

# DALHOUSIE G A Z E T T E .

NEW SERIES—VOL. III.  
OLD SERIES—VOL. X.

HALIFAX, N.S., NOVEMBER 17, 1877.

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## CONVOCATION.

THE opening Convocation of the fifteenth session of our College was held in the Legislative Assembly Room, at 3 P. M., Friday, the 26th of October. Sir William Young took the chair, explaining that the Principal, owing to the fatigues of College work during the morning, was unable to attend. The students occupied seats in the centre of the hall. Besides the usual brilliant circle of ladies, there were present such prominent gentlemen as Rev. G. W. Hill, D.C.L., Chancellor of the University of Halifax; Mr. J. W. Stairs, Vice-Chancellor; M. Delfosse, President of the Fishery Commission; Mr. Foster the U. S. Agent; Mr. Dana of the American Counsel; Mr. Doure of the Canadian Counsel; the Mayor of Halifax; and select men of the legal profession and clergy of the city. Dr. Lyall opened with prayer. Professor Lawson delivered a very excellent inaugural address. As it is given below in full, it is not necessary for us to make any comments thereon. Rev. G. M. Grant was then called on to speak. He said that he rose rather to give his valedictory than deliver an address. He referred to the past history of the Institution, and its relation with other Colleges. Then, having pointed out the sources from which Dalhousie was to expect aid in the future, he spoke of its prosperity as something very attainable, with due exertion on the part of its friends. He urged the necessity of an increased endowment, concluding with the assurance to the students and officers of the College, that though his duties called him away from Halifax, his heart should always be with them.

Dr. McKenzie next addressed the meeting. Coming from a German University, with experience of what a complete Physical Laboratory should be, he naturally enough regretted the destitute condition of ours, and hoped that an effort would soon be made to obtain an adequate supply of apparatus. He also laid stress on the

necessity of obtaining means to improve the College in every way.

Judge Foster made a few remarks. He failed to see the evil of denominationalism. Small Colleges did the best work in the United States. Mr. Dana followed. He took the same view of Sectarian *vs.* Unsectarian Colleges. He wished to impress the fact that education was indispensable to the success of a country.

A closing address was given by Sir William Young. His words, as usual, were pointed and practical. He alluded to the disgraceful condition of the Parade. He lamented the sorry neglect of collegiate education here in the city, notwithstanding the facilities afforded by Dalhousie, and pointed to the concourse of great men sent out over the world by Scotland and New England, as a proof of what common schools and colleges can do for a country naturally poor.

The meeting was then adjourned.

## PROF. LAWSON'S ADDRESS.

WE read in history that fifty-seven years ago, the foundation stone of Dalhousie College was laid in the city of Halifax. Fifty-seven years is a long time,—long enough to be divided into a series of historic periods on this continent of quick developments,—long enough, at least, one would think, to allow a College to take root in a flourishing commercial city, and to grow up, and to blossom out into fine Libraries and Museums and Laboratories and Fellowships,—and to bear Academic fruit abundantly;—citizens meanwhile rallying around it as the embodiment of their intellectual life, as a valued Institution under whose beneficent shade a large number of them had grown up to manhood, to intellectual maturity, to good citizenship, and not a few to professional usefulness and dignity. But isolated facts and dates, although strictly correct, are liable, when taken alone, to form false lights



in history. Such is the case with some of those in the calendar of Dalhousie College, and notably with the date of the laying of its foundation stone. The longest periods of Dalhousie's history are blanks in its educational life and development; they have little more than a musty antiquarian interest for those who now occupy the College chairs and benches; they have no organic connection with the present College; they form no portion of its history as a progressive Institution for higher education,—unless we view them as a primary period of aggregation of particles, or a thickening of protoplasm, or as a basis of raw material out of which the new organism was to be developed. Let it not be thought that we value lightly the immense labor extending over many weary years, that was so persistently bestowed in the face of so much discouragement. All that we must relegate to the pre-historic period. There was first, Dalhousie's Stone age—its constructive period—we know of it by the substantial pile on the Grand Parade. Secondly, its Cave Period, of alternations of life and death, of successive organizations for educational purposes under teachers of unquestionable ability, and by whom much work was certainly accomplished. Then we have Dalhousie's Middle Ages, characterized by the multifarious purposes of Hospitals, Armouries, etc., to which the building was put,—so various, indeed, that the Academic, and even the Educational, sentiment seems at times to have been lost. At last came the renaissance period, when Dalhousie was opened under a new Legislative Act, on the 7th Nov., 1863, when even the Mechanics' Institute received notice to quit, and the College became exclusively Academic. From the end of 1863 we date the history of the present College. We are a young family of Collegians living in an old house, whose inscription over the doorway is to be read rather as a memento of the past than as the sign-board of the present occupants.

Not for the fifty-seventh time then, but for the fifteenth only, do we meet here to-day to begin a new session; we have held our October Matriculation Examinations, have put our classrooms in order, and are now ready to commence the winter's campaign. During the past fourteen years our work has been carried on with regularity and industry; the number of students has steadily increased from year to year, so that at the last session we had rather more than a hundred in attendance. What the number will

be this year remains still to be ascertained, but, from the usually numerous presentation of Freshmen, it is expected that the increase will not be less than the average increment of former years. When we look back upon our fourteen years of educational work, we may presume, I think, without overstepping the bounds of modesty, to say that we have much reason to be satisfied,—satisfied not to rest where we are, but to enter with refreshed zeal upon another session, in confidence that the success of the past will be continued in the future, so long as we work with the earnestness of men who look for God's blessing upon our labors—and that our forward march may even be accelerated as the years go on.

