

# The Dalhousie Gazette.

ORA ET LABORA.

VOL. XX.

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No. 9.

## II. LINES ON BROWNING'S OLEON.

I.

The fiery Phœbus nears the distant west,  
Where Thetis 'waits him with her golden cup;  
And o'er the deep Ægean's placid breast  
Kisses the purple sea, and brighten's up  
With touch of gold the lily isles that rise  
From forth the waves, enwrapped in mystic light,  
And climbs the portico where Cleon eyes  
The valued gifts of Protus—royal sight.

II.

Cleon the poet, cultured and refined,  
Sums up the glories of the classic days,  
"He stands himself." All arts in him combined:  
But ah! the mockery of vulgar praise!  
Where's the eventual calm, the soul's repose,  
Within the finite which he hoped to find?  
"A-top of tower," beyond earth's many woes,—  
A calm enjoyment for the cultured mind.

III.

The longing soul outstrips the finite stage;  
Would penetrate the mists beyond the tomb;  
But all is dark; and from the classic age  
No ray of hope relieves the deep'ning gloom.  
As when the morning beams with laughing pride,  
Dance on the heights, announce the god of day,  
The ugly mists hang on the mountain side,  
Cling to the vales, reluctantly give way.

IV.

So on the human soul shines from above  
A ray of hope that bids the night depart;  
Flashes the sunlight of a Saviour's love,  
Plays on the troubled waters of the heart;  
And "Peace! be still!"—a voice from out the sky  
Pierces the soul's dull ear, and bids it rise  
On wings of faith through doubt and mystery,  
To find the love of God—eternal prize.

B.

THE oldest colonial college in the British Empire is Kings' College at Windsor. It is in its hundredth year. An effort is being made to increase its endowment, which we hope will be crowned with abundant success.

## THREE WOMEN.

It is probably too much to assume that all who subscribe to (and pay for) the GAZETTE, have read *Aurora Leigh*, Mrs. Browning's greatest poem; but is it too much to hope that all who peruse its columns will embrace the earliest opportunity of making themselves acquainted with so excellent and interesting a study of character?

No one but a woman could have written the poem; you are conscious of the woman's thought, feeling and expression throughout; you constantly see a woman's portrait painted by a woman's hand. The heroine tells her own story; she reveals her inmost thoughts and imaginings, her hopes and fears, her successes and ambitions. Mrs. Browning so identifies herself with *Aurora Leigh* that the two seem to be one; you feel that you can speak of the heroine's sentiments as those of the authoress, and you sometimes consider the poem egotistic. It would be interesting to compare Mrs. Browning in *Aurora Leigh* with Mrs. Browning in actual life, but we forbear.

Besides the heroine there are two extremely feminine characters brought before us; one in high life, proud of her position, and with the shrewdness which a petty and mean spirit can gain by experience of the world; the other, of humble station and degraded parentage, but with a soul that came from Heaven, that loved to gaze into the sky, and "learnt God that way." As nature's child she knows no art or artifice; her character is girlish in the extreme, and you read it at a glance.

Such is Marian Erle. How very feminine she is; how she loves Romney Leigh, and how

like her love to worship? She adores him; she does not ask whether he loves her or not; their difference of station does not occur to her as a barrier between them. He is good; he loves everybody, he loves her, of course, as we are told in the poem:

"Obviously  
She had not thought about his love at all;  
The cataracts of her soul had formed themselves,  
And risen self crowned in rainbow; would she ask  
Who crowned her? it sufficed that she was crowned."

Lady Waldemar's cruel hints that Romney Leigh did not love, and was about to marry her for philanthropic purposes only, wrenched the heart of Marian, who did not know the arts of wicked, worldly woman, and thought her enemy her friend—"so very kind was Lady Waldemar." But she did know, as only woman does, the power of self-sacrifice, and so soon as she felt that marriage with her would be disadvantageous to Romney, so soon did she decide that the marriage should not take place. She must run away, she must hide where he cannot find her, but first she writes him a letter. This letter is, I think, the finest passage in the book; so pathetic, so realistic, so feminine. The whole letter should be read to be thoroughly appreciated, and I feel that I am doing an injustice by quoting fragments only. Yet I hope that the quotations may induce some one to read the whole. The letter begins:

"Noble friend, dear saint,  
Be patient with me. Never think me vile  
Who might to-morrow morning be your wife,  
But that I loved you more than such a name.  
Farewell my Romney! Let me write it once;  
*My Romney!*

Tis so pretty a coupled word,  
I have no heart to pluck it with a blot.  
We say 'My God,' sometimes upon our knees,  
Who is not therefore vexed: so bear with it  
And me. I know I'm foolish, weak and vain;  
Yet most of all I'm angry with myself  
For losing your last footstep on the stair  
The last time of your coming—yesterday:  
The very first time I lost step of yours.  
(Its sweetness comes next to what you speak,  
But yesterday sobs took me by the throat,  
And cut me off from music."

