special departments—to qualify themselves perhaps for a Professorial chair—to be leaders of thought in some branch of Science or Philosophy. This cannot be accomplished in the compass of any ordinary Collegiate course, except a student devote the whole time to the study of his special branch, and this, as we have said, is inconsistent with the attainment of that culture which is the primary object of University Education.

To encourage such students, however, we think that a course of Post-graduate studies might be inaugurated. The student might continue his connection with the University, and either in the class-room or private study, pursue his specialty and fit himself for his future work.

THE students of every University have peculiarities of their own. In Britain and on the Continent the prestige of old and honoured names serves as an introduction to all the advantages of the most famous seats of learning. In Oxford, for instance, there is a college where all the nobility are exclusively educated. Of necessity the thoughts and actions of all who attend such a college will be somewhat alike, fashioned in the moulds of position and wealth. To a small degree this is seen in a few of the American Colleges, where the sons of the wealthy can have many of the luxuries denied to students of smaller means. But here in Nova Scotia nothing of the kind can exist, and if any of our students should wish to impress his position and dignity upon us we are inclined to think he would find few to acknowledge his claims. This is perhaps the most pleasing feature of our college life. We meet without asking who or what each other may be, meet on a common level and treat each other as equals. The young man from the country, wanting many of the little refinements which are acquired in a city, can learn from contact with those possessing such advantages, and the city-boys can learn much from the perseverance and diligence of many who have had few opportunities of self-improvement. The son of wealth here learns that nothing will give him a position but his own labour, and that the finest traits of character are often found enclosed in rough cases. That—

"The rank is but the guinea stamp,  
The man's the gowd for a' that."

We are happy that this state of things exists to a large degree in our own University. None are so bold (if indeed there are any who desire) as to wish to impress us with their rank or the amount of their parental property. A distinction of merit is made, but only by those who do not share in the distinction. Long may this be the case. May we ever feel that true dignity is only acquired by our own efforts; that all our fathers have been, will not give us a position unless we ourselves merit such distinction, and let our hearts, united in one voice, respond to the prayer—

"Then let us pray, that come it may,  
As come it will, for a' that,  
That sense and worth, o'er a' the earth,  
May bear the gree, and a' that."

## BOTANY AS A STUDY FOR VACATION.

A student's life is as a general rule a laborious one. "There is no royal road to learning," is a proverb, the truth of which is very generally admitted. Yet study is not necessarily that "weary, wearing work" which many make and many more imagine it to be. When it becomes distasteful there is a great waste of energy; first, in the constraint exercised by the will, and secondly, in the desultoriness of the work. But by a due attention to a proper alternation of the subject of study, we hold, that this energy can be preserved, and even our recreations utilized. For example, when Classics become irksome we may turn our attention to Mathematics, and when the Mathematics lose their charms we may find relief in Science. Thus, the study of one subject can be made a relaxation from the study of another, as pleasant and useful to the mind as lighter or more roving thoughts. This is one plea which we think can fairly be put forward in favour of the study of Botany. During summer, hours which are spent as relaxation from other study, might be made much more pleasant and much more useful by having even a very rudimentary knowledge of this science. There is no necessity of an acquaintance with every species or every genus in Gray's Manual—it does not require the labours of an undergraduate course before it can be enjoyed. Once having thoroughly begun, its study is its enjoyment. There is an education of mind as well as useful knowledge received in tracing the first exhibitions of vegetable life as it appears in the cell, and following its development up to the complex stem, foliage, flower and fruit—in surveying with microscopic eye the domains of Nature from the onecelled *Protococcus nivalis* which reddens the arctic snows, to the great Indian Banyan, or the slender though perfect *Clematis*—in studying the manifestations of that wonderful life, which occupies itself in building out of the rubbish of matter such exquisite structures. None can enjoy the summer season like the Botanist. Let him look where he may he sees order and variety combined. In the infinite modifications of the vegetable kingdom he sees a unity pervading the whole—a unity in structural beauty—and a beauty in typical variety, if the expression may be used. Then, what more pleasant than to stroll along the roadside, through fields, or where

"The murmuring pines and the hemlocks,  
Bearded with moss, and in garments green indistinct in the twilight,  
Stand like druids of old, with voices sad and prophetic,  
Stand like harpers hoar, with beards that rest on their bosoms,"

in search of new specimens for the cabinet? What more healthful, invigorating recreation? The study of Botany is as necessary to the landscape word-painter, as that of Anatomy to the sculptor. It gives him correct ideas and also language for their correct expression. It enables him to perceive beauty no less in the unpretending leaf than in the more gorgeous blossom—no less in the humble moss than in the stately spruce. It tends to refine taste—points out the beautiful in the natural as well as in the tattooed face, in the modest dress of the civilian as well as in the gaudy trappings which delight the savage.