It cannot be too deeply impressed upon those of you who have just left school and are now beginning your College career, that the method of instruction adopted in the College is quite different from the school method, at least in most of the classes. At school the willing boy works of his own accord, and the unwilling one is taken by the hand every day and made to say his lesson. The Professor's daily lecture does not permit of this constant discipline. It is true that we try to supplement our professional work of lecturing by doing a certain amount of Tutor's work as well. But the Professor's duty is to teach willing students, to set his subject before them in such a way as to enable them by the exercise of their own mental energy to grasp it firmly, and to advance, day by day, in their knowledge and appreciation of it. The unwilling or careless one of necessity falls behind; the occasional examination may not reach him in time for his rescue; and, during the remainder of the session, he goes on in a hopeless way, deriving little benefit himself and probably obstructing—unconsciously it may be—the progress of his fellows. What a Professor dislikes above all things in his class room is bodily activity combined with mental indolence, and this condition, when it does occur, although rare in our College, is probably the result not so much of chronic idleness as of thoughtless carelessness at an early period of the session. Whilst the acquisition of mere knowledge is the ostensible benefit obtained by attendance in the class room, the student should feel that his Professor's aim in all his teaching is to develop that earnestness and manliness and sense of responsibility which Dr. Wiese notices as the distinguishing feature of the great English schools where Arnold made his impress.

Although our College history is so recent, we may yet point out on our annually extending Graduation Roll, as well as on the list of those who have passed through the College as general or partial students, the names of many who already occupy positions of usefulness in the professions and other vocations. But I would refer, and I do so with especial pleasure, (a certain amount of pride is justifiable on the part of all of us in a case like this) to some of our graduates, who, inspired with the love of knowledge and the ambition to aid in extending her boundaries, have aimed at reaching the very top of the intellectual ladder. With singleness of purpose, they have given themselves up to years of unrelaxed labor, disregarding, in their enthusiasm, all the sacrifices which that involves, in order to qualify themselves to carry out in the strictest methodical manner, and by the most reliable processes known, the investigations necessary for the solution of problems in Physics and Chemistry which, while unintelligible in themselves or their bearings to a large portion of the world, are yet known to the experienced scientist as those whose solution is essential for the opening up of new paths in systematic scientific progress,—which, in turn, is the mainspring of modern civilization.

Bayne—Mackenzie—Macgregor—linked together in Dalhousie minds like the precious pearls in a Unio—when they were seated on these benches ten or eleven years ago, as you are now, looking down through a narrow vista of books and blackboards, four years long, with a bachelor's hood faintly seen hanging at the far-off end,—they no doubt thought, as you probably do, that our Arts course was ample enough for the cultivation of even the most stubborn minds. But the end of this vista once reached was found to be but the opening into the great intellectual field, whose rarest flowers mantled the heights that terminated the still far distant slopes. Undismayed by the prospect, they summoned fresh courage, and sought their guides and appliances in some of the best Universities of Europe. At Edinburgh, Heidelberg, Leipzig, Berlin, they successively labored, studying and working under the direction, and side by side, with some of the ablest of Physicists and Chemists, and the most profound of thinkers, and among students whose scientific zeal was the passport of their entrance to the Laboratorium,—or perchance, settling down for their summer holiday in the little towns of Ilmenau or Stutzerback, whose

surrounding hills and groves are peopled like a fairy land with the spirits of Goethe and Schiller,—not to read poetry however, and sing German songs, but to work hard at the little blow pipe table alongside of eident grimey glass-blowers, transforming tubing into the elaborate pieces of apparatus required for their researches. By such thorough and systematic courses of intellectual and manipulative training, every faculty is brought into play, and men are qualified not only to take high places as the teachers and guides of others, but to enter upon systematic original investigations, that may lead to the most important discoveries. They are trained to work and to think as those are now working and thinking who occupy the front rank of science, and they moreover learn the lesson so valuable as an antidote to the worship of wealth and show, that simple-minded frugal men may do the work of intellectual giants.

The kind of fruit that may be expected from such training we have seen something of in the researches already published by our three Scientists in their Graduation Theses, and in the Transactions of the Royal Society of Edinburgh; but a more easily appreciated, if less profound, sample was given to us last winter by Doctor Gordon Macgregor, who conducted the Physics class in Dalhousie College. He has unfortunately gone from among us, and has already commenced his duties as Professor of Physics at Bristol,—the shrewd people of that ancient commercial city having taken him, in return, I presume, for the one hundred and one pilgrim fathers whom they sent to America 250 years ago.

Dr. Mackenzie, fresh from the splendid Laboratory of Dr. Helmholtz, will be our Lecturer on Physics this winter, and we can already perceive, in the rapidly improving arrangements of the Physics Class Room and Laboratory, a semblance—distant indeed—yet distinct—to the princely Laboratorium at Berlin, with its multitudinous stores of the most ingeniously delicate apparatus, and with every facility for investigation that the art of man can contrive.

Dr. Bayne has also returned to Halifax to occupy the position of Teacher of Mathematics in our High School, an Institution whose establishment, with a thoroughly efficient teaching staff, supplies a long felt want in this city, and whose benefits to the rising generation will soon make themselves known in the community. In former years, it is feared, disappointment was caused to parents in Halifax who expected Dalhousie



to do High School work. We shall be relieved in future from such expectations. We may reasonably anticipate likewise that matriculants will come up to College better prepared than heretofore, and that Professors will be enabled, by starting from a higher level at the outset, to lead their students more rapidly and to raise the whole standard of our College teaching.