There are too many characteristic beauties in the verses quoted, for me to point them out in detail. "*My Romney*," does not occur again in

the letter, but "*Mister Leigh*,"—and what a heart-wrench is indicated by the change. Farther on in the letter, after charging her lover not to seek for her she says:

"For what remains  
An over-generous friend will care for me  
And keep me happy—happier—  
There's a blot!

The ink runs thick—we light girls lightly weep,  
And keep me happier—was the thing to say;  
Than as your wife I could be!"

You can see the letter written, you can see the flood of tears, you can see how hard it was to say that she would be happier than if she were his wife, and yet she feels she ought to say it. One extract more, from the close of the letter.

"T'would be hard to read  
This letter, for a reader half as learned;  
But you'll be sure to master it, in spite  
Of ups and downs. My hand shakes; I am blind;  
I'm poor at writing at the best—and yet  
I tried to make my g's the way you showed.  
Farewell—Christ love you—Say 'Poor Marian' now"

Who but a woman would think of how she made her g's when in sorrow like Marian's, and yet how natural is such a thought in a woman of Marian's disposition.

Lady Waldemar is not a character that calls out our sympathies as Marian Erle does, but she is none the less carefully depicted. She loved Romney Leigh, she learnt his speeches by heart, collected reports of philanthropic movements,

"Gave my name to swell subscription lists,  
Toward keeping up the sun at nights in Heaven  
And other possible ends. All things I did  
Except the impossible—such as wearing gowns  
Provided by the Ten Hours movement! there  
I stopped—we must stop somewhere."

Just what you would expect. She loved, if she was not asked to sacrifice. It was no sacrifice to learn speeches, or subscribe money or collect reports, but that she should deny herself a gown, which compelled a poor woman to slave from five o'clock in the morning till twelve at night; that was too much. "We must stop somewhere!" Fancy, if you can, Lady Waldemar's going to the slums to visit the sick and raise the fallen. And yet she did visit the wretched dirty court of St. Margaret's. Why? To work on Marian's noble nature, and to pre-

#### SPELLING REFORM:

(Speld according to the twenty-four rules of the  
American and English Philological  
Associations.)

I hav herd my father tel of the old days when he was a boy, living with the folks at home on the farm. They wer about forty mil e from the market town. There wer no railroad then, and as the farm produce had to be got to market, there wer occasional drives; long, tedious, wearisum drives "to town." Plezant enuf, perhaps, as an erly experience for my father or his yung brothers in fine wether. But sumtimes it was thru rain and mud; sumtimes thru blinding snow-storms, and keen north winds, when the stout horses, floundering, scrambling, and plunging, wer scarcely able to make their way thru the huge drifts; when one's ears wer frozen, or one's hed almost blown off by the violence of the storm. It was a hard day's jurney.

By and by came the railroad. What a contrast! The farmer drives two or three miles to the nearest station; boards the train with his produce; and goes spinning off to town, warm, cumfortabl, with no fear of wind or frost, rain or snow. In two hours he is in town. A few hours more and he is spinning home again. Between sunrize and sunset he has accomplisht with ease and cumfort what took my grandfather ful three weary days to do. Who would wish the old days back again?

And yet, did the old farmer ever think to himself, "Wel, what a slow, tedious, inconvenient, disagreeabl task it is getting things to market! Why can't we get along quicker? Why can't we get to town without so much labor and hardship? What a deal of trubl there is about it!" No, probably he never thought of it; or, if he did grumbl, it was as a man might find fault with his feet for not being smaller, when his boots were tight; having no thought that he could ever make the jurney easier. The long, tedious drive was necessary. It could not be helpt. No one thought of helping it—until the railroad was built. Then, good-by to the old; welcum to the new.

What has all this to do with Spelling Reform? Just this: we want a railroad thru our system of spelling.

What is spelling for? It is to represent truthfully the sounds of spoken language. This is its only proper and legitimate office. There hav been systems of writing, such as the Egyptian hieroglyphics, whose principl was to represent ideas without any reference whatever to the words by which the ideas wer represented in speech. Such a system as this must hav been

vent Romney's marriage. And could she have done her work more artfully. She was a woman and understood women. She knew Marian's simplicity, and lack of knowledge of the world. She knew what arguments would be most effective, and she does not scruple to deceive and betray. But we need not follow her character further. Her love is cruel and selfish, strong enough to lead her to lie, and ruin the happiness of another woman, not strong enough to influence her choice of gowns.

The most highly developed and most womanly of the female characters in Aurora Leigh is, of course, the heroine herself. She loves also, but not after the sordid manner of Lady Waldemar, nor yet with the self-forgetfulness of Marian Erle. She wholly rejects the idea that women are made *merely* for love or even *mainly* for love. She will be an entity in the world, a poet, (not a poetess;) she will attain a high position in her art, and compel the world to acknowledge that position.

With all her fine theories however, she discovers that to her the *world* is Romney Leigh.

"There it is.

