

# The Dalhousie Gazette.

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## CONVOCAATION.

The Fall Convocation of Dalhousie College and University was held in the Legislative Assembly Room on Tuesday, Oct. 28th. The gathering was not as large and brilliant as some in the past have been, but we noticed many prominent citizens of Halifax. At three o'clock the Professors marched in and Principal Ross opened the proceedings with prayer. He then briefly addressed the audience. He referred to the new Munro Professor—Dr. Alexander. He announced that the prospects for a successful session were satisfactory.

Professor MacGregor then read the list of successful competitors for Munro Exhibitions and Bursaries. They are as follows:—

### SENIOR EXHIBITIONS.

1. Robinson, Alexander, Sussex, N. B.
2. Cahan, C. H., Hebron, Yarmouth Co.
3. Mackay, E., Plainfield, Pictou Co.
4. Mackay, N. F., West River, Pictou Co.
5. Lewis, A. W., Central Onslow.

### BURSARIES.

District I.—Halifax, Pictou, Colchester and Yarmouth Counties.

1. Stewart, D., Upper Musquodoboit.
2. Not awarded.
3. do.
4. do.

District II.—The other Counties of Nova Scotia proper.

1. Morton, S. A., Milton, Queens Co.
2. No candidate.

District III.—Cape Breton.

Calder John, West Bay, C. B.

District IV.—P. E. Island.

1. Coffin, F. J., Savage Harbor, P. E. I.
2. Nicholson, A., Charlottetown, P. E. I.

District V.—New Brunswick.

Macrae, A. W., St. John, N. B.

### JUNIOR EXHIBITIONS AND BURSARIES.

#### Exhibitions.

1. MacLeod, Geo., (P. of Wales College,) Murray River, P. E. I.
2. McKenzie, John Wm., (Pictou Academy,) Pictou.

3. McKay Henry Martyn, (Pictou Academy, Plainfield.)
4. McDonald Wm., (Pictou Academy,) Pictou.
5. Soloan, David M., (Hants Co. Academy,) Windsor.

#### Bursaries.

District I.—Halifax, Pictou, Colchester, and Yarmouth Counties.

1. Grant, D. K., (Pictou Academy,) Riverton.
2. Clark Daniel McD., (Pictou Academy,) Pictou.
3. Brown, Wm., (Pictou Academy,) Merigomish.
4. Allison, Edmund P., (Halifax High School,) Halifax.

District II.—The remaining Counties of Nova Scotia proper.

1. Harvey, McLeod, (Private Study,) Newport.
2. Robinson, T. Reginald, (Annapolis Academy,) Annapolis.

District III.—Cape Breton.

Matheson, John A., (Private Study,) Boularderie.

District IV.—Prince Edward Island.

1. Stewart, Frank I., (Private Study,) Queen's Co., P. E. I.
2. Not awarded.

District V.—New Brunswick.

No candidate.

Dr. Alexander, Munro Professor of English Literature, then delivered the Inaugural Address. This we publish in full elsewhere.

At the conclusion of the Dr.'s address, Mayor Mackintosh made some remarks, for the substance of which we are indebted to the city papers:

He said that after the very able and scholarly address which had just been delivered, it almost seemed to him like presumption to further continue to occupy the time. He felt almost like the good old English clergyman who gave the advice that when persons heard a good sermon they should go right home without talking about it or otherwise marring the good effect a quiet contemplation of it might produce. But his speaking was not of his own seeking. It had been deemed advisable for one of the governors of the college to make a speech, and it had, he supposed, been selected as his duty because he was the youngest of the board—not perhaps the youngest in years, but the youngest in his capacity as a governor. Alongside of him sat the eldest of the board, a gentleman from whom, in conversation, he had just learned that he

had not expected to be present, and did not know that he would be able to come again to a Dalhousie convocation, but he thought he must come this time. So his old friend Dr. Avery representing the aged governors, and himself as youngest, joined in the interest of the proceedings and sat side by side. He was here not particularly as himself, but spoke in his official capacity. A reference to the college calendar would show that the mayor of Halifax was a member of the board of governors *ex officio*, and as such he stood before them. His utterances must, therefore, be taken in his *ex officio* capacity, and if he should make any promises in the course of his remarks he would like it understood that he would willingly leave them for his successor in office to perform. He would, however, with the permission of the audience, indulge in a few reminiscences. He had looked through the college calendar to see if there were any historical references to the building and growth of the college, but was unsuccessful in his search. A few facts in this relation from his own recollections and the information of friends might prove interesting. First, he would not say that the building was erected by the plunder of the state of Maine, but he had been acquainted with an old navigator who had been on the expedition in that direction in the early part of the century, and who always pointed to the college building as though he had had a share in securing the money for its erection. And those who had claimed to have a share in the Castine fund referred similarly to the manner in which the cost of the building had been defrayed. It was founded in the year 1821, but was not completed till about 1830. Nothing particular happened to the building until the cholera year, 1834, when it was used as the Halifax cholera hospital. After so long a period, however, he hardly thought any vestige of disease still lingered about it, and consequently no student need be alarmed. In 1838 it was opened for new purposes, more particularly educational, and about 1845 he (the speaker) had graduated from Dalhousie college, having been a scholar in the infant school in the north-west corner of the basement, now, he believed, devoted to the god Bacchus. Next he would run along (without pretending to give all the points in its history) till the organization of the Mechanic's Institute, when such men as Andrew Mackinlay, Mr. O'Brien (a carriage maker) and others, gave their labor to the instruction of the youth of the city in useful arts. Here then was the museum, which he could almost see yet as it then was with its varied array of fossils and curiosities after the same fashion as it stood to-day. An architectural drawing class was also of great benefit to the young, and not a few first-class architects there received their first knowledge of the rudimentary requirements of the profession. About 1860 the college building was handed over to Mars and from 1859 to 1862 or '63 it was the head quarters of the volunteer movement. Here they had listened to lectures and military addresses in the halls, drilled in the corridors, paraded for inspection on the platform in front of the building and stored their rifles in the class-rooms. In 1863 the college movement was inaugurated and from that time

to the present day had been continued. A great debt of gratitude was due to the inceptors of the movement, and their memory would ever be blessed. He could not pass on without alluding to his old school-master, George Munro, to whose munificence of late years the college owed so much and to whom several of the professors and a number of students owed their presence here and prospects for a successful career. He would also refer to the late Alex. McLeod who had done much for the college financially. He would like to say a few words with regard to what the city was doing for them. The grant of \$500 per annum, representing only about 1½ cents per head of the city's population, did not seem very much, but that was not all of the city's expression of satisfaction in regard to them. It, as well known, had been the result of the long dispute as to the ownership of the premises, and, though he had not sided with the contention of the colleges as to their title, yet he was pleased to have it settled, and had been one of the members of the city council anxious to see the college benefit in the matter. He gave the governors credit for having fought so well, though if it had been any other body for a purpose less beneficial to the public at large he, for one, would have contested the claim much more strongly. Well, besides the \$500 grant, the city was beautifying the parade, which was also a benefit of no small esteem to the college. The digging up and building in the transformation of the parade would not cost, on the part of the city, less than \$13,000. The stone work alone would cost \$9,500, and the railing to surmount it, which would be strong enough to withstand the assaults of college boys as well as smaller boys, would cost \$2,500. The surface of the parade would be beautified, too, with foliage and flower-beds and perhaps fountains, making it a pleasant resting spot, and an ornament to the centre of the city; and in the future, if some of the young men before him should sufficiently distinguish themselves, their statues might be placed in the middle. But he would ask just to remember, with all this beautification of the adjoining ground, what the old college would look like? The city's property, which they were improving, extended to within fifteen feet of the platform in front of the college, and inside that boundary line the improvements to correspond would, under existing circumstances, have to be provided for by the college authorities. If it was not correspondingly improved it would not look very well. But he was going to make an offer, to submit a proposition for which he had the authority of the city engineer and some of the alderman, that if any good friend of the University came forward with one thousand dollars the whole work would be finished by the city. He did not know but that some able friend would close with the offer before the meeting was over, and in that case he would have the city engineer up there early in the morning to perfect arrangements. But, if not, he would suggest that meantime it might be good exercise for some of the students who evidently possessed a superfluity of vigor and energy, such as the young gentlemen who were so active in running the whistles