The establishment of the University of Halifax as an Examining Board for the Province, for the granting of Degrees, is another step in advance; and, as an attempt to organize our Colleges into a system, or rather as a scheme whereby they are endowed with the power of so organizing themselves, is calculated to exercise an influence on Dalhousie, as on the others. It supplies what was so loudly called for at one time, an efficient examining body distinct from the teaching Colleges. By throwing the students of the different Institutions into a general competition it will stimulate not only the students, but their teachers and the managers of these Institutions. And by setting up a standard and bringing together the Representatives of Colleges in the Senate and at the Examination Board, it will tend to produce a uniformity in the subjects taught, the modes of teaching, and the books used, that cannot fail to simplify any future legislation.

The curriculum of the new University is thought by some to be not comprehensive enough, by others to be too high. In the present state of our Colleges, each with a different curriculum and different books, it was a matter of great difficulty to form a practicable curriculum or course of any kind, and the present must be viewed as a tentative one. The Senate look for the evidence to be furnished them by the Examiners from time to time as their legitimate guide in perfecting it. It is hoped that after a few years the University curriculum and the curricula of the various Colleges will by mutual accommodation have become so closely assimilated that the friction which necessarily exists at present will disappear.

This, however, must be the work of time. Students will then be prepared to come up to the University instead of the College Examiners, and when that stage has been reached the latter may be thrown aside as the fifth wheels of the College coaches.

All attempts to consolidate the several denominational Colleges of the Province with Dalhousie into the Provincial Teaching College,—

have failed, not, perhaps, because the denominational sentiment is dearer to our people than learning, but apparently because many believe the Denominational College capable of nursing both, and dislike giving up what has been to them in the past their tower of intellectual strength and a powerful auxiliary in their denominational work.

If this be so, it simplifies the question of higher education. That the Denominational Colleges are doing Educational work we are told, and believe, and that they are paid for it out of the Provincial Treasury we are told, and believe also. We are told, and believe, that they don't want to relinquish the management of their own affairs, and become state Institutions. The simple enquiry then is, do these Colleges, and Dalhousie as now constituted, meet the educational demands of the Province? Do they provide the training that is required, not for the clergy alone, but to fit young men for the active duties of life in a civilized country, for the professions, for agriculture, manufactures, mining, for the varied vocations which require intellectual training and knowledge and skill. We pride ourselves in pointing to our immense stores of mineral wealth; to our fishing grounds, teeming with life; our fertile soil, waiting to be converted into the richest farms; and to the open harbors around our coasts, whence produce unlimited—from sea and fields and mine—may be wafted to the markets of the world. What were all these better to us than to the wild Indians, without the knowledge to realize their benefits?

The perfecting of chemical and mechanical processes is going on so rapidly that any country that neglects to profit by them must of necessity lose its power to produce marketable commodities at a marketable price. The application of Science to industry is not a question to be discussed by politicians, it is an obvious and absolute necessity upon which the continuance of the country's civilization depends.

The importance to men of scientific progress in discovery and invention is not alone the improvement and cheapening of manufactures; its whole tendency is to elevate the human race, to relieve men of continuous muscular exertion. The increasing applications of steam relieve the labor of the horse, and the horse in turn does the work of the man, and the man rises to his proper level as an intelligent being, exerting his energy not in brute force, but in mental exercise, in directing and controlling the forces of

nature. If our mines are to be worked with profit, if the fertility of our lands is to be proved, and if our young men are to be qualified to perform that work and discharge their proper functions in the development of the resources of the country, we must give them an education such as experience elsewhere has shown to be necessary.

In Europe it can hardly be understood how civilized men can manage to make a living in a country where scientific agriculture is unknown, and where mines and manufactures depend upon imported skill; or how the people can suffer to see the ambitious youth of the country shut out from the places they are naturally qualified to take in the management of the world's affairs, by the want of any efficient means of training.

It is true that a certain amount of technical instruction is given in our Colleges. King's has, I believe, an efficient Engineering Class. In Dalhousie the practical instruction given in the Chemical Laboratory is such that a student may select for himself any branch of professional or technical work. Dr. Honeyman conducts classes for Geology at the Provincial Museum. But all such instruction is fragmentary and incomplete, if viewed as a technical training for life work. The best evidence of its unsatisfactoriness is the very few young men who seek to profit by the advantages that are offered.

Next to establishing common schools, the first educational duty of the Government of a country is to provide the means of technical education. It is a duty that cannot be delegated to Denominational Colleges. Denominational money may be applied to the equipment of an ordinary Arts course, because such is required as a preliminary training to theological study, and an enthusiastic Arts professor may occasionally extend the range of his work. But denominational money cannot be used for teaching the art of tanning, the reduction of ores, the anatomy of the horse's foot, or the analysis of soil, or for erecting the Laboratories necessary for such education. We have the example of Ontario. What country is better provided with Denominational Colleges? Yet the Government, whilst relaxing no effort in favour of University College, their Provincial Academic Institution, have within the last few years established, at much expense, a School of Practical Science, and likewise, as a distinct and distant Institution, the Guelph Agricultural College with a large experimental farm. No effort is being spared to

provide the intelligence necessary for the development of useful art and industry in that Province. It is felt that it does not pay to leave the resources of the country undeveloped, nor to attempt their development without the necessary capital and knowledge and skill.