We women are too apt to look to one,  
Which proves a certain impotence in art.  
We strain our nature to do something great,  
Far less because its something great to do,  
Than haply that we so commend ourselves  
As being not small and more appreciable  
To some one friend."

We are not sorry that she does not quite succeed in her struggle against this womanly, (or if you will, womanish,) characteristic; but rather find it a charm. Aurora has the woman's penetration of character and motives, along with the true woman's sympathy for the suffering. She understands Lady Waldemar, and would frustrate her designs. She respects and cares for Marian, though poor and an outcast. More than any of the others, Aurora Leigh displays growth of character such as is gained only by the choicest spirits, and by them only through suffering. She and Romney had both started with one-sided views of life. Contact with life's realities had shown them their errors, and brought their sentiments more in unison. Each became a fitting helpmeet for the other; and the story ends with their union. '77 IN KINGSTON.

very imperfect, only suited to a low stage of civilization. We want nothing approaching to hieroglyphics nowadays. By a logical system of spelling, ideas can be almost as perfectly represented in writing as they can be expressed in speech. But it must be logical. Writing, to be most efficient, must truthfully and consistently reproduce the sounds of speech; and just in proportion as it departs from entire consistency, is its usefulness impaired. Each sound should have a particular letter; and each letter should represent a particular sound and no other. If this were the case, pronunciation would be an infallible guide to spelling; and *vice versa*; learning to spell would be a matter of but trifling difficulty. First would come the learning of the alphabets of signs and sounds; that is, by repetition, associating the signs and their sounds together in the mind, so that the one should always instantly suggest the other. This every child has to do now, though in an imperfect and unsatisfactory way, owing to the inefficiency of our alphabet. The rest of the system would be the logical, regular, and consistent application of the alphabet of the signs and sounds to words. Every new word acquired by the child would be accompanied by its spelling; for the spelling would be inseparable from the pronunciation. The pronunciation of every word could only be obtained by means of the alphabet of sounds; these sounds would immediately be replaced in the mind by the corresponding signs, and the word spelled. Reading would become an easy process, delightful to every one; and thousands would receive a liberal education who are now doomed to a life of ignorance.

Four or five centuries ago English spelling was comparatively fonetic. There were few writers then; and consequently a very scanty literature. There were no dictionaries. In short, there was nothing to produce and fix a standard spelling. Consequently, when an author wrote, he did what was natural and proper; he spelled as he pronounced. There were many different pronunciations in different parts of England; and therefore works of different authors were often differently spelled. But, as the English literature increased, and the works of great authors, such as Chaucer, became widely circulated and popular, and especially after the introduction of printing, spelling as well as pronunciation began to grow more uniform. But the spelling no longer continued to represent the pronunciation. For centuries the English language had been undergoing tremendous changes. The great political revolutions in England were necessarily followed by changes in the language of the people. The whole history of England and the countries about

her had its influence on the language. The vocabulary received accessions from Latin, French, Spanish, Danish, and other tongues. Changes were also going on in the structure of the language. It was gradually being transformed from an inflectional to an almost non-inflectional language. The inevitable result of all these changes was great confusion. No fixed principle was followed in adopting words from foreign languages. Their spelling was left to chance, or the caprice and ignorance of individual writers. Innumerable irregularities grew up in the spelling. Inconsistencies of all kinds were introduced and perpetuated.

In 1755 Dr. Johnson published his dictionary. In it all these irregularities and inconsistencies became fixed and stereotyped. At this time orthography was still in a very confused state. In the compilation of a dictionary there was need of the most scrupulous care, of the most discriminating, unprejudiced judgment. At the present day the task of the lexicographer is much easier. There is now a standard spelling, bad though it is, which is that employed by the great mass of educated people. The dictionary must simply record this standard spelling. In Johnson's day, on the contrary, the spelling was still in a very unsettled condition. Usage varied widely among the best writers. A great many of the irregularly spelled words were of recent adoption, and their spelling was not finally settled. Many of the blunders which were then perpetuated were of but short standing, and, consequently, easy of correction. There was really no standard orthography in the sense that there now is.

The labors of the lexicographer, then, if conducted with discrimination and without prejudice, might have fixed the spelling for after generations in a much simplified state, and with far fewer of its inconsistencies and absurdities clinging to it. This is what Dr. Johnson utterly failed to do, if we are to rely upon the opinions of the best authorities.

Noah Webster, the compiler of one of our standard dictionaries, says with regard to Johnson's work: "Dr. Johnson was one of the greatest men that the English nation has ever produced; and when the exhibition of truth depended upon his own gigantic powers of intellect, he seldom erred. But in the compilation of his dictionary, he manifested a great defect of research, by means of which he often fell into mistakes; and no errors are so dangerous as those of great men. The authority created by the general excellence of their works gives a sanction to their very mistakes; and represses that spirit of inquiry which would investigate the truth, and subvert the errors of inferior men. It seems

to be owing to this cause that the most obvious mistakes in Johnson's dictionary have remained to this day uncorrected, and still continue to disfigure the improved editions of the work recently published."