and other applauding machinery in their leisure moments to exhibit a pride in the exterior appearance of their Alma Mater by plucking out the unsightly grass and weeds from the interstices of the said platform. The next year the college would come of age, that was, as a college, it would be twenty-one years old. Coming of age suggested manhood and manhood suggested more commodious premises. Some years ago she had only a teaching staff of some half a dozen instructors. Now she has 12 or 14 professors and 6 or 8 tutors. It was clear that this number could not well fulfil the requirements of their various sphere in the limited space, which was little enough for six. It would be in order for some good gentleman to come forward and erect wings, which, in bearing his name, might be a statue to his memory. Or two gentlemen might erect a wing each, and so have two names on the wings. Wings suggested flying or something angelic. Well, the parties who would erect these wings might adopt worse means to exhibit their possession of angelic qualities, and might subsequently be embalmed in the memories of those whom they had benefitted by their munificence as securely as though the veriest saints.

In concluding, he would like to say a few words to the students. They had listened in the address of Prof. Alexander—to some beautiful poetry embracing noble sentiments. He was not going to give them classical quotations, but just a couple of lines from a doggerel:

"If at first you don't succeed,  
Try, try, try again."

Perseverance was one of the prime requisites for success, but not only that. It was not all that a man learned, but what he remembered of it, and not even all that he could remember, but what he could apply of it that was of use to him. Some people were very learned and possessed a vast amount of information, but were not worth five cents in the community in which they lived because they were not able to make use of their knowledge to any purpose. If a person devoted his abilities to the acquirements of a lot of information, which was not to be of any practical benefit to him or anyone else in after life, it was like throwing away so much time and energy. So he would urge them to study with a purpose, and hoped that they would have a very pleasing and profitable session.

The meeting was then closed by a benediction from the Principal.

VERY few newspapers in Canada contain as much general College news as the *Evening Mail* of this city.

THE following well-known institutions of learning were founded in the United States previous to the Declaration of Independence:—

Harvard, founded 1638; William and Mary, 1683; Yale, 1701; Princeton, 1746; University of Penn., 1748; Brown, 1764; Dartmouth, 1769; Rutgers, 1770.

## PROFESSOR ALEXANDER'S ADDRESS.

*Mr. Principal, Ladies and Gentlemen:*

The newspapers have lately told us with what eagerness even scraps of printed paper, wrapped about lemons and oranges, were read by Lieutenant Greeley and his companions in their long imprisonment amidst northern ice. The incident makes one reflect on the extent to which we moderns are dependent on reading, as well for amusement as for more serious ends. The nineteenth century is, as distinguished from all its forerunners, a reading century; and we, upon this continent, exhibit in this respect, as in most others, the tendencies of our age in their most exaggerated form. We are the greatest readers that the world has yet seen; although most of our reading is not of a very serious kind, but in the etymological sense of the word, a pastime, a refuge from *ennui* and from vexing thoughts. Even such reading, however, has more than negative results. The man who reads only his newspaper, the lady who reads the lightest of novels, gain, as compared with those who read nothing, some of the advantages of literary culture. Their occupation differs in manner and degree, but not in kind, from the occupation of the most serious literary student. The reading of all of us here is wider in extent than this; so we can, for the moment at least, consider ourselves students of literature, and I may perhaps venture to make an address to this mixed audience without leaving the limits of my own department. Furthermore, the authorities of this university have made the study of literature obligatory on every candidate for the arts degree, and, as I feel it is the students here whom I am particularly addressing, and since students, with their eyes fixed on examinations and degrees, are even more prone than other mortals to forget the end in the means, I think it most appropriate to consider for a little this study on which we are about to enter together—what we are to aim at in it, and what results we expect to flow from it.

As every reader may be held to be in a measure a student of literature, so literature includes everything that can be read. Literature, in its widest sense is written thought, and embraces a vast range of material, from a private letter or an inscription to works of the highest art, and since the results which flow from the study of it in its highest form, are necessarily much more varied and complex than from its simplest, I propose to consider literature in three stages of complexity. It is, first, in its most elementary aspect, the simple presentation

of thought. But, secondly, all presentation of thought which has shown permanent vitality, possesses a certain power, fitness or beauty of expression; for, as thought when once expressed becomes common property, mankind naturally cares to preserve the words, not of him who has expressed it first, but of him who has expressed it best. I will consider, therefore, in the second place, literature, not merely as expressing thought, but as expressing it powerfully, appropriately and beautifully; that is, literature in its narrower sense,—written thought which possesses the characteristic of style. Finally, when thought is expressed with the highest beauty, fitness and power, it receives an additional element of form, and becomes poetry. So that, in the third place, I shall consider the perfection of literature as exhibited in poetry.

In accordance with the definition given, the subject of our study includes, not merely the dramas of Sophocles, but the elements of Euclid; not merely Tennyson's Idyls of the King, but Darwin's Origin of Species. As the literary student, then, may be employed now on the material of the mathematical, now on that of the historical or scientific student, the differentiation of his study must be sought, not in its material, but in its aim. Euclid had, as a mathematician, one end in view, and Thucydides, as an historian, another; but, inasmuch as both were writers, they must have had a common end, and it is in this end we must seek the aim of literary study. Now, every written thought is the representation of a certain mental condition, and its aim is the reproduction of that condition either in the mind of others or in the writer's own mind at another time; and, consequently, the aim of the student of literature is simply the reproduction within himself of this mental condition of the writer. He has attained his end when he has put himself exactly at the point of view of the author in writing the passage under consideration. At times this is a comparatively simple matter. Euclid writes:—"Two straight lines which are parallel to the same straight line are parallel to one another"—and this is a proposition whose terms we have merely to comprehend, in order to be at the point of view in which Euclid was in writing it. But if we turn, let us say, to the works of Herodotus, we find numerous stories whose terms indeed are not less easily comprehended than those of Euclid, but which seem to us, it may be, childish and incredible. In merely understanding their purport have we reproduced Herodotus' state of mind in writing them? Did the stories seem childish or incredible to him? The question calls for literary investigation. The student must examine the whole work of