My last words are words of regret,—that the elevation of the Rev. Mr. Grant to the high position of Principal of Queen's University should deprive us of one who has been from first to last the steady and energetic friend of Dalhousie College, in whose mind it has been second only to the Great Master's work.

### Personals.

Our Senior Class of last Session, as far as we know, are situated as follows:—

F. W. ARCHIBALD, B. A., is pursuing his Theological studies at the University of Princeton, N. J.

ROBERT E. CHAMBERS, B. A., having taken to himself an help-mate, has abandoned Greek, Astronomy, &c., and is employed in mercantile operations in his native town of Truro.

HOWARD H. HAMILTON, B. A., to whom the GAZETTE is largely indebted for its present healthy financial condition, is studying Theology in Boston, Mass.

A. W. HERDMAN, B. A., is engaged in transmitting his Collegiate knowledge to the youth of the City of Halifax in the Albion Street School.

GEORGE A. LAIRD, B. A., is similarly employed as Principal of the Graded School at Bridgewater, Lunenburg County.

RICHMOND LOGAN, B. A., WILLIAM A. MASON, B. A., JOHN McD. SCOTT, B. A., and W. S. WHITTIER have returned to this City, and have commenced their Theological training in the Presbyterian Seminary. We wish them every success.

STANLEY T. McCURDY, is wielding the yard stick and its usual accompaniments in his mercantile establishment at New Glasgow.

COLIN FITZBLADO, B. A., airs his Academic knowledge in the Advanced Department of the Sherbrooke Graded School.

JOHN WADDELL, B. A., is developing the intellects of the younger inhabitants of Dartmouth, and probably inviting them to the delicacies of higher mathematics.

JAMES A. FORBER wields the ferule as Head Master of an institution of learning at River John.

BURGESS MCKITTRICK, B. A., is Principal of Sydney Academy, C. B.

J. S. MURRAY, B. A., fills a pedagogue's chair at Cavendish, his native place. *Dulce est pro patria laborare.*

W. R. GRANT, B. A., is the "dear didascalos" of a school at Springville, Pictou Co.



## DALHOUSIE GAZETTE.

HALIFAX, N. S., NOVEMBER 17, 1877.

## EDITORS.

J. H. CAMERON, '78. R. MCKAY, '79.  
A. ROGERS, '78. G. W. McQUEEN, '79.  
C. S. CAMERON, *Fin. Secretary.*

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ANOTHER of those handbreadths of time which divide one College year from another has elapsed. Swift indeed has its passing been in the estimation of those whom its departure recalls to their tasks. To students the opening of a new session means work. In the experience of many of them, the "midnight oil" is neither a poetical fancy, nor a pleasant-sounding rhetorical embellishment, but a dull, prosaic fact. Of Dalhousie's Undergraduates it may be said, "labor is their inheritance," and labor, we all know, is not joyous but grievous. This is especially true of those of them who, in addition to their regular work, have besides the burdensome duty of running a College Paper to attend to. The amount of time and labour necessary to the proper management of a journal such as our GAZETTE, no one can form an adequate idea of, except those who have had a trial of it. It frequently happens also that Students, instead of assisting the editors and supporting their paper, assume an attitude of indifference, sometimes even of critical hostility. This should not be. The GAZETTE should be a matter of common interest to every one (undergraduates and generals) studying within these walls.

Fellow students, we look for your aid. Each of you is expected to contribute something, yet you need not expect that anything you may scrawl off, without care or thought, will be published. If you are ambitious to see your piece in print, put time and labour on it; give it careful study. In that case it will be more likely to contain some ideas and have some value; hence worthy of a place in our columns. Then again compress; boil down. We do not wish for long articles. They are the bane of college papers. Give us something short and racy. Two or three columns are enough at a time. If you are brief, however dull, you have a chance of being read; but if, on the other hand, you are persistently and loquaciously dull, you need not count much on your expectations of a hearing. You can never make up for bad quality by good quantity. See how delightfully brief Bacon's Essays are! The most of Lamb's, too, are short. Notice the conciseness of style in one of the most popular books of the day—"Ginx's Baby,"—some of the chapters scarcely extend over two pages. Poe gives the rule, that the length of a composition should be in proportion to its elevation. You will find this maxim a pretty safe guide, generally. Let the deficiency, however, in the length of your articles be made up for by frequency of contribution. Don't let the editors have to manage the paper and do the writing as well. Don't repeat the Pharaonic tyranny of compelling them to make bricks and provide their own straw.

So much for advice. Let us now look briefly at our prospects. Financially, the GAZETTE is in the most desirable condition. From a literary point of view, perhaps the outlook may not be quite so promising. Many of our best writers are absent—a fact that calls for extra exertion on the part of those that remain. As yet we know not what questions may arise, calling for discussion, but at present, our anticipations point to a peaceful career for our paper this session. Although we have by no means lost sight of the idea of a Provincial University, we do not see

that any practical benefit would result from advocating the scheme now, as it is quite plain our Government will not take any steps in that direction, while its own offspring, the University of Halifax, is still on probation. The projected Endowment will call for some attention, as likely to be a matter of paramount interest to the friends of Dalhousie for some time to come. As some of our readers well enough know, the money is badly needed; needed to erect a decent building in place of the sorry looking pile of stone and lime at the head of the Parade; to provide higher salaries for our Professors; to enlarge our Library; and, above all, to supply our Chemical and Physical Laboratories with adequate apparatus. All these are present and calling wants. We will not speak of debating halls, gymnasia, dormitories, and the many conveniences of more opulent institutions, which, though desirable, are still, we fear, very far in the dim and distant future.