"Gorgeous plants in the sunlight shining,  
Blossoms flaunting in the eye of day."

But just as beautiful—

"Tremulous leaves with soft and silver lining,  
Buds that open only to decay."

A knowledge of Botany is also necessary preparatory to the study of Geology, and consequently previous to the pursuit of professions requiring a knowledge of Geology, which at the present time are coming more into demand than

formerly. Thus, in its study we can combine pleasure and profit; and by its cultivation as one of the sciences, we add our "mite" towards the development of a scientific tendency in the popular mind.

## OBITUARY.

"There is no death, what seems so is transition,  
This life of mortal breath  
Is but the suburb of the life Elysian,  
Whose portal we call death."

Departed this life on the 19th day of Nov. 1871, at Truro, N. S., George McKay, a member of the Medical Department Dalhousie College, aged 19 years. Also, on the 17th day of June, 1871, at Loch Lomond, C. B., Kenneth Chisholm, a member of the Freshman Class 1868-69. Both these were known to us as kind and genial companions. Their illness was long and painful yet they bore it with calm resignation till the last moment came, when quietly

"Without a sigh,  
A change of feature or a shaded smile,  
They gave their hands to the stern messenger,"

And "drifted away into the shadowy river that flows forever to the unknown sea."

"Alas for him who never sees,  
The stars shine through the cypress trees,  
Who, hopeless, lays his head away,  
Nor looks to see the breaking day  
Across the mournful marble play.  
Who hath not learned in hours of faith,  
The truth to flesh and sense unknown,  
That Life is ever Lord of Death,  
And Love can never lose its own."

## Correspondence.

## THE UNIVERSITY OF OXFORD.

DEAR GAZETTE:—In my last letter I could do little more than give your readers a short history of Oxford, a few facts about the chief Colleges, and the names of the rest. In this I can only glance at the institutions connected, more generally, with the University. First in importance is that about which, from my own experience, I can say least. The Bodleian Library was closed during my visit, and therefore all that I can write about it must be gleaned from my guide-book. In 1597 the University Library had dwindled down to three or four volumes, when Sir Thomas Bodley retired from public life, and undertook the great work of re-creating it. The 16th century was not so prolific of books as the 19th, and therefore a library could not be collected so easily as now. However, Bodley laboured earnestly, and in 1602 he had gathered together more than 2000 volumes. He now began to erect a suitable building, but died before it was completed. Thus was founded the great library which still bears its founder's name, which has gone on increasing since his death, and will ever be to him a *monumentum aere perennius*, a memorial far more noble than sculptured statue or lofty column.

The Radcliffe Library, formerly used for the reception of works on the physical sciences, has now become a Reading-room in connection with the Bodleian. The basement is a double octagon, but the superstructure is cylindrical and

adorned with Corinthian columns. The roof is a spacious and well-proportioned dome. The building is fire proof, and in it all new publications are placed for the use of members of the University.

Oxford can boast of having two Museums. The Ashmolean was founded by a Dutchman in the middle of the 17th century, and is the oldest of which we have any record in England. It was presented to the University in 1682, and contains many very interesting antiquities as well as scientific collections. Unlike the New College the new Museum is *new*. It was finished in 1860, and is built in the beautiful style of the thirteenth century, in which elegance, purity of style, variety, and picturesque outline are combined. It is devoted entirely to the branches of natural science, and, besides containing collections of specimens, contains also laboratories, lecture-rooms, and the original Radcliffe Library. Its chemical laboratory is allowed to be the most complete and convenient in Europe.

The Fine Arts collections are kept in the Taylor Building, a fine edifice of the Grecian order of architecture. In the picture galleries are 190 original works by Michael Angelo and Raphael. One painting struck me as peculiarly beautiful. It depicted Christ's descent from the cross, and was the work of Vandyck. A picture of Napoleon on horseback, watching a battle from a hill-top, also attracted my attention. It was very small, only about 14 inches by 11, yet had been bought by Ruskin for 1000 guineas. It was the work of a French artist. The galleries of the Taylor Building contain also many excellent statues and good casts of the Laocoon, Venus de Medici and other famous sculptures.

The new University Press was built from profits accumulated in the business of the old Press, which removed in 1830. It is of the Grecian order, and is divided into two wings. In one of these classical works and works of a general character are printed; in the other Bibles and Prayer Books.

The University Comitia and Encenia, and the Annual Commemoration are held in the Theatre, which was built under the superintendence of Sir Christopher Wren. The measurement of the area is only 80 by 70 feet, yet it holds nearly 4000 people. The ceiling was painted by Streater and is so executed that the observer appears to be looking through the rafters of a roof, and to see, up somewhere in the region of the third heaven, the triumph of Religion, the Arts and Sciences over their enemies—Envy, Rapine and Ignorance. Like the pictures of the earliest artists, however, this one should be labelled; for, unless one is told what it is intended to represent, he can never perceive it.