Herodotus and determine its general scope. He finds it professes to be a serious history, and comes to the conclusion, perhaps, that Herodotus gives the narratives under consideration in all seriousness and good faith. Yet still he does not understand the author's state of mind in writing the passage. How came a man of evident intellectual power and culture to believe fables whose absurdity is manifest to a school-boy of to-day? To answer this question the student betakes himself to the study of Greek history and Greek modes of thought, and, until he has thrown himself into Greek life of the 5th century and grasped Herodotus' relation to the civilization of his time, he will not have attained the aim of literary study, the reproduction in one's self of the state of mind of the writer. Again, the true understanding of the Dialogues of Plato postulates the solution of numerous problems. In the Socrates here represented did Plato intend to give a picture of the historic Socrates? In how far are the opinions put in Socrates' mouth held by the author himself? What is the explanation of the manifest fallacies which occasionally mar the reasoning of these dialogues? In answering the last question the student learns how the intellectual power even of a Plato is subject to the limitations of his time and unable, without the assistance of a formulated logic, to escape the snare of simple fallacies, and how the study of a language other than the native tongue was needful to enable men to distinguish between the thing and its name. The determination of such questions prepares the works of Herodotus and Thucydides for the use of the historian and philosopher and gives the positive results of literary investigation. These results, however, concern us here but little; for from our elementary studies we cannot expect them, and, indeed, though valuable as contributions to the sum of human knowledge, to the individual student they are of merely infinitesimal worth. Liberal culture aims at the improvement of the individual, and that improvement comes, not from the results of investigation, but from the process. We have seen how in this process we are sometimes forced to comprehend the spirit of a nation or an age; and so, at times, we must seek explanation in the individual character of the writer. It may be, for example, that, on comparing the character of Thucydides with that of the almost contemporary Herodotus, we should conclude that the peculiarities of the work of the latter are due, not so much to the age, but to the personal character of the author himself. Thus the study of literature becomes a study of human nature under varying conditions. In short, its fundamental requisite is that the student should

(2) escape from himself, his own narrow conceptions and surroundings, that he should sympathize so far as to understand (for understanding postulates sympathy), men of very different character in time and countries perhaps remote from his, with feelings and modes of thought even more remote. In no other study is he in contact with such a variety of ideas; in no other study has he to make them so thoroughly his own. He has not done with them, as the scientific student, when he ascertains that they are false; he must comprehend their genius, and how, though false, they once seemed true, whether the explanation lies in the individual or his age. He becomes at home and at ease among ideas, as is the man of the world among men. As those qualities which characterize the man of the world are acquired only through intercourse with men of various types and not through intercourse simply, but through being forced to understand them and to manage them; so the analagous discipline of literature gives the analagous qualities of intellectual openness and flexibility, which in turn beget a tolerance and coolness of judgment especially characteristic of thorough culture. The student of science comes into contact with facts; interrogated nature says that a thing is so or not so. The student of literature comes into contact with ideas, moulded to the mind which has grasped them, intermixed with error and modified by emotion. He is under the necessity of comprehending how the form of a conception is the result of character and surroundings. He learns to do this in books of a more or less remote past, treating of questions in which he has no immediate interest, and which he can, therefore, view with coolness and impartiality. Having acquired this habit of mind in a remote sphere he learns to apply it to the burning questions of the day. Here, too, he analyzes and makes allowance. He comprehends the relativity of truth, the inevitable limitations of the human intellect and the affliction of whole generations by a common obliquity of mental vision. The novelty or apparent absurdity of an idea does not repel him. He investigates the grounds of an opinion with which he does not agree, and a residuum of truth, which forms the basis of most errors, will not improbably serve to render his own conceptions more just. At any rate, having attained his opponent's point of view, he is able to attack it more effectively and hold his own more surely. For it is a psychological principle that to know anything thoroughly we must know its opposite; just as we are unconscious of the motion of the earth, because we have never experienced any other sensation. Were we absolutely fixed in relation to all

objects, the visible world would appear to us a flat surface. Not less necessary is it that in the intellectual world we should be capable of assuming different points of view. To the uncultured man, however, nothing is more difficult. The presentation of the other side of a question causes him an uneasy feeling of insecurity, and irritates him. He reads his own newspaper, but is careful to shun that of the opposite party (applause), and to him moral obliquity is the ground of opinions differing from his own. The men in Gay's fable who dispute about the color of the chameleon afford a typical example of the state of mind from which literary discipline tends to free us, and we know that, not chameleons alone, but political questions, social questions, religious questions, look different under different circumstances. From the study of literature, then, in its most elementary form, as a simple presentation of ideas, and hence, from the study of all literature, we note two great results: first, openness of mind, that is, a readiness to admit ideas, however strange, and to comprehend and accept whatever truth they contain; second, flexibility of mind, the capacity to seize a point of view not our own, to understand other men and other times—what, in short, we may call intellectual sympathy. Let us now proceed to consider literature in its second aspect.

You remember that the elements of Euclid are included in the material of our study, as well as the *Oedipus* of Sophocles, but that in the works of Euclid, as compared with those of Herodotus, we found but little to detain the merely literary student; because the former is a statement of purely objective fact, while the latter contains a subjective element. And, in general, it is true that the less purely objective the thought is, and the more the author impresses on it his personality, his emotions, sets it before us not exactly as it is, but as it appears to him, the more does the student of literature find himself concerned with it. Of such weight, indeed, is this subjective factor, that, while without doubt all written thought comes theoretically within the domain of literature, yet the term literature is often used to the exclusion of purely objective works, like those of Euclid. Now the subjective factor in literature may usually be brought under the category of form, and its simplest and most usual manifestation is style. Style is that in the written thought which corresponds to the personality of the writer, and is the outcome of that personality. Two narratives, may, as you are well aware, affect the reader very differently, although the framework of fact in each case may be the same. The difference in effect cannot result from

the matter; it arises from the manner, or style; and that, in turn, comes from the attitude of the writer towards the facts, an attitude which he reproduces in his reader. As that attitude may be analyzed into two elements, the permanent element of character and the transient element of mood, so style, reflecting the varying mood of the writer, is pathetic or humorous or indignant, and yet, behind all these, there is a constant element of individual characteristics, which serves to distinguish one author from another, and to which we refer in speaking of the style of Demosthenes or of Virgil, of Burke or of Milton; and that constant element is to persons of literary capacity and training a revelation of the man; as Buffon says, "*Le style, c'est l'homme.*" Of the truth of that adage we have recently had a striking example. We have seen how the loftiness, the impassioned energy, the ruggedness and obscurity of a style with which we have long been familiar, find their counterpart in the merits and defects of the man Carlyle. (Applause.) Through style, then, we come in contact with that which is greatest in man's character; for the character of a man is the resultant of his whole being, moral and intellectual. Those who have been fortunate enough to encounter in life a great and noble personality, know that it is the most inspiring and marvellous of spiritual forces. As the chord in one instrument responds to the vibrations of its fellow in another, so the emotions of the human soul vibrate under the influence of a great and ardent character. But in the limitations of time and space and circumstances by which our lives are bound, such encounters must needs be rare, and happy it is that through literature we are able to feel the kindling spiritual presence of the mighty dead. True it is that only few can thus transmit themselves through the ages, but these few are among the greatest spirits of our race, for the power of style in a high degree is the prerogative of genius alone. Nor need that surprise us, when we reflect on what a marvellous power it is. Style does not tell us how the writer felt, but communicates his feeling to us; not how he saw, but makes us see as he did; not what manner of man he was, but dominates us with his presence. In the sphere of studies there is nothing comparable to this; history and biography tell us about men; we see them imaged in a more or less imperfect medium; but here we feel the thrill of their emotions, the power of their presence; so that, not only does literature bring us into contact with ideas, the higher literature brings into contact with men the choice and master spirit of all ages. Here is a society ever open to us, the best and most

desirable we can conceive; the truest aristocracy of the human race in their happiest mood (applause), with their wisest and deepest thoughts on their lips. It is in no figurative sense, but in sober truth, that I call this society. From what has been said of style, it is manifest that the influence of a great work, on a competent literary capacity, does not in kind differ from the influence of personal contact. If somewhat is lost in vividness, many of the limitations of personal converse are absent. But, if in the best literature we find, in no merely hyperbolic sense, society, like all good society, it is difficult of access. Not much of worth in this world but is the prize of merit, of toil, of patience. The gardens of the Hesperides stood ever open, but to fetch the golden apples was the labor of a Hercules. The books are waiting on the shelves, but he is far astray indeed who thinks to win the secret of Goethe, of Shakespeare, of him

"Who saw life steadily and saw it whole,  
The mellow glory of the Attic stage,"

in the same easy fashion in which he skims through the last popular novel or an ephemeral essay of the periodical press (applause). To experience the power of literature, to appreciate style in its fullness, to feel not merely the main emotion but the whole complex of emotions with which a writer regards his subject, is the outcome only of constant and careful study, combined with a large innate susceptibility to literary art. And though the capacity of the highest literary appreciation is not common, in most a measure of innate capability is dormant, and to rouse this dormant capability, to guide it aright when roused, to teach the proper spirit in which to approach the masterpieces of literature, and to keep the mind in contact with them—this should form a main part of every course in literature; and I claim that, excluding the other benefits of college work, it would be no inadequate return, should the student gain this alone, the appreciation of what is noblest and best in books and a love for the society of that august company of whom we have spoken.