In view of such pressing requirements as we have mentioned above, an effort should be made to raise at least a part of the endowment as soon as possible. Delay is unnecessary. Our Alumni are numerous and energetic. If they only go into the work heart and hand, we have no doubt of its success. We, on our part, will consider it our duty to do what we can in laying before the supporters of Dalhousie the necessities of the case.

DURING the Summer vacation another change in the teaching staff of our College took place. Dr. McGregor having accepted an appointment to a professorship of Natural Science in Clifton College, Bristol, Dr. MacKenzie, of the University of Leipzig, a graduate of Dalhousie, now occupies his place as Lecturer on Physics. We lament that Dr. MacGregor is lost to Dalhousie. Students who enjoyed the benefit of his course here last session will long remember and respect him, not less for gentlemanly character than for scholarly attainments. Our *semper floreat* will ever follow him. But while we regret his de-

parture from amongst us, we congratulate ourselves that another son of Dalhousie, who also has won renown in a foreign land, supplies the vacant place, we hope permanently. Our Governors are blind to the interests of this College if they do not take steps to bind Dr. MacKenzie to his *Alma Mater* by making him Professor instead of Lecturer. Without dollars this is impossible, hence the necessity of an endowment.

Here also let us mention that Mr. Bayne, another German Doctor, *et Baccalaureus Dalhousiana*, has lately been appointed teacher of Mathematics in the Halifax High School. A better selection could not have been made. Undoubted abilities, thorough education, and large experience fit Dr. Bayne eminently for the position.

By the establishment of this same High School a great want has been supplied. It was disgraceful that Halifax should have been so long without one. We trust, (nay, we know,) that by its means a strong impulse will be given to the cause of education. Moreover we hope that it may become a most fruitful tributary of our College, and that many of the city lads will find their way from that Institution into our halls and classrooms.

Thus our honourable triumvirate of Doctors is employed. Should not their example and success induce more of our young men to visit that land of legend and song beyond the sea?

OWING to the absence of several of our last year's students, the whole number of Undergraduates is not unusually large this session. In the Freshman class, however, there are 17 Undergraduates, besides a number of general students, making the number in that year rather above the average. The number of Seniors, also, is full as large as usual, and we may look forward to a respectably large graduating class, provided nothing happens during the sessional examinations to diminish their ranks.

The Professors' Scholarships, which are awarded to the two students who stand highest in a special entrance examination into the first year,



were won this session, first and second respectively, by Graham Creelman of Upper Stewiacke, who received his preparatory training at Pictou Academy, and James S. Trueman of St. John, N. B., Grammar School. Creelman is a boy of fourteen, and his winning so distinguished an honour at such an early age, seems to point him out as a student of no ordinary natural abilities.

OUR STUDENTS ABROAD.—Those of our former students who have gone to other Universities, have generally succeeded in giving a good account of themselves. The past year has proved no exception to the general rule. Again we note with pleasure, that not a few have taken a high position among their peers.

J. C. Herdman, B.A., '74, has taken the degree of Bachelor of Divinity, besides winning prizes in Church History (first), Divinity, Biblical Criticism and Antiquities, in the Theological Faculty of Edinburgh University.

A. W. H. Lindsay, B.A., M.D., has gained a medal and first class honours in Clinical Surgery in the Medical Faculty of the same University.

G. MacMillan, B.A., '75, took a number of prizes in the Theological Faculty of Queen's College, Kingston, Ontario.

A. A. MacKenzie took the degrees of B.A. and B.Sc., with first rank honours in several departments of the Arts Faculty of the same College.

W. S. Stewart won first rank honours in Classics at the third year examinations of McGill College. Mr. S. also took a very creditable position in the ordinary classes.

H. MacIntosh, freshman of '74, took 2nd prizes in Classics and Mathematics, and a \$70 scholarship in the first year at Queen's College, Kingston, Ontario.

We are glad to state that our Principal has so far recovered his wonted health and vigor that he is able to resume College work.

### PROFESSIONAL STUDIES IN THEIR RELATION TO A COLLEGE COURSE.

PROFESSOR BLAIKIE, in his excellent little work on "Self Culture, Intellectual, Moral, and Physical," alludes to what the Germans call *Brodstudien*—professional studies. He remarks that there is a great eagerness on the part of many young men to enter very early upon what is to be their life work. From experience and observation, we are convinced that this is a tendency far too common. Students are apt to imagine that a course of reading prescribed by Professors is unpractical. The stern discipline and necessary application of the class-room and study are not congenial to youthful enthusiasm. In the words of a great writer, "feelings are stars, which lead only by the bright heaven; but Reason is a magnetic needle which guides the ship still farther, when these are concealed and no longer shine." Our impulses often lead us to do what we bitterly regret in after life. Rev. F. W. Robertson, of Brighton, advised a young friend at the University, to follow a course of reading, however injudiciously mapped out, that he might become accustomed to habits of regular work. The young man, having a profession as the goal to which he is pressing, should well weigh his powers in the balance. "Be what nature intended you to be." He should be determined to secure the very best mental training, a *sine qua non* of success in life.