The Divinity School is a part of the building in which the Bodleian library is kept. Of the original splendour of this Hall, when its richly stained windows had not been destroyed, we can form no idea. All these have perished, and in the time of Edward VI the place was so dilapidated that the fittings and even the lead of the roof were pillaged. Nevertheless the groined roof, which has been preserved, is one of the finest in existence. Primarily intended for theological disputations, during the great London plague it was used by the Commons, who held their sittings in it. Here Cranmer, Ridley and Latimer were tried. Here Charles I held his Oxford Parliament, and during the civil wars it became a storehouse for corn. Not till the eighteenth century was it restored to its present state, in which it serves as an Examination Hall. The beauty of this Hall, and the many historical associations connected with it, render it one of the most interesting sights of Oxford.

The Convocation House is used for carrying on the general business of the University. It was built in 1639, and in architectural beauty is woefully deficient, but is replete with Academical associations. In this building the Convocations meets, all the laws which govern the Univer-

sity are passed, and all degrees conferred. Many of England's great men have here been capped and invested with the hood.

And now we must take our leave of the old University. My visit was necessarily short; my notes have been of necessity shorter, and my description disjointed and unsatisfactory. I wished to remain longer in the Halls in which many of England's great men spent their college days, in the avenues in which Addison loved to walk, in the quadrangle in which Dr. Johnson might often have been seen in the University in which Wicliffe was a warden and Sir Thomas More a student. But as I could not remain then, so I cannot write more about them now.

I end as I began with the assertion that the University of Oxford is a wonderful institution. The varieties of architecture exhibited in its buildings; their beauty, splendour and age, and the historical associations connected with them; the remembrance of the many noble sons of England, who have gone out from its portals to bring blessings upon their country and benefit to their race; and the mighty power, which it still possesses, and which, if properly used, may yet do a great and good work; all combine to give to Oxford a glory and a grandeur possessed by few of the institutions of the world.

MAC.

Edinburgh, October 25th, 1871.

## Dalhusiensia.

As some of our students were lately practising gymnastics in the hall, a budding B. A. had his head thrust rather unceremoniously against a window, scattering the glass in wild confusion. A promising junior, eager to make the most of every passing event, exclaimed: F——— spared no *pains*.

THE COLLEGE MUSEUM.—Several valuable additions have been made to this institution during the present session, so that we have now on hand quite an extensive collection of curiosities. We may mention a few of the most prominent. In the armory we have three powerful *guns*, remarkable for size and strength. In the zoological department a very curious *fish*, besides other interesting specimens. Among our mummies, of which we have a large collection, are those of the *hero of Bannockburn*, and of two *shepherds of antiquity*. Among our mineralogical specimens is a very remarkable fossilized *plum-pudding*, which we think possesses more than ordinary interest. The general curiosity department is well filled with the productions of ancient and modern times. Of the former may be noticed the *hilts* of the swords of ancient warriors, of the latter is a large *bell*, presented to us this session; its ringing powers have not yet, however, been fully tested.

A NEW way of "taking fellows down" has lately been introduced in "Dalhousie," viz: by putting them up. It is done on this wise,—some student appears in the hall with an air more dignified than usual. No sooner is this seen than a number of the "fellows" seize him; though he kick and struggle—though some obstinate fellow may interfere, yes, even though a mild professional veto may be knocking at the door of the fuss, he must go "up." And "up" he accordingly goes to a somewhat elevated position, from which he is glad to get down to the level of his fellows.

A SENIOR is said to commence the notes that he takes on each lecture with the heading—"The Next Lecture." This is certainly a novel way of denoting connexion. We would like to see the heading of the opening lecture in each class.

RUTGERS boasts of a Freshman six feet four inches in height. Our Freshmen attain greater heights than that. One of them stands *six feet six inches* in his boots, and complacently looks down on a Lilliputian classmate, who scarcely reaches *four feet*.

## Personals.

F. S. CREELMAN, M. D., student of '63-'64, is now practicing in Maitland.

JOHN MCGILLIVRAY, who attended several sessions in this University, is teaching in New Glasgow.

HUGH McD. SCOTT, B. A., and JOHN WALLACE, B. A. of class '70, and E. D. MILLER, B. A., of class '69, are pursuing their theological studies in Free Church College, Edinburgh. JOHN MURRAY, a former student in this University, is also studying in the same institution.

W. M. THORBURN, B. A., of class '70, was one of the four that stood in the Honor Division, at the last examination in the Faculty of Law in Edinburgh University.

HECTOR STRAMBERG, a Junior '70-'71, is teaching in Crugres, near New York.

WILLIAM ROSS, who ought to be here as a Senior, is rusticated at Elmsville, Pictou County.