Style, I said, is the most universal manifestation of form. We find it present when the literary structure is not otherwise elaborated. Thucydides' history for example, has the simple mould of a chronicle; events are narrated year after year as they occurred. Its style, however, is very marked; the character of the writer is felt throughout, and with consummate skill he permeates such narratives as those of the plague at Athens or the Sicilian expedition with a certain emotional atmosphere. But an author may not merely impress his character and his mood

upon his matter, he may shape the matter itself to the production of certain effects. This elaboration may be carried out to a greater or less extent, but reaches its highest form in poetry, which I propose to consider as representative of the third stage of literature. The poet is, in the fullest sense, creative; the subjective factor reaches its maximum, and, hence, poetry is, in an especial degree, the subject of the student of literature. In *Euclid* we have, as near as may be, the colorless presentation of fact. In *Thucydides* the main object is still the presentation of fact, though it is colored by emotion. Poetry, on the other hand, is differentiated from these in that, in it the production is the main end, in subordination to which the facts themselves are chosen and moulded. As by its form, then, so by its aim, poetry is the highest species of literature. For the highest manifestations of human nature, love, reverence, joy, and so on, are emotional; emotion raises morality to religion. Nay, more—the work of Christianity itself was to introduce the reign of emotion, to substitute for the tribunal of a fixed eternal code the arbitrament of an inner and ever progressive state. Of poetry emotion is the main element, but emotion cannot exist by itself; it is merely the form in which something is grasped by the mind, and the material with which, in the case of poetry, emotion co-exists, is truth. That the substance of poetry is truth, may seem a bold assertion; it is certainly not in accord with prevalent conceptions as to works of the imagination. The advice is often given to read history in preference to novels, because history is true and novels not true. The advice, no doubt, is often good, but the reason alleged is a bad one. That a large part of existing fiction is false is undoubted, yet, take all the history written in English, and all the fiction, I venture to assert that the sum total of truth contained in the latter is much greater than in the former. (Applause.) The greatest English novelist of the last century calls his works histories, and in the introductions which he prefixed to the divisions of one of them humorously vindicates its claims to truth in comparison with works usually so denominated—and with justice. In the eighteenth century Fielding attempted to give a picture of English life as it was, Hume of English life as it had been, and beyond question Fielding's is the truer work, as time has shown it to be the more enduring. Each generation of Englishmen finds it necessary to re-write the history of England; each generation of scholars the histories of Greece and Rome; for each sees the inadequacy of its predecessors' attempt. But that inadequacy lies not in the incompetence

of the writers, but in the insufficiency of their data. That an historian should, for example, give us an absolutely true or even an approximately true picture of the actual Brutus on the data which are left us, is an impossibility; but Shakespeare, like the geometrician, makes his own hypotheses. He assigns a certain character to Brutus, and selects certain men and circumstances to act upon it in such a way that the assassination of Cæsar is the result. The representation is absolutely true, not as a picture of the historic Brutus, that the poet does not attempt, but of how a certain character under the influences of certain circumstances would have acted. The truth of the picture comes from the poet's control over his facts, as the truth of geometry comes from the arbitrary nature of its assumptions. But, in a certain sense, truth may be denied to the results of geometry, inasmuch as they correspond to nothing in reality; while, in another sense, they possess the highest truth, and applied to the concrete world, as in astronomy, give results the most accurate which science has attained. There is a certain analogy to this in the work of the poet. The truths of history and biography are at best particular; to apply them to life we must generalize them. The representations of poetry, on the other hand, have an element of universality. Shakespeare's men and women are, as Coleridge says, embodiments of the universal individualizations of the type, and consequently possess validity everywhere and for all time.

But it is not merely truths of the historic type which poetry presents; it presents also truths of the scientific or philosophic type. Unlike science and philosophic, however, poetry, aiming mainly at emotion, confines itself to a certain range of truths fitted to kindle this, and is more concerned with the manner in which they are expressed than with their novelty. Poetry owes its power to its manner, in virtue of which it transmutes dead terms, apprehended by the intellect only, into living convictions, grasped by the whole moral nature, which vibrates responsive to them. You may make the difference clearer perhaps in the familiar sphere of religion, where we find the cold assent of reason contrasted with the warm embrace of faith. Accordingly, the difference between the poetic and scientific presentation of truth, though merely one of manner, is immeasurably great. To give a glimpse of this, allow me to present an example or two of the same facts stated scientifically and poetically. In a scientific work you might perhaps find such a statement as this:—The extinction of man and of all that he has produced is assured by the action of

certain forces on the terrestrial globe, which must ultimately result in the destruction of that body and its return to its primitive nebulous condition.—Shakespeare expresses this:

“And, like the baseless fabric of the vision,  
The cloud-capped towers, the gorgeous places,  
The solemn temples, the great globe itself,  
Yea, all which it inherit, shall dissolve  
And like this insubstantial pageant faded  
Leave not a trace behind. We are such stuff  
As dreams are made on, and our little life  
Is rounded with a sleep.”

(Applause).

Again in the closing chapter of the first book of Samuel, we find an historic-statement of certain facts:—“Now the Philistines fought against Israel; and the men of Israel fled before the Philistines and fell down slain in Mount Gilboa. And the Philistines followed hard upon Saul and upon his son; and the Philistines slew Jonathan, and Abinadab and Melchishua, Saul's sons”—and so forth. In the following chapter this narrative is fused into form and beauty by the glowing emotion and imagination of the poet David.—“And David lamented with this lamentation over Saul and over Jonathan his son: The beauty of Israel is slain upon thy high places; how are the mighty fallen! Tell it not in Gath, publish it not in the streets of Askelon; lest the daughters of the Philistines rejoice, lest the daughters of the uncircumcised triumph. Ye mountains of Gilboa let there be no dew, neither let there be any rain upon you, nor fields of offerings; for there the shield of the mighty is vilely cast away, the shield of Saul, as though he had not been anointed with oil. Saul and Jonathan were lovely and pleasant in their lives, and in their death they were not divided; they were swifter than eagles, they were stronger than lions. How are the mighty fallen in the midst of the battle? O, Jonathan, thou wast slain in thy high places. I am distressed for thee my brother Jonathan; very pleasant hast thou been to me; thy love to me was wonderful, passing the love of women! How are the mighty fallen and the weapons of war perished.”