Need we say that a good mental training is the proper object of a college course? The observation is called into active employment, the faculty of discernment is brought into play, and memory, mother of the muses, that great power in the acquisition and retention of knowledge, is strengthened. Yet, strongly as we would urge the necessity of mental discipline, we believe that even those who leave the University with the finest cultivation of mind, and the most varied stores of knowledge require much to fit them for the discharge of professional duties. A step in the ladder is wanting, and "would young ambition once attain the topmost round," the missing round must be supplied. We need to cultivate the power of writing and speaking our own language with ease and elegance. It is an astonishing fact that in many educational institutions Shakspeare, Milton and Cowper are not

thought sufficiently classic to merit the attention of undergraduates. The best years of the youth in our higher seats of learning are spent in perusing the fantastic tales of lying Romans, and the silly mythology of not less mendacious Greeks. We do not deny that there is a great deal of beauty and sentiment in the sprightly tales of Horace, Livy, Homer and Herodotus, and that some of the conceptions of the Grecian Theology are gigantic and sublime, but we cannot admit that they equal or excel the "myriad-minded Shakspeare."

Philosophy is a subject worthy of the exertion of the highest powers of mind. It deserves more than the trivial notice generally received at the hands of men whose business it should be to treat it with the greatest consideration. Science, with its continually increasing discoveries opens up a wide field for the most thorough investigation and patient research.

"Reading maketh a full man," says Bacon. Books are the bequest "of the great and rich in the intellectual world; of those who have the key to the ancient storehouses." Our income tax is the labour we expend in bringing to the light of day wealth greater than that of the mines of Potosi. Were Lord Bacon alive at the present day, he would be surprised at the disregard with which his precepts have been treated. "Some books are to be read only in parts; others to be read, but not curiously; and some few with diligence and attention." A famous man said, lately, he had never read any book but the Bible. He could get the gist of a book without reading from the title-page to the end.

The Pallas of Grecian poetry sprung full-armed from the head of Jupiter. Can young men expect full-armed with literary qualification to spring upon "the world's broad field of battle?" While our College duties should receive our first attention, we should not neglect the cultivation of our powers in other directions.

To our friends who have matriculated, we would say a word. The Germans have a proverb, viz., "every beginning is hard." Horace says, "*Dimidium facti qui cepit, habet*" *Anglice*. Well begun half done. "*Sapere aude: incipe*." Have the courage to be wise: begin. You have your future in your own hands. Your bearing in College will do much to determine your success or failure in life. We do not say this absolutely. There are many exceptions, but hard study and

effort have to be gone through sooner or later. We would conclude with the words of our Laureate:

"Who loves not knowledge? Who shall rail,  
Against her beauty? May she mix  
With men and prosper! Who shall fix  
Her pillars? Let her work prevail.

J. L. G.

### UNDERWAY FOR THE WEST.

THE GAZETTE has never suffered for want of articles about Cape Breton. It appears that when our Students have a week or two of holidays, the great tendency is,—Mahometan like,—to turn their faces eastward. Off they set, some to fish dexterously and catch nothing, others to seek game and succeed admirably.

One heavily burdened with petty cares, rushes to some headland of Victoria County, and there tries to float his own dull load on the bosom of giant billows, that, rolling on by day and tumbling about by night, have crossed the broad Atlantic. Such a man forgets that the wild confusion of billow encountering billow is the result of exuberance of life, not evidence of vexation. The proud and defiant way in which those angry forms lift themselves, and then madly rush on to death, is mistaken for the despair of a giant; the broken sound of waters almost stilled, for the sobs of a sick and sleepy child. Let us not disturb any man's illusion. Imaginary ills are often cured by imaginary sympathy.

By and by the wanderers return to College; and then in one undistinguishable mass are collected, rivers, lakes and small trout, smiling barley fields, rugged mountains and brown fences. As these are bulky, they are pushed to the rear of the picture, and the foreground is adorned by a sweet cottage, inside of which are sweeter cream and sweetest maiden. In ecstasy they shout, "look at that." We are not jealous, at least shall try not to be. Our object is not to explore caverns or dig for clams. Neither do we desire going "afoot," or launching out on the deep, as other fragments of existence do. Moreover, necessity compels us to turn to the west. We are bound for Mahone Bay by coach.

We must leave at 6 A. M. sharp, so the hotel waiter is carefully instructed to ring the bell early, and have tender beef and calico potatoes ready in time. The breakfast bell rang 10 minutes before 6. There are moments in a man's exist-



ence, when the act must be "short" if "decisive." A distinct recollection that we would be jolted over 45 miles of unmacadamized road, before tasting even a blueberry pie, made us quite decided; the silent determination was, that the operation should be managed in an earnest, deliberate and persevering way.

Six o'clock came, and more potatoes were quietly asked for. The waiter's eye became restless. The moments were gliding by and no coach came, despite pricked up ears. There was a solemnity about that breakfast that is not easily forgotten. We fancy that in this respect it was like the last repast taken by a young man, before leaving the single path of life for one more dubious. A great mistake had evidently been made. No coach driver ever served a waiter so before. In a few minutes the door bell rang; the sound brought intense relief. "There he is," said she, with ill suppressed satisfaction. We stuck like a burr to the chair. Amazement filled her countenance. She left the room, evidently resolved that if she couldn't persuade us to go down stairs, she would certainly entreat that the coach be taken up. She didn't return, and breakfast was completed in peace. In the hall we encountered our anxious attendant. The coach had not come. There was a solemn expression on the maiden's face,—"You will certainly die." Raising her eyes, she cast a look of mingled sympathy and distress, and murmured, "Do you wish any more?" Reply was unnecessary; the coachman's voice sounded along the stairway; we were off.