Again he says: "Nothing in language is more mischievous than the mistakes of a great man. It is not easy to understand why a man whose professed object was to reduce the language to some regularity, should write *author* without *u*, and *error* and *honour* with it! That he should write *labour* with *u*, and *laborious* without it! *Vigour* with *u*, and *vigorous*, *invigorate* without it! *Inferiour*, *superiour* with *u*, but *inferiority*, *superiority* without it! Strange as it is, this inconsistency runs through his work, and his authority has been the means of continuing it, among his admirers, to this day."

I shall quote once more, this time from Professor Thos. R. Lounsbury, of Yale University: "It was not till after the publication of Johnson's dictionary, in 1755, that the existing spelling can be said to have become universally received. That given by him to words has been the one generally followed by all later writers, and a deference has sprung up for it which is not justified by anything in its character. Orthography was a matter about which Johnson was totally incompetent to decide, and, largely in consequence of the respect and even reverence paid still to that which he saw fit to employ, the spelling of English is probably the most vicious to be found in any cultivated tongue that ever existed. It is in no sense a guide to pronunciation, which is its only proper office, and, even for derivation, (an office for which it was never designed,) it is equally worthless, save in the case of words of direct Latin origin."

Johnson's dictionary fixed our orthography in all its ridiculous inconsistencies and absurd anomalies. We have to suffer the consequences.

(To be continued in next issue.)

V. G. FRAZEE.

## CORRESPONDENCE.

EDITOR GAZETTE:—

"There was once a ship in the North Country."  
—Old song.

I am informed that there is remotely connected with this University a sort of appendage called the *Alumni Association*, the object of which is said to be the promotion of the best interests of the College. This is a very good object indeed, very good, and I would like, Mr. Editor, to know if the old thing is likely to start into operation soon. I confess I would

like to see the concern give a kick if nothing more. This *Alumni Association* is now twelve years old, and should have acquired considerable "kicking power" by this time. The only thing I ever hear about this business is that it meets in April of each year, and urges the members of the graduating class to connect themselves with it; but I warn the boys to have nothing to do with it, as I am quite convinced the whole thing is a fraud. Why, sir, such a society if worthy of its name, could make its influence felt in a way that could not fail to benefit our College. Such societies virtually control many of the colleges of our land. How is it that ours alone is impotent? Just now there is a splendid opening for this same society. There are two or three vacancies on the Board of Governors, which will probably be filled this spring, and if the Alumni don't open their eyes in a mighty big hurry the whole business will be done up before they know anything about it. I hope the creature will get up its *esprit de Corps* and move.

Yours truly,

QUIDNUNC.

## COLLEGE NOTES.

The University of Paris, the oldest in the world, was founded in 1200 A. D. six years earlier than Oxford.

The University of Berlin, Germany, has an attendance of 5,357. The annual cost of maintaining the University is \$523,511, of which the government pays \$459,887.

ST. PETER'S COLLEGE, the oldest college at Cambridge, England, was founded in 1275; Pembroke College in 1347; Kings' College in 1441; and Magdalene College in 1519.

THE class of '79 of Princeton, the wealthiest ever graduated from that College, is considering the project of presenting the institution with a heroic life-size statue of Dr. McCosh, to cost \$25,000.

THE Law examinations were held a fortnight ago, and most of the Law students have gone home. Those of the graduating class who do not remain in the city, will be back for their degrees on Convocation day.

REV. F. L. PATTON, LL. D., D. D., has been chosen to succeed President McCosh of Princeton. Dr. Patton is a native of Bermuda, received his Arts training in Toronto University, and graduated in Theology from Princeton. He is considered one of the ablest men in the Presbyterian Church in the United States.

## THE DALHOUSIE GAZETTE.

HALIFAX, N. S., MARCH 10, 1888.

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## PLEASE

## PAY YOUR SUBSCRIPTIONS.

It would be a great convenience to the Financial Editor if subscribers who have not done so, would pay up at once, and thus enable him to put the GAZETTE in a good financial position before the end of the Session.

THE action of the Governors in lengthening the term to eight months must affect the future of the College, either for good or evil. We believe they were actuated by motives the most praiseworthy. The prosperity of the College was their great aim; and under a strong sense of their responsibility, having duly weighed, we presume, what seemed to them the strongest objections to the proposal, and all the advantages likely to accrue from the innovation, they decided that a lengthened term would be

immensely advantageous. We say immensely advantageous; for the prospect of slight advantages could never have induced them to make the experiment.

Under the six month system, Dalhousie prospered. Our graduates were ever able to take their place in the educational arena, and, speaking modestly, compared favourably with the graduates of any of our Canadian Colleges. The work in College has been undoubtedly heavy, and it is becoming heavier every year as the standard is being raised. There is no chance to put in a soft time, and few opportunities for doing other than strictly class work. This has a tendency to stifle a spirit of independent research, and to make the students merely pluggers. To overtake the work prescribed, in so short a time, they are hurried along so rapidly that often the slower ones are left in darkness, and thus lose much that is to be gained by a thorough comprehension of the subjects.