Thus in poetry we do not stand outside the thoughts and characters presented, we enter into them; not merely the range of our knowledge is widened, but the range of our experience through that sympathy with noble emotion which it is the essence of poetry to kindle. To us in the somewhat narrowing conditions of our daily lives, such stimulus and expansion are especially necessary. Our surroundings and education are wont to leave neglected the

æsthetic side of our nature and, except literature, we have scarcely any means for its cultivation. In this land the young and ardent spirit cannot find food for ideal aspiration in the masterpieces of Phidias and Praxiteles, of Raphael and Titian. Our college towns are not Oxfords, nor can we enjoy the ennobling influence of the basilicas and towers of Tuscany, or the cathedrals of Normandy and England. The more necessary is it that this one source of æsthetic culture, which is fortunately at once the broadest and the most easily appreciated, should not be neglected. Though our æsthetic sensibilities are not the most important part of our nature, they yet form a part which liberal culture cannot afford to overlook. On the individual or nation which neglects or represses them, they exact vengeance in narrowness of intellect or morals. The world's history has more than once shown that, when the higher emotions are stifled, the lower ones assert themselves, and plunge society into an orgie of sensuality, such as followed the iron rule of Puritanism in England. And not merely for itself is beautiful emotion desirable; its purifying effects have been known in psychology since the days of Aristotle; for to a spirit vibrating in sympathy with noble action or noble character, whether in nature or in art, all that is mean and degrading is distasteful. And if the study of poetry is an emotional discipline and a moral force, it is no less an intellectual discipline and a practical aid, “The highest poetry,” Matthew Arnold says, “is at bottom a criticism of life and the greatness of a poet lies in the beautiful and powerful application of ideas to life to the question, “how to live.” It is the business of science to attain truth, of poetry to seize that truth in as far as it is applicable to life, and to give it perfect expression. Hence Wordsworth has called poetry “the impassioned expression which is the countenance of all science,” and again, “the breath and finer spirit of all knowledge.” It is in virtue of this side of his work that the poet is a philosopher, and comes to the assistance of the thoughtful spirit craving an answer to the great problems of life. (Philosophy or metaphysics attempts to solve these, but studies so profound and technical require special intellectual endowments and must remain the sphere of the few; and yet any solution to which the unaided individual can attain will inevitably be narrow and eccentric. It must be broadened from every source at command, and not least, in literature is to be found a treasure-house of aid—suggestions the more stimulating they are but suggestions, partial solutions the more enduring that they are but partial, and sometimes a complete philosophy

implicit where least expected. My predecessor in this chair, (applause), in his inaugural address admirably exhibited the philosophy of life that lies implicit in Shakespeare's plays, and, not Shakespeare alone, but all great poets have been profound critics of life.) So that we find in poetry not only a fountain of beauty, whence we may drain perpetual draughts of joy, but a tower of wisdom, whence we may draw weapons for the battle of life.

I have thus completed my summary survey of literature from its simplest aspect, as a vehicle of ideas, to its most complex, as an embodiment of beauty and vehicle of truth and emotion, and have pointed out some of the chief advantages which flow from the proper study of its various forms. In urging its claims I necessarily point out that in certain respects this study is superior to others, not as disparaging these but knowing well that they, in their turn, afford a discipline which literature cannot give. The place I claim for literature among her sisters studies is a high one and one which can be filled by none of them; but culture is broader than literature and, as the curriculum of this university indicates, a truly liberal culture should be many sided. (Applause). Again, I have represented the results of literary study in their highest manifestations, have set up an ideal towards which we must strive. The laws of the universe are mostly realized in tendencies, and if our studies only tend to bring about the results indicated, we must not be discouraged but strive patiently towards a more perfect realization. In this endeavor to attain fullness of literary culture, it is expedient that the range of material should be as wide as possible. And especially does a proper study of ancient literature seem fitted to produce that openness and flexibility of mind and soundness of judgment of which I have spoken. Valuable above all is the supreme literature of Greece, whether we regard its variety, its perfection of form, its wealth of ideas or its unique development. On the other hand, the literatures of modern Europe have, in comparison, the advantage of being much less difficult of access. Among them, in virtue of its nearness to our sympathies, its wealth of modern ideas and their profound application to life by the greatest poet of later times, the German literature claims us first. But, after all, the wide, varied and splendid literature open to all of us in our mother-tongue is a sufficient instrument of literary culture and, from it, at any rate, we must begin. Literary taste and love of books must be developed there; for, to close with a very true remark of Prof.

Huxley—“If an Englishman cannot get literary culture out of his Bible, his Shakespeare, his Milton, neither will the profoundest study of Homer and Sophocles, Virgil and Horace give it to him.” (Loud and prolonged applause.)

### DALHUSIENSIA.

PROFESSOR to French class: “*Fowl, pull it.*” The boys say they will at the first chance.

A CITY paper stated that provisions took a sudden rise in the market the day after the arrival of the freshies.

DALHOUSIE has started an infant school! One of *Helen's babies* has matriculated. Time to start a kindergarten!

A MEDICAL whom they call *Tom's son* has been visiting a house down South-end studying the *baker* trade with an eye to business. He *lo(a)ves* there.

NEARLY all the Juniors of the year hope soon to “bear their blushing honors thick about them.” We hope they may.

WHEN will wonders cease? Dalhousie will soon be asked to give honor(s) to a *Coffin*. We hope they will not understand it as decorations for a hearse.

HER main sel 'ill pe glad to see te *Farlane* pack again; and she'll hope she'll not hear tem pad poys in te hall cry - “*Hector McFar-r-rlane,*” as it'll pe make some of the instructors think of auld lang synce,

SCENE: A late arrival from the country and a boarding-house mistress. Fresh: “What is your rooms?” Landlady, with gracious smile, “Four dollars a week!” Freshie, with rueful look, “Oh, that is too much; we could get board at home for two dollars, and I think two and a half would be enough for here.”

ONE of the Juniors suggests that a good representation of the Sophomore class in regard to the late history examination would be one of Dryden's lines remoulded thus:

“That unlegged two-feathered thing, a Soph.”

KING'S COLLEGE, *Vinl.*, is making an urgent appeal to her supporters for an endowment of \$40,000. Certain prominent officials of the college seem to be unpleasantly involved in some alleged fraudulent examinations. What will be the end thereof?

MOUNT ALLISON COLLEGE recently dedicated its new Memorial Hall. Eloquent addresses were delivered by Revs. Read and Rogers. At the dinner, Dr. Ross of Dalhousie made a speech in response to the toast to sister colleges. Total cost of hall and grounds was about \$32,000. One gentleman alone gave \$10,000.

# The Dalhousie Gazette.

HALIFAX, N. S., NOVEMBER 10, 1884.

### EDITORS.

I. GAMMELL, '85.	J. F. SMITH, '86.
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D. STEWART, '86. } <i>Financial Editors.</i>	
N. F. MACKAY, '86. }	

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WITH this issue our University organ enters upon the seventeenth year of its existence. We hope, during the ensuing Session, to make it if possible, even more interesting and effective than ever before. Our University is advancing by gigantic strides with each successive year, progress is on every hand apparent, and it will be our ambition to assist, as best we can, any scheme that has for its object the upbuilding of this Central University of Arts and Law, as well as to promote every measure that appertains to the best interests of the cause of higher education in the Maritime Provinces.