C. W. BRYDEN, Junior '70-'71, is at his home in Tatamagouche. Will be happy to hear from him,

W. E. ROSCOE, Junior '70-'71, is studying law at Canning.

## Molecules.

THE other day in Metaphysics, the Doctor told the class that he never cared to see Niagara again, for, having seen it once, he could see it in his imagination just as clearly as when he stood before the Falls. "Well, then," remarked one of the Seniors, *sotto voce*, to those sitting near him, "he must have a cataract in his eye."—*Williams Vidette*.

PHILOLOGUS has been hard at work, and his labors have resulted in this derivation of "contaminate"; *con*, with, and *Tammany*; hence the primary idea in contamination is that of association with the "Tammany ring."—*Ibid*.

THUS a Western College paper mourns the loss of a student: "He was estimable, pious, a true Christian, and by far the best base ball stop in these regions."

## College News and Exchanges.

### EUROPEAN.

EDINBURGH.—The following account of a scene which occurred in the Humanity class-room of the University of Edinburgh while Professor Blackie was vainly endeavoring to deliver to the Senior Greek Class the opening lecture of the course on "Translation as a Fine Art," shows that the students of that class are inclined to enjoy themselves at the expense of the Professor.

"He then proceeded to point out the pedantry of this school as witnessed by the manner in which they wanted to spell and pronounce certain classical names and terms. (He

was going to illustrate this by writing on the black-board the word Olympus, but had only written the first two letters when a student at the back of the class roared out "O x," which caused a hearty and general burst of laughter. Indignant at such an interruption the Professor sat down, and asked the audience if they would put the person out? (No answer.) You know who he is perfectly well. I call upon you for your own self-respect to put him out. Put out that person. (A pause.) You have no moral courage—none, you poor creatures. (Laughter and "No.") This is a nice spectacle, this truly. Be so good as to put that person out. (A pause, during which the utmost quiet prevailed.) All I have to say is that that gentleman is no gentleman; he is a child, and those who sit beside him are cowards, and have no moral courage or self-respect. (Cheers.) Will you be so good as to put that person out? (Laughter.)"—*Edinburgh Daily Review*.

GLASGOW.—In the recent election for Lord Rector Disraeli was chosen by a majority over Ruskin. The "Tory" element seems to be in the ascendancy in Glasgow.

PROFESSOR ERNST CURTIUS, of the University of Berlin, whose work on Greek History is considered to be a standard, and is now being translated into English, has recently gone to Athens to endeavour to establish a school, where the best German students may obtain a minute and thorough acquaintance with the archaeology of Greece.—*Col. Courant*.

### AMERICAN.

HARVARD, has just had a windfall of \$150,000 from a prominent Episcopalian for the benefit of students of that faith.—*College Courant*.

To the wealthy of all denominations interested in "Dalhousie," we would say, "Go thou and do likewise."

VASSAR, the leading female College of the States has now about 400 students from all parts of the continent, from Maine and New Brunswick to Montana and California.—*College Courant*.

THE NEW-ENGLAND FEMALE MEDICAL COLLEGE, established in Boston in 1848, was the first institution of the kind in the world. Since it was opened eighty-three women have passed the required three-years course, and graduated, and over two hundred others have had the benefit of a partial course. Though the main object is the education of women as physicians, the lectures are open to all young women who wish to obtain a knowledge of anatomy, physiology, and health, for their own benefit or domestic usefulness, or wish to improve their qualifications as teachers in public school, or as nurses of the sick.—*College Courant*.

THE Professors and students of American colleges have done nobly for the sufferers by the Chicago disaster. Yale has given about \$900. Williams and Cornell have also given, but we are ignorant at present of the amounts.

We have received the following Exchanges:—*College Courant, Yale Courant, Harvard Advocate, Williams Vidette, Cap and Gown, Madisonensis, Cornell Era, Bowdoin Scientific Review, Iowa Classic, Lafayette Monthly, University Review, Simpsonian, Collegian, Irving Union, College World, McKendree Repository, The Acorn, The Cadet, The Owl, The College Herald, and Hedding College Register*.

Since our last issue we have received business letters from the following persons:

D. K. Campbell, J. MacGregor, E. S. Bayne, B. A., J. McGillivray, A. Rogers.

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Subscriptions received for all English and American Periodicals.

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Is issued every alternate Saturday, during the session, by the  
Students of Dalhousie College and University.

TERMS.

One Collegiate Year (in advance).....\$0.50  
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To be had at the Bookstores of Messrs. Connolly & Kelly and S. T. Hall.

The "Gazette" is forwarded to all subscribers until an explicit order is received for its discontinuance, and until all arrears are paid.

Payments to be made to A. I. Trueman, and all communications addressed to Editors "DALHOUSIE GAZETTE," Halifax, Nova Scotia.

Printed by the "NOVA SCOTIA PRINTING COMPANY," corner Granville and Sackville Streets, Halifax, N. S.