The prime question with the Governors apparently was: How can these and other such disadvantages be obviated? Their answer is given in the announcement that the term is to be lengthened to eight months. If there were no other considerations to be taken into account than those given above and such like, the course adopted would be commended by none more strongly than by us. But as we pointed out in our last issue, there are other considerations. The question we propose to answer is: Will the new arrangement result in the greatest good to the greatest number? We believe it will not.

It would work admirably if all the students, or even a majority of them, were not necessitated to work their own way through College. But the fact is, that seven-eighths of them are dependent on their own resources, and have often found it very difficult to get along under the six month system, when the expense at college was less than it will be hereafter, and with a longer time to earn the needed funds. The average expenditure of each student in Dalhousie is about \$200.00 per term, or about \$33.00 per month. When the term is lengthened to eight months the expense will be about \$265.00 per term; or a four year's course will cost over \$1000.00.

This, with the expenses of the extra academical year required in preparation for matriculation in Dalhousie, as shown in our last issue, will make it exceedingly difficult for students of limited means, as the great majority of us are, to take advantage of the thorough education here imparted.

But this is not all. School teaching in this province was long the stepping stone to other professions. Many of our leading men, and among them some of our Governors, worked their own way through College, by teaching in the summer months. Many of the students in College to-day are working along in the same way. We know that, in some quarters, a hue and cry is raised against teaching as a stepping stone, but very often the objection is made by teachers who never saw the inside of a college. It is with them a repetition of the old cry, "This our craft is in danger of being set at naught." The only valid objection against such a system is the frequent changing of teachers; but we believe that a semi-annual influx of enthusiastic, competent teachers, as college men generally are, has far out-weighed any injuries inflicted by the changes. But whether the system has been injurious to popular education or not, it served a purpose in enabling many a young man to secure a college training; and thus in a measure, at any rate, it has benefited the cause of higher education.

Now by the eight months arrangement, this source of revenue is completely cut off. When the student leaves college in the spring, what can he turn himself to that will yield him \$265.00 in four months, or even \$120.00, provided he has a bursary or exhibition, which only a few can have? This arrangement has a double disadvantage; for, while it increases the students' expenditure, it decreases the time for earning the required funds. It leaves the poor student absolutely without the chance of an education in Dalhousie. It shuts the door of the University in the face of that class of young men who have almost invariably proved the most successful students. Dudes and dudines may come here without let or hinderance, but the hard working boy from his rural home cannot enjoy the

privileges which this College affords. In a word: It will prove a great advantage to the student who has plenty capital to back him up. But these are, unhappily, in the minority. To the student who is dependent upon his own earnings, it will prove an almost insurmountable obstacle in the way of coming to this University for an education. And unhappily, these are in the majority.

HAVING considered in our last issue how Examinations have come to be regarded by those who prepare to go up to them, how they have become invested with an interest stronger perhaps than they deserve, we proceed to inquire if this really is the crucial test which many suppose; or if not, how far adequate and how far inadequate to that purpose. We would like to inquire into that system, which in many cases, through the harsh conditions it frequently imposes, dims the mental lustre and weakens the physical powers of those called into account. Everyone admits that it is absolutely necessary to have some means of finding out whether a student has been faithful or unfaithful to his calling; whether he has devoted himself to or shirked the task set before him; and in lieu of a better means of discovering this, written examinations are called into use. But does this system generally produce the results anticipated, and clearly determine the excellence of each student? It is a hard thing to say, but we fear that some examiners, through unfair papers which they unwittingly set, have been the means of creating an amount of misery of which they have no idea. A wound received unjustly at their hands may rankle for years in the breast of some unfortunate of peculiar disposition, and mark with a tinge of misanthropy the whole course of his life. We wonder if examiners remember the time when they themselves "trod the wine press," and confronted sorrows which the lapse of time has not diminished for students, but rather augmented; the time when they themselves bowed in anguish, perhaps, over dreadful examination papers; when their brain became giddy with hard thinking, and after a three or four hours paper, exhausted nature

nearly succumbed! Remembering these things one might expect that now and again gentle drops of pity would visit their hearts. There is no more fitting place for humanity and the "milk of human kindness" to find a lodging place than in the breasts of professors. It is not so much the difficult work throughout the term that the students object to, as we have learned from the testimony of many, but the worry and exhausting ordeal of examinations. Some constitutions, indeed, which nature has not formed in robust and heroic mould, enter the examination room with danger. The critical nature magnifies the importance of the occasion, which stronger minds regard with little concern or even interest. The result is that the excitable person makes a wretched paper, and, when the lists are published, is made the companion of despair. In this case at least, the present system errs lamentably on the side of injustice.