During the past vacation our staff of instructors has been increased by the addition of three new Professors—one in Law, two in Arts; and the present Session promises to surpass all previous ones in respect of attendance. Instructors and Students seem to be inspired with increased enthusiasm, and, doubtless, our studies will be prosecuted even more vigorously than before. We feel rejoiced that, while serious internal dissensions are rending some of our sister colleges, we at Dalhousie are free from all such embarrassment. Yet, just here we may remark that the unpleasant feelings which have been manifested by the Students of Fredericton and the theologues of Sackville should be a lesson of warning to our Professors and to our Students as well. Between them there should be the most implicit and open-hearted confidence. The Students

must not regard their Professors as petty tyrants who desire to carry out their own cast-iron regulations without regard to the best interests of the Students at large, nor should the Professors look upon their Students as a thoughtless, senseless, idiotic herd, who chafe under every restraint and who cannot be ruled by reason alone. Professors and Students are apt to view matters from widely different standpoints, and consequently, in order that their common interests be successfully advanced, they must meet often-times upon a common platform. There must exist a mutual forbearance. Professors should constantly bear in mind that their positions are of infinite responsibility, inasmuch as they themselves, are moulding the characters and minds of their pupils at a time when they are most susceptible to the influences they exert. Let them extend to the Students a warm, heartfelt sympathy, let the Students feel that their Professors have their individual interests at heart, and they will most assuredly find that the Students will ever regard them with feelings of the highest esteem, nor will they be led to exhibit that spirit of insubordination which is so prevalent in the Universities of the neighboring Republic, and which is recently becoming rampant in the colleges of our own Dominion. No Professor can afford to lose the good will of his pupils, and there is something radically wrong in the moral character of that Student who would willingly part with the respect of his Professor.

Moreover, first impressions are often lasting, and a word to the wise is sufficient.

WE are now entering upon the twenty-first Session since the reorganization of this College, and it behooves every individual who is interested in the permanent success of Dalhousie to put forth the most strenuous efforts in her behalf, in order that the present year of her history may be marked by the consummation of the necessary plans for the erection of more suitable and more adequate apartments. To hasten this desirable end, we, Students, may do much, if we act with becoming spirit and zeal. Let us, at least, guard against the cultivation of

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that whining, deprecatory tone which is habitual with persons of such jaundiced minds that they are incapable of deriving even a passing enjoyment from the blessings they present. We should feel grateful for what the friends of Dalhousie have already achieved in her behalf, and at the same time feel assured that these blessings are but prophecies of more bountiful bequests in the near future. As Students, then, let us be constantly on the alert to render whatever assistance we can toward the attainment of this desired end. We, moreover, feel assured that, if the Governors, Alumni and friends should at once combine their efforts, before the close of the present year, there could be placed in the possession of Dalhousie, buildings that would be most suitable to the work of our Professors, an ornament to this City of Halifax, a credit to the friends of higher education in the Maritime Provinces, and buildings that would form an enduring monument to the zeal, the enthusiasm, the enterprise of the supporters of this University. As a city, Halifax should give evidence of its liberality by most generous donations. There are small towns in these Maritime Provinces that would grant large bounties if this institution might possibly be removed hence. But we are afraid that Halifax does not, as it ought, appreciate the incalculable benefits which it receives from the location of this University in its midst. And we feel assured that, when the city fathers fully awake to the realization of this fact, they will immediately devise more liberal things in her behalf.

AT the close of the Session our Law Faculty must find new quarters, as the apartments they now occupy in the High School Building will be required for the work of that institution. This may seem, at the first glance, to be quite an ordinary announcement, but it is nevertheless one that should receive the earnest attention of every thoughtful man in the Maritime Provinces. In one year this Law School at Dalhousie has wrought changes of incalculable import to the legal profession. Opportunities for obtaining a thorough acquaintance with the theory and practice of Law have been placed in the reach

of every Student, and the attendance at the Law School goes to prove that these advantages are being observed and appreciated by the majority of the young men who have this profession in view. Moreover, higher attainments are demanded and a closer scrutiny is maintained at the examination of candidates. Senior members of the profession are inspired by the enthusiasm of their younger rivals, and as a result, both the Bar and the Bench will be raised to higher status. This advancement must meet with the approbation of every citizen who is interested in his country's welfare. Suitable apartments must at once be obtained and thoroughly equipped for the use of this School of Law. But none can be obtained in this city that will in every respect be adequate. Here is a solution to the difficulty. Two south wings can be added to the College Building and the whole raised one storey. This will afford ample accommodation. The situation will be central and convenient for Lecturers as well as Students, many of whom are engaged in city offices. This appears to us to be the most practicable scheme, and we are convinced that it can be carried to a successful issue, if entered upon with becoming spirit, and perseveringly prosecuted. Away with all cowardly hesitation! 'Tis true there is need of careful consideration, but half the difficulties are successfully surmounted when we courageously meet them. These Maritime Provinces are interested in the progress of Dalhousie University in general, and in Dalhousie Law School in particular. The fine college buildings to be found in other parts of these Provinces show what can be accomplished by a few energetic, persevering spirits, and argue well for our success if we will but utilize the same means. Appeal to the country in a proper manner and there will be a generous response.

IT has been a pleasing task to chronicle from time to time the additions which for the past five years have been annually made to the Faculty through the munificence of Dalhousie's benefactor. With this issue the GAZETTE awakens to find additions more extensive than ever before. We refer to the change consequent

on the settlement of the MacLeod University Fund and the appointment of Prof. Alexander to the chair of English Literature and that of Mr. Russell as Professor of Contracts. The MacLeod Bequest has been employed in a manner which must be hailed with satisfaction by the well-wishers of our College. It has been applied, as our readers are already aware, to the partial endowment of the chairs of Classics and Chemistry and to the foundation of a chair of Modern Languages. The latter chair is occupied by Prof. Liechti, for many years a Lecturer on Modern Languages in this College. His elevation to his present position is but a well-merited tribute to the labors of one whose scholarly attainments, genial refinement and untiring zeal are well known to all, but to none better than to those of us who have been privileged to come into personal contact with him as an instructor. Prof. Russell is a graduate of Mount Allison College, where, after distinguishing himself in his course, he took his M. A. degree. As a member of the Barrister's Society he has long been a prominent figure in the legal circles of this city. At the foundation of the Law School he generously volunteered his services as Lecturer on Contracts, and he is now Professor of this subject. The brilliant career of Professor Alexander has already been noticed in these columns. We are able to present our readers to-day with his magnificent Inaugural Address, delivered at the Convocation of this College. The addition to the Faculty in one year of three such men as Prof. Liechti, Russell and Alexander augurs well for the future of our University. That they may long continue to adorn the positions they occupy is our sincere desire.

AT a recent meeting of the Senate an important arrangement was made by which Arts students who intend taking the LL.B. course may shorten that course from *three* sessions to *two*. We refer to the addition of Constitutional History and International Law to the list of elective subjects for the Third and Fourth years in Arts. This arrangement will no doubt meet with general approval, and should, we think, have the effect of attracting hither, in larger

numbers, students to whom time is an object, and who wish, therefore, to complete their course as speedily as possible. Under present arrangements such students can, by entering the Second year in Arts, and taking the above-mentioned subjects in their Third and Fourth years, take both degrees in *five* sessions.

GENERALLY speaking, students are not disposed to view with favor any addition to their sessional work. The present Sophomore Class should, however, we think, form an exception to this rule. By a reference to the Calendar it will be seen that the study of English, which previously was required only of First year students, has been made obligatory on students of the Second year as well. This subject, in the interval between the death of Prof. DeMille and the installation of his successor, Dr. Schurman, comprised only Rhetoric. Now, however, the First year Class is occupied to a considerable extent, and the Second year Class entirely, with the critical reading of standard English authors. The Sophomores should, we think, be congratulated on their advantages. They will have no cause to lament, as do many of the Seniors, that they have come "too soon."

WE take this our first opportunity, to thank, on behalf of the Students, the Y. M. C. A. of this city for their kind permission to use the reading room in Y. M. C. A. Hall. We also acknowledge with thanks the receipt of complimentary tickets for the coming series of Lectures under the auspices of the Y. M. C. A. Such a programme gives promise of a rare treat, which we hope the Students will not miss.

GILCHRIST.—At the recent examination for the Canadian Gilchrist Scholarship, the successful competitor was Alexander Wilmer Duff, of the Class of '84 in the University of New Brunswick.