During the previous night, rain had fallen unceasingly, and the roads were in a bad condition. There would be no other passengers. How delightful to think of children descended from people of colour, stable boys, and gossippers at kitchen windows gazing at us! With a swelling heart the coach was scanned. To our blank dismay four pair of knees were huddled close together inside. There wasn't room for a fifth pair crossed. Passengers generally have some articles that are carried in the hand, but this time the coach was filled with bundles, and the passengers occupied vacancies between them. Satchels, valises, travelling bags, hat boxes and overcoats were there,—not to mention umbrellas and waterproofs,—paper parcels, cloth packages, boxes handed to the driver with "please take care," a moment later succeeded by "Oh dear me! there you smashed it"; and precious little things secured by many knots. We crept in. It is decidedly encouraging to face difficulty

shoulder to shoulder with others, especially if it is impossible to turn and flee. But when a pair of flat No. 10 boots settle upon your tenderest sensibilities it is difficult to "smile serenely."

The coach rumbles along for a minute or two, and then stops, a sixth passenger is anxious to secure a seat. He enters humbly; there is no room for his *Mayflower*, part with it he cannot, so it is packed into his hat.

It is a noticeable fact that the last passenger in a crowded coach is very unwelcome,—like the arrival of a little stranger in a house that already has had eleven such wailing visitors. Mend matters we couldn't; the reins were drawn, and whip flourished; we were finally off.

As the sun bursting through the morning mists rolled back the dark shadows and set all nature a-smiling, our spirits rose rapidly. One of the company evidently wanted to sing, and began whistling a few notes, like the piping of a bird that has looked in vain for a morning meal. Soon the strain became steadier. This was inspiring,—the spirit of music took possession of us all. And then solos, trios, quartettes and comic songs, minor strains and hymns, succeeded each other in strange variety. This diversion so engrossed our attention that the outside world was forgotten for many a mile, which, otherwise, would have been very monotonous.

It is not our intention to say anything about the dreary barrens and broken forests that flank the way, or when St. Margaret's Bay, with its sand beaches, its huge granite walls and pretty islets is reached, to pause and grow romantic,—the coach won't allow that.

It stopped just a moment, however, for a sporting man, who got a seat by the driver. His dog Snipe was a beautiful and well bred creature. Wagging his tail triumphantly he brought up the rear. On we rolled, Snipe following faithfully. Suddenly a malicious head was thrust out of the coach and a low voice growled, "go home." Snipe stopped instantly, his heart died within him. Casting "one long, last, troubled look" after us, he was about to turn away, when his owner looked behind, and beheld the favourite far in the distance. With a piteous cry he shouted, "Schnoip, Schnoip," and begged the driver to stop. The cry relieved both master and dog; Schnoip crept up to the coach, his owner crept down and embraced the pet, then both mounted, and away we were again. Chester and its attractive surroundings were hurriedly passed, we too were anxious to finish the journey. As

Mahone Bay village came in sight, there was time to sing, "Auld Lang Syne," with slight variations.

We who in the morning had met as strangers were now about to part as friends; perhaps never again to cross each other's path, much less to sit face to face for 62 miles in a stage coach. And then as a kind of benediction on ourselves, "God save the Queen," was breathed forth faintly,—one gentleman reverently removing his hat. Our journey was over; with a hasty shaking of hands the company broke up. The dints and bruises of that day have passed away completely, but for many a year will the remembrance of its pleasures remain. R.

#### CORRESPONDENCE.

##### MESSRS. EDITORS:—

Every student who has visited the Y. M. C. A. Reading Room has observed the notice anent himself and confreres stating that one dollar is required for the privileges hitherto enjoyed *gratis*. To me, at least, this appeared strange, and aroused a mental debate as to whether the students had degenerated, or the contents of Reading Room improved. Meeting with a member, I stated my perplexities, and was informed that the fee was demanded, not, as I supposed, on the score of poverty, but on account of the bad behaviour of Collegians in former winters. My informant further stated that *our* offence chiefly lay in that while there, we would read the papers, to the exclusion of those who had better rights; but he allowed that it was very natural to engage in reading in a room specially set apart for that purpose. I also learned that the conduct of one gentleman had a great deal to do with the imposition—of the dollar. That student was in the city for five years, but "the evil that men do lives after them," and so it has proved in this case. From the above explanation, gentlemen can see that their presence is not wanted, and, if sensible, will turn the snubbing to good account. We have a snug little reading room, fitted up with quite a length of empty shelving, let us arouse ourselves and see that this is remedied. How to make the most of what is possessed, is a problem of interest to every one except the Dalhousie student, who seems to suppose that classics, mathematics, &c., are the only things to be learned; even our debating societies are patronized by a small and unprepared

percentage. Now a reading room of the proper kind, besides affording facilities for mere reading, would be a place in which students could meet and interchange opinions on matters never mentioned in debate. I have heard that several Provincial papers are willing to exchange, so the direct outlay would not amount to much. I feel the importance of a change from our present state much more forcibly than I can express it, and if supported will endeavor to show that business is meant. Q.

#### OUR EXCHANGES.

AMONG our first visitors for the year is the *Queen's College Journal*. It is much improved in appearance. It has betaken itself, like the majority of our exchanges, to the "sear and yellow leaf" of tinted paper. In the literary matter we see a change for the better. A larger amount of it is original than formerly. The editorial speaks in the most eulogistic manner of the new Principal. We congratulate Queen's on its good fortune in getting a Nova Scotian for its leader.