Again, nothing is more common than to hear such a remark as this: "So and so is a very clever man, but he has not the knack of making a good paper." From this one would suppose that doing well at an examination was an art by itself, and must be learned by him who would stand high in the list of honor.

Beyond question the end which an examiner should contemplate when about to draw out a paper on any subject, would be to test his students' knowledge of that subject as a whole. It requires no great acumen to see how unfair it would be to pick out all the nice points or "flvkey" questions which the range of that subject admits of. Young men come to college not to have their heads transformed into dust bins, where odds and ends are heaped together, but to acquire the lasting possession of a cultured, broadened mind. The thousand different pursuits which claim different men's allegiance after they have forever passed from our College halls, demand not a ready memory of all which they have learned, but the keen awakened intelligence and mental vigor which a stern course of study has power to increase.

But while we impute no small blame to the present system of examinations, common justice demands that we give it full credit for whatso-

ever advantages it possesses. There is nothing that is more calculated to make the careless student do faithful work than the certainty that some day he must come to a reckoning with his instructors. With the great majority of men fear is stronger to persuade than love; the lagging ox moves merrily on when the goads furnish a gentle reminder. Again, examinations demand great exactitude on the part of the examined. To be able to seize the essence of a question, to epitomise some wide subject is no ordinary accomplishment. The student is continually exercised in grasping the essence of things—separating the kernel from the worthless shell. In this way thorough work is ensured, which the indolence of most natures is prone to neglect.

Such are a few of the disadvantages and advantages of this method of testing students. It is a question if the near future will not discover some other way, though it is a hard problem to solve. The best of human devices are not perfect at every point, and it is undoubtedly the absence of any fairer method of examination, which has made the adoption of the present system so general among the colleges.

WE agree with "*Quid nunc*," that this is the time for the Alumni Association to move for a larger representation on the Board of Governors. There are two vacancies and possibly three. We do not know but Mr. Sedgewick, the only Alumni representative on the Board, will resign his position in consequence of his removal to Ottawa; we hope not, however. It is, we believe, very desirable to have on the Board of Governors, a larger representation of men who have been educated in Dalhousie, and who, in consequence, know more about the wants of the College than any other. The best interests of their *alma mater* would be with them uppermost. Why fill up the vacancies with men who, perhaps, have never had a college training and who cannot, therefore, be expected to legislate in matters pertaining to this University as intelligently as College men, and especially as those educated in Dalhousie? Alumni, let us hear from you.

IN an early issue we gave a brief account of the Alumni prize essay the "History of Dalhousie College and University," by George Patterson, M. A. The Alumni Association recognising its superior merit, had it published, and copies can now be had of the Secretary, Mr. Boak. Few students, however, have availed themselves of the privileges of securing copies, doubtless owing to the high price asked. The Executive Committee of the Association have lately informed us that they will dispose of copies to students at a merely nominal price, 25 cents, as they feel that every student should have one. We would recommend every student to secure a copy of this excellent history of our College, when they have now an opportunity to do so, on such easy terms.

WHY is it that so few articles have been entered this session for the Waddell and McNaughton prizes? We certainly think that the students and graduates are manifesting a sad lack of interest in this matter. The prizes are, of course not large, but the honor of winning one, should of itself, prove a sufficient stimulus to the intending competitor. It is hardly treating the donors of these prizes fairly, not to take greater advantage of their kind offer. The aim in offering these prizes is one to stimulate our students to cultivate facility in composition, and at the same time to provide good literary matter for the GAZETTE. We cannot help feeling grateful to Dr. Waddell and Mr. McNaughton for the kind interest they are taking in the GAZETTE, and we earnestly hope that the students, and graduates as well, will feel bound to do all they can to second their efforts towards the improvement of the GAZETTE.

For the benefit of our readers we will quote from a letter we have received from Dr. Waddell in regard to this matter, hoping it may have the effect of awakening greater interest in these prizes:

"It was hoped that the prize might suggest to the minds of many of the students that writing is important, and that it is often better to have a few ideas with the faculty of expressing them properly, than a head full of information without power of utterance. It was thought that when the students were enjoying a holiday in the summer they might be induced to

think of the GAZETTE, and that at the beginning of the Session the Editors would have a large number to choose from. It seemed to me that the GAZETTE could be made such a paper as would be welcomed by the graduates, and possibly by people having no connection with the College. We should have such a paper that our exchanges would welcome it heartily; that would show to outsiders that there is a University of note in Nova Scotia. Thus our graduates would have a higher standing, and our young men more encouragement to matriculate. It may be urged that ten dollars could not possibly be expected to yield such a result. Perhaps not! It was not supposed that the money value of the prize was to be a great allurement, but it was a formal recognition on the behalf of the GAZETTE of the value of ability to express thought, and it was hoped that some honor might be attached to the winning of the prize."

A WRITER in *The Evening Mail* advocates a change of name for this College. He thinks that if it were called The University of Halifax, out of consideration for the interest taken in the institution by some of the leading men of this city, the change would at the same time help to uproot a deep seated prejudice against Dalhousie, which still exists in some quarters, and would tend to make the University more widely known.