We are glad to give honor to whom honor is due, and heartily congratulate Mr. Duff upon his success,

ONE familiar face was missed at Convocation, that of Sir William Young, the venerable ex-Chairman of the Board of Governors. A short time ago, Sir William, feeling that owing to his increasing age and infirmities he could no longer be expected to perform his onerous duties, resigned his position as executive chief of Dalhousie. He thus severs a connection with this College which has lasted for thirty-six years, and resigns an office which he has held since the re-organization in 1863. It is not too much to say that to his personal care and support no inconsiderable share of Dalhousie's progress and development during that period is due. He watched over her in her days of infancy and weakness, ever ready to assist with his counsel and his means. Sir William is a man of many sides. He has shown himself to be a skillful politician, an acute lawyer, a polished orator and ripe scholar. The influence of such a man was necessarily great and could not but be beneficial to a college in its days of struggle. And now when he feels that the time has come for delivering up his trust, he retires with the best wishes and heartfelt gratitude of all true friends of Dalhousie.

WEDDING BELLS.—On the evening of Oct. 1st., Miss Barbara F. Munro, daughter of George Munro, Esq., the well-known benefactor of Dalhousie, was married to Dr. J. G. Schurman, Professor of Metaphysics in this College. The Students all unite in extending their hearty congratulation, earnestly wishing for them both a long and happy life.

The following account of the wedding was given by *Truth* :—

"The residence of George Munro, the publisher, at 15 West Fifty-seventh street, was handsomely decorated with flowers yesterday evening, and was thronged by a brilliant assemblage of guests, the occasion being the marriage of his daughter, Miss Barbara F. Munro, to Dr. J. G. Schurman, Professor of Metaphysics in Dalhousie College, Halifax, N. S. The Rev. Dr. John Hall, rector of St. Thomas', officiated. There were no ushers or bridesmaids. The bride and groom stood under an elaborate floral wedding bell during the ceremony and while receiving the congratulations of their friends. The bride was attired in a costume of white satin, trimmed with point lace, court train, point lace veil, fastened with a

bunch of orange blossoms and a diamond pin. The supper was furnished by Pinard. Nearly 500 guests were present."

"The editors hope that the students will always try to patronize those firms who advertise in the columns of the *STUDENT*. Our advertisers are the best and most reliable firms in the city."—*Ex.*

We can but re-echo the sentiments expressed above. There are many firms in this city who refuse to patronize our advertising columns because our students are not careful to patronize those who advertise in this paper. The students spend annually thousands of dollars in the city, and we call their attention to our advertising sheets, trusting that they will bestow upon our patrons a liberal patronage. Help those who help us.

#### COLLEGE NEWS.

THE uniform of the athletic club consists of a blue cap, jersey and stockings, with white knickerbockers.

No ladies appeared for matriculation this year, and the number in the other classes is not as large as usual.

THE successful candidates for Exhibitions and Bursaries in order of merit are as follows :

SENIOR EXHIBITIONS AND BURSARIES—Robinson, Cahan, Mackay, E., McKay, N. F., Lewis, MacRae, Coffin, Calder, Stewart, Nicholson, Morton.

JUNIOR EXHIBITIONS AND BURSARIES—MacLeod, McKenzie, Mackay, H. M. McDonald, Soloan, Stewart, Grant, Harvey, Robinson, Clark, Brown, Allison, Matheson.

WE believe that the Hon. A. G. Archibald has been named as the successor of Sir William Young on the Governing Board of this College, and the appointment awaits only the formal sanction of the Lieutenant-Governor in Council.

A NUMBER of embryo lawyers in the Junior and Senior years are taking Constitutional History and International Law, the latest addition to the list of optional subjects in the last two years of the Arts course.

THE city fathers are at last aroused to the condition of the "Grand" Parade, and vigorous efforts are being put forth to make it worthy of its name. The tottering pile of stones facing Barrington Street is being replaced by a massive granite wall, surmounted

by a handsome iron railing. The whole is estimated to cost \$13,000. As the wall will be erected by the city only to the college boundary, it is to be hoped that the Governors will not let their part remain in its present condition.

THE third year honour men are distributed as follows: two in Classics, three in Mathematics, two in English Literature and History, one in Philosophy and two in Chemistry and Experimental Physics, making the unprecedented number of 19 honour men in the third and fourth years.

THE following are the results of the various entrance examinations:—

## HISTORY.

*Fourth Year.*—Class I.—Gammell, Newcombe, Thompson. Class II.—Tufts, J. McLeod. Passed.—F. S. Coffin.

*Third Year.*—Class I.—A. Robinson, Allison. Class II.—J. F. Smith, E. MacKay, Stewart, Cahan, F. Coffin, Macrae. Passed.—Calder, Lewis, Morton, (N. Mackay, Nicholson,) Flemming, Campbell.

*Second Year.*—Class I.—None. Class II.—D. Fraser, McLeod, Coops. Passed.—(Johnson, Sutherland, (Forbes, McNeil), McLennan, (Creighton, Buchanan).

## ENGLISH LITERATURE.

*Third Year.*—Class I.—M. G. Allison, C. H. Cahan. Class II.—(S. A. Morton, Calder), (Lewis, F. J. Coffin, Smith), N. F. Mackay. Passed.—(Stewart, D. H. McKenzie,) A. J. Campbell, E. Mackay, Nicholson.

*Second Year.*—Class I.—MacNeill, Forbes, J. C. Shaw, (Buchanan, Creighton), Sutherland. Class II.—(H. C. Shaw, Coops), Fraser, (Campbell, Putnam, McLennan). Passed.—McLeod, Johnson, (Calkin, Morrison).

COLLEGE SPORTS.—In the last issue of the *Gazette* there was published a programme of sports under the auspices of the Athletic Club for the opening of the present Session. It was arranged that the competition should be held on the Wanderers' Grounds on Saturday, the 1st. inst. The day was so unfavourable that only a very small number of students was on hand at the appointed hour. In spite of a heavy rain the Committee determined to proceed. The first competition, throwing the shoulder stone, was easily won by John Calder. Then came the 100 yards dash. In the first heat Stewart, McLeod, and Ross competed; the second, Davison Sutherland, and Munro, Stewart and Davison being the respective winners. The final

heat was won by Stewart. The rain settled into a heavy pour, and forbade carrying out the rest of the programme, until a future day.

THE weekly Prayer-meeting of Dalhousie College was opened on the 1st. inst., with a fair attendance. The President of last year, Mr. Frank Coffin, in the chair. The addresses and other services were short and to the point, and the meeting soon closed in order to allow time for other business. After closing, James F. Smith was chosen President for the year, F. Coffin, J. M. McLeod, D. Flemming, A. Lewis, and W. Calkin, were appointed managing committee. The International Sabbath School Lessons will be discussed. We would respectfully direct the attention of the students to these meetings, inviting all, especially the Freshman class, to attend. No better way of closing a week of hard study could be desired, and an hour thus spent is not alone the proper kind of recreation, but develops and strengthens the inner life to which all other education should be subservient, and which distinguishes man as a reasonable being from the mere animal. Here too we meet on a common ground, become better acquainted one with another, and learn to use and appreciate brotherly kindness. The Committee desires to tender to Professor Forrest the thanks of the meeting for the use of a volume of "Notes on the Lessons," so kindly placed at their disposal. Meetings open at 7.30 p. m., and close at 8.30 p. m. sharp, every Saturday evening. Come one, come all.

GENERAL STUDENTS' MEETING.—On the evening of Monday, the 27th ult., the walls of Class Room No. 2 resounded with the usual harmony preceding a General Students' meeting. In the absence of the president, R. M. Langille was chosen as the new victim, and called the meeting to order in his usual happy style. The minutes of last meeting were then read by the Secretary, C. H. Cahan, and were approved.