The *College Courier* contains about thirteen pages of reading matter, and thirteen of these refer, more or less to Monmouth, a fact that adds additional proof to O. W. Holmes' proposition:—"The axis of the earth sticks out visibly through the centre of each and every town or city." He might have added with equal truth, that its point of sticking out is in the vicinity of most Colleges. The *Courier* contains, however, the best piece of poetry we have seen in any of our exchanges. It stands first; all the rest is nowhere. College poetry for the most part is unreadable. It does us good to come across something genuine, like "*In the Campus*," wearied as we are by the advisable, let us do this and let us do that style of modern newspaper verses.

The third issue of the *College Olio* is before us. It is well got up. The printing is good, and the editors appear to have laboured hard to reduce the number of typographical errors to a minimum. It opens with an article by "Leucos," advocating the establishment of editorship departments in connection with Colleges. We agree with his views entirely. We believe that editors should have the advantages of a special training as well as doctors, ministers, lawyers, and other professional men. The review of Prof. Olney's treatise on Algebra is dashing but somewhat reckless.



The *Brunonian* is more cosmopolitan than the most of American exchanges. That localism which is the most distinctive feature of some College papers, it is almost wholly free from. We like it for its variety and largeness. The *Brunonian* is always welcome to our table.

The following exchanges we have received:—*Niagara Index*; *The Alabama University Monthly*; *The Acadia Athenæum*; *The Bates Student*; *The Packer Quarterly*.

### Our Societies.

THE Annual Students' Meeting was held on the evening of the 31st ult.. John H. Cameron was called to the Chair. Officers for the current year were then elected, viz. :—

*President*, J. H. Cameron; *Vice President*, William R. Fraser; *Secretary*, Alfred Whitman; *General Committee*, Fred. Chambers, E. L. Newcomb, Robert Ross. The Football Club was then re-organized. E. L. Newcomb, *President*; R. Emmerson, *Secretary and Treasurer*; *Captains*, William Brownrigg, Fred. Chambers.

Matters concerning the GAZETTE were then discussed. The Financial Secretary's report was very encouraging. On motion it was unanimously passed that a vote of thanks be accorded to H. H. Hamilton for the energetic and successful way in which he had managed the GAZETTE financially. GAZETTE Staff for the ensuing year:—*Editors*, John H. Cameron, 4th year; A. Rogers, 4th year; Roderick McKay, 3rd year; G. W. McQueen, 3rd year. *Financial Committee*, E. L. Newcomb, 4th year; R. Emmerson, 3rd year; W. R. Fraser, 2nd year; H. McIntosh, 1st year; *Financial Secretary*, Charles S. Cameron, 3rd year.

A Committee to secure Gymnasium Rooms was next appointed:—James McKenzie, Robert D. Ross.

The members of the Kritosophian—3rd and 4th year Students,—repaired to Class Room No. 1 to elect officers:—J. L. George, *President*; R. Emmerson, *Vice President*; Alf. Dickie, *Secretary and Treasurer*; *General Committee*, J. H. Cameron, A. Rogers, E. P. Thorpe, R. Emmerson. The meeting was very interesting. Various matters were discussed, chief of which was the proposition to unite with the Excelsior Society. This caused an excited discussion, all present seemed overcharged with energy. It was evidently the first meeting for the year. If a title of the vows of fidelity to our Society be kept, we shall have large meetings this Winter.

The Excelsior Society is not yet properly organized.

### Dallusiensia.

A tap and goblet in the hall would be a welcome innovation to thirsty students. Those of them who spill ink on their fingers are anxious for a wash-basin, too.

*Time*.—“That hour of night's black arch the keystone.”

*Place*.—A bedroom having a window facing the street, sans a blind.

*Audience*.—A lady in her room on the opposite side.

Enter three Freshmen. *Vestes exuunt nisi tunicas.*

They play. Exit audience in perturbation.

This opening scene is said to have been an imitation of the war dance of the American aborigines. The effect must have been very moving. The rest of the play we cannot say anything about, as the lateness of the hour prevented the presence of a reporter.

*Moral*.—At private theatricals, drop the curtain before the play begins.

ONE of our Juniors, we are told, possesses a remarkably fine copy of “The Student's Hume,” said to be the most handsomely bound in Halifax. We hope he will *ex-Hume* some useful information therefrom.

“SAD and moody Seniors” will put the worst construction on things. One of them the other day translated “*Neque mortem nepoti pro securitate privigni illatam credibile erat.*” “Nor was it credible that he carried in death to his grandson,” &c.

“BIG long-legged men don't always sometimes get ahead of small short men” is the Chinese version of “The race is not to the swift.” A Senior, noted for pedal elongation felt the truth of the above maxim a few nights ago when he tried to overtake a short small fellow Senior, *cum puella*.

*Professor*.—“What kind of a sentence is that?” Student beaming with intelligence, “An interrogative question, sir.”

### Clip.

THE Socratic Method is thus irreverently explained by the *N. Y. Times*: S.—“They tell me, O Alcibiades, that you have cut off your dog's tail.” A.—“It is true, O Socrates; I did it with my little battle-axe.” S.—“What is a dog? Is it not an animal with four legs and a tail?” A.—“You say truly.” S.—“Then your dog is not a dog, for it is an animal with four legs, yet without a tail.” A.—“I see that I must admit it.” S.—“But you will also see that neither among Greeks, nor yet among barbarians, is there any animal which, having four legs, has no tail.” A.—“Again thou sayest what nobody denies of.” S.—“How, then, can you claim that you have the very animal which does not exist?” A.—“By Zeus, I make no such claim.” S.—“Then you see you have no dog.”

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