There was, undoubtedly, a considerable amount of prejudice against Dalhousie fostered by denominational and local jealousies; but happily that is fast disappearing, and the people of the Maritime provinces are fully aware that this University is strictly unsectarian, under the control of no particular religious body, having on its staff of instructors men from different religious denominations, and among its students representatives of nearly every christian belief in these provinces. Why then advocate a change of name to chase out of existence a sickly prejudice, that was begotten by ignorance and brought up by jealousy? Let the thing die a natural death.

And the writer thinks if the University bore the name of the city in which it is situated it would be more widely known, inasmuch as Halifax is known the world over. In support of this assertion he instances the Universities of Toronto, Edinburgh, Paris, &c. This to our mind proves nothing. McGill, Harvard, Cornell, John Hopkins, Brown, &c., are no less famous

seats of learning because they do not bear the names of the cities in which they are severally situated.

What's in a name anyway? A University where "any person can find instruction in almost any study," is bound "to live down all opposition," and depends for its public sympathy and patronage on something more substantial than on a mere name. We, for our part, would be sorry to have the name Dalhousie changed.

#### THE CONVERSAZIONE.

The daily papers have already given an outline of the programme of the proposed *Conversazione* to be held at the end of April. The Governors, Professors, and Alumni, are working in concert, and every effort exerted to make the gathering a success. The Committee, we understand, have not finally completed arrangements, but leading educationalists in the Maritime Provinces are to be invited, and every element introduced that have made similar gatherings so popular in American Colleges. It is particularly desired that all graduates be present, and they are requested to send their present address to the Secretary, H. W. C. Boak, Barrister, Bedford Row, Halifax.

#### SENSIBLE ADVICE.

*The Students' Manual*, by the Rev. John Todd, is a little book that every student should read. It isn't a recent publication, but it is a most useful one for the class of young men for whom it is intended. We have read it with much profit and delight, and do most strongly recommend it to those who may not have read it. We shall make one or two extracts to show the nature of the book, endorsing at the same time the advice which they contain. Under the heading of *study* we find the following:

"No fixed time for study can be marked out for all. This must vary with the constitution of each individual. A mind that moves slowly requires and will bear more time for study. In Germany the students spend many more hours than we can in this country. I have tried to account for the fact, that, with their preposterous habits of eating and indolence, they can study so many hours in a day, and that to extreme old age. Doubtless national habits do something; but these will not account for it. Many of them will study sixteen hours a day; few of them less than thirteen. We should all die under it!

The difference may be attributed to two causes, for the correctness of which I cannot vouch: viz.

their mental operations are slower than ours, and their climate is less variable and better adapted to a student's life. Few in our country ever studied half as much as they have, if hours are to be the criterion. But another remark may here be made. Germany is distinguished for the study of the classics, for the making of lexicons and commentaries, and for studies of such a nature as require diligence and accuracy, but make no very great draft upon the soul.—Be this as it may, it is certain that we must do what we do, by way of study, in fewer hours; and, in my view, it is vastly better to chain the attention down more closely, and study hard a few hours, than to try to keep it moderately fixed and engaged for a greater length of time.

Our most successful students seldom study over six hours in a day. In this I include nothing of recitations of desultory, half formed impulses of the mind, but I mean real, hard, devoted study. He who would study six hours a day with all the attention of which the soul is capable, need not fear but he will yet stand high in his calling. But mark me:—*it must be study as intense as the soul will bear.* The attention must all be absorbed; the thoughts must all be brought in, and turned upon the object of study, as you would turn the collected rays of the sun into the focus of the glass when you would get fire from those rays. Be sure to get as much of your study in the morning as possible. The mind is then in good order. *Aurora musis amica, necnon vespera.*"

Continuing the author remarks:

"Have regard to the positions of the body while engaged in study. Some men, from early life, habituate themselves to study sitting at a low, flat table. This ought to be avoided; for, as you advance in life that part of the body which is between the shoulders and the hips becomes more and more feeble, and consequently the stooping habit is acquired. Standing is undoubtedly the best method of study if you begin in this way. If you can change positions, and stand a part and sit a part of the time, it will be well, but the former should preponderate.

The late talented and lamented Grimke informs us that he uniformly stood, and did most of his studying while walking in his room. Be sure you have your table high enough. If possible place it, the top of which should slope a little, that the light may fall upon you from behind. This will be a kindness to the eyes. In the evening it is well to have the lamp shaded, or to have a shade drawn over the eyes. If your eyes are weak, be careful that a glare of light does not fall upon them; and be sure to wash them in cold water the last thing at night and the first in the morning.

The great desideratum in the choice of positions is to keep the body as straight as possible. A bending at the chest is by all means to be avoided. Your dress, even to the slippers, should sit as loosely as possible, and the body should be as easy as it can be, without assuming a position which, by long habit, will court the embrace of sleep."

#### EXCHANGES.

WE have much pleasure in placing the *Phi Sigma Monthly*, (York, Pa.) on the list of our exchanges.

THE first number of the *Owl* has come hand, and we are pleased to make its acquaintance. Long may Minerva inspire the bird!

THE *Varsity* is printing a series of interesting articles on the professions, from the pens of able specialists.

THE *Thielensian* is also a new comer, which, we trust will come regularly hereafter. The number before us contains some fairly well written articles, more extended notice of which the time at our disposal compels us to forego at present.

THE *University Gazette* is agitating for a University Day, as a means of fostering and strengthening the *esprit de corps* of her graduates, and of bringing all—graduates, students and professors into closer union with each other. The *Gazette* has been very outspoken this winter in its criticism of certain parts of the curriculum.

THE *Dartmouth* for February is a fairly good number of a college paper that has always been one of the best of our exchanges. Perhaps one of its most noticeable features is the large amount of space devoted to *Memoranda Alumnorum*. We too, have, or at least are supposed to have, an Alumni Association in connection with our College, but, so far, it has done nothing to enhance the value of the GAZETTE.

THE *University Monthly* has some very sensible remarks on "Intercollegiate Intercourse," which we fully endorse. We do not see why the very best of feeling should not subsist between our Maritime Colleges, and we think that Dalhousie has always shown herself ready to join hands in inter-collegiate good-will and fellowship. The *Monthly* contains a large number of well written articles.

THE *Vanderbilt Observer* contains a number of well written articles, notably, that treating of Hamlet's madness, in which the writer makes some very good points, generally overlooked by critics, *e. g.*—"It is still more worthy of note to see how carefully Horatio kept his oath. Throughout the whole play he doesn't let fall a single expression in regard to Hamlet's madness. If Hamlet was mad when he made Horatio swear, surely Horatio knew it, and was a consummate fool to keep so faithfully his oath with a mad man." "Can any good come out of Nazareth," and a review of European situation are other articles of merit.

No. 3 of the *Academy* presents a very creditable appearance. We must congratulate it on its decided improvement. Perhaps that "fatherly advice" of ours was not amiss after all. If it has had a good effect, we will feel abundantly recompensed for the little trouble we have taken to secure that end, and also encouraged to give some more advice. For this reason, therefore, we recommend the exchange Editor to get into a little better humour, and also to try and tone down his imagination somewhat. The latter evidently got the better of him when he imagined we had constituted him judge of the "acme of perfection" in a college paper. We really didn't intend to pay him so high a compliment.

#### PERSONALS.

D. M. SOLOAN has been chosen to deliver the Valedictory for the graduating class in Arts.

A. A. MACKAY, B. A., (McGill) has been appointed Valedictorian for the graduating class in Law.

REV. J. R. MUNRO, B. A., '76, of Antigonish, was in the city last week, and paid us a friendly visit.

D. C. FRASER, B. A., '72, has been appointed a member of the Local Government, and Government leader in the Legislative Council.

ROBT. SEDGEWICK, B. A. '67, Q. C., Lecturer on Equity in this University, has been appointed Deputy Minister of Justice for the Dominion.

MISS BELLE CROWE, who attended Dalhousie as an Undergraduate during the Session '85-'86, was in the city the other day, and paid us a visit in our new quarters.

WM. B. TAYLOR, B. A., '84, a Junior Medical of McGill, who, as reported in a previous issue, had to go to Southern California for the benefit of his health, was married there a few weeks ago to Miss O'Donnell of this city. The GAZETTE extends congratulations, and hopes that the change of climate, combined with the fostering care of his young wife, will restore Mr. Taylor to perfect health.

THE annual competition for medals takes place in the gymnasium on Saturday, March 10th, at 2 o'clock. Besides the gold medal, five silver medals are offered, one for each of the following: Horizontal Bar, Parallel Bars, Vaulting Horse, Fencing, Single Sticks. A. W. Lewis and A. M. Morrison will act as judges; Prof. Liechti as Referee.

**DALLUSIENSIA.**

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

G. — Bros. & Co., leave the servant girls, etc., alone. This notice, sirs, is final.

You'll hear more about the dude Freshie and the pugilistic coloured man.

TUPPER was indignant when a friend asked him if that lady, who had charge of him at Mrs. Baxter's lecture, was his mother.

How powerful would a microscope need to be, to make visible the so-called moustache of our P. Hill representative at the Munro dinner?

THE *pendulum* which has been swinging between the Sophomore and Freshman classes, has of late been wonderfully attracted towards the latter class, by reason of certain attractions there.

CHARLIE, the black bearded member of the Physics Class, having become weary of his theologic surroundings, in secret council planned a three days' vacation to see his lady love in her rural habitation. He mysteriously disappeared, and unexpectedly returned. He was brought up before the Misogynist Society to answer questions relevant to his escapade, and replied:

*First*, Mr. President, those