Officers of the General Students' meeting for the ensuing year were next elected: *President*, Langille; *Secretary*, E. McKay.

Now commenced the more serious part of the evening's business, and the *GAZETTE* received the first attention. In the proceedings which followed, declining of nominations was the order of the day. In some cases, of course, the best reasons for so doing were given; in others ingenuity supplied the want. This shirking disposition seriously embarrassed the business of the evening which proceeded but slowly. We shall not follow its labouring course, but hasten on to results.

## AMONG THE COLLEGES.

HARPER'S for November contains an interesting article on Columbia College.

ACADIA SEMINARY has upwards of sixty students enrolled.

YALE still continues its custom of holding an annual "shirt fight" between the Sophomores and Freshmen.

THE union of the Methodist bodies of Canada has led to the amalgamation of Victoria and Albert Universities.

GOLDWIN SMITH states that Cornell University, with its endowment of \$10,000,000, threatens to become the University for Ontario.

THE Faculty of Dartmouth has suspended two of the editors of the college paper for too free expression of their sentiments.—*Ex.*

TEN of the most advanced Courses in Harvard College have but one man in each. The students have evidently resolved to have an easy time during the present year.

AT the Harvard commencement, Robert Heberton Terrell, a full-blooded negro, whose parents were both slaves, was one of the seven speakers of a graduating class of two hundred.

THE University of London has recently, for the first time, given titles of Doctor and Master of Arts to a lady. Fifty have been created Bachelors of Arts, eight Bachelors of Science, and three Bachelors of Medicine.—*Ex.*

PRESIDENT WILSON, in his address at the Convocation, formally announced the introduction of co-education into the University College by an order of Government, to whose authority he bows with good grace and without any surrender of his personal convictions. He is now relieved from responsibility by the mandate of authority, and there can be no doubt that he will loyally give effect to the policy which he has conscientiously opposed.—*The Week.*

## PERSONALS.

J. A. Bess, B. A., M. A., is in the city.

A. G. Bess, B. A., M. A., has gone to Edinburgh to study medicine.

L. Stewart, B. A., M. A., is attending Theological and other classes in Edinburgh University.

A. McKean, B. Sc., M. A., has gone to Boston to prosecute his studies at the Institute of Technology in that city.

Messrs. I. Gammell, C. H. Cahan, J. F. Smith, E. Mackay, J. C. Shaw, were nominated as editors of the *GAZETTE*, and as this was just the number required, on motion the usual balloting was dispensed with.

To the position of Financial Editors Messrs. Neil F. MacKay and D. Stewart were elected after an exciting contest; and these gentlemen are to share the onerous duties and responsibilities of this post for the coming year. The Financial Committee is to consist of Tufts, Lewis, Calkin and J. McLeod.

Sodales was now the topic. After a brisk debate it was decided that a new lease of life should be granted this venerable Society, notwithstanding the discouraging experience of last winter in the matter of attendance; and the following officers were elected: *President*, Creighton; *Vice-President*, J. W. Mackenzie; *Secretary*, A. M. Morrison; *Managing Committee*, J. M. McLeod, Flemming, H. C. Shaw, E. P. Allison.

The management of the gymnasium was, after some discussion, transferred to the Managing Committee of the Athletic Club. A new enterprise, the formation of a Glee Club, was entrusted to Fitzpatrick, D. H. Mackenzie, Cahan and Putnam. The Reading Room is to be in charge of J. M. McLeod, Aiton, Nicholson, Creighton and Clark.

Motion was now made that a Committee be appointed to secure a course of lectures for the winter. Members of previous Lecture Committees, taught by hard experience the difficulties in the way, opposed a measure which they considered must end in failure. Others more sanguine thought that in view of the great advantages which would accrue both to college and students from such a course, one more effort should be made. Their view finally prevailed and a Lecture Committee was appointed to consist of Fitzpatrick, Macrae, Cahan and A. S. Mackenzie. By way of encouragement the meeting resolved to accept any responsibility incurred by the Committee.

In the absence of the Financial Editor, Gammell read a statement of the financial condition of the *GAZETTE*, which was most favorable, and showed a balance in hand of \$3.30, notwithstanding some disappointments during the past year in regard to receipts. The report was adopted.

THE attendance for the current year in some of the leading colleges is as follows:—Michigan, 1,314; Columbia, 1,320; Harvard, 1,322; Yale, 1,079; University of Pennsylvania, 1,044; Princeton, 327; Massachusetts Institute of Technology, 344; Oberlin, 1,474.—*Ex.*



AN interesting event in connection with Prof. Schurman is noticed in another column.

OF the Second year Falconer and Young are missing. A. F. Stewart who has taken his second year in Engineering at McGill College joins the class.

PROF. MCGREGOR attended the late meeting of the British Association in Montreal. Prof. Lawson was also present, and contributed some valuable papers to the proceedings of this august Scientific Assembly.

THE Fourth year is minus W. Thomson, who is to occupy during the winter the position in Dartmouth High School vacated by D. A. Murray.

MACFARLANE, who spent some years here as a General student, has returned after a year's absence, and is taking classes in the fourth year. He has been engaged in missionary work in Newfoundland and Labrador.

MESSRS. E. M. MACDONALD and R. L. Reid, well known Sophs. of last winter, have passed their Preliminary in law with great credit. We congratulate these gentlemen on their success.

WE notice that the Rev. Mr. Dustan has accepted a call to St. Paul's Church, Truro, and is to be inducted on the 11th inst. Mr. Dustan was a General student at this College in '80; and is well known to readers of the GAZETTE.

THE Third year loses some of its best members. It mourns the following absentees: V. Coffin wields the rod at home in Prince Edward Island; F. H. Larkin is similarly engaged; E. M. McDonald sits at a lawyer's desk in Pictou; D. H. Mackenzie and N. D. Harvey have joined the "medicals"; T. H. McKinnon is in a doctor's office in Truro.

AT the late meeting of the British Association in Montreal Principal MacKay read two papers, one of which, on the "Laurentian Deposits in Nova Scotian Lakes," received special commendation. Mr. MacKay was also appointed a member of the Biological Section of the Association. It gives us great pleasure to notice this high honor conferred on an old student of Dalhousie.

WE are glad to observe again among our number D. F. Morrison, a Soph. of '83, and Robie Reid, who was compelled, on account of ill-health, to abandon last winter's second year class. The former was engaged during the past summer as teacher at Salt Springs, Pictou Co., and is attending, as a General, classes of the third and fourth years. The latter, we are pleased to learn, has quite recovered his usual health, and has rejoined the Sophs.

THE members of last year's class are reported as follows: W. B. Taylor is in the city, where H. S. Adams and H. M. Smith are also to be seen. J. P. MacLeod is at present, we understand, in Kentville, King's County. D. A. Murray has been appointed Principal of the Shelburne High School; F. Jones will occupy a similar position in Baddeck; Macdonald and Dill are to be found at Pine Hill Theological Hall; D. F. D. Turner has returned to England, while J. J. Miller intends to prosecute his studies at McGill University.

WE observe with pleasure that the efforts of our esteemed librarian, J. T. Bulmer, are appreciated elsewhere as well as in this city. A Montreal paper, after noticing the result of his exertions in the reduction of book duties and in other matters connected with libraries, speaks in most complimentary terms of his extensive

knowledge of books, his enthusiasm as a collector and his abilities as a librarian. We trust, however, it may be disappointed in the hope it expresses that he will make Montreal the field of his future labors. We have no idea of surrendering our energetic citizen to the ambitious city on the St. Lawrence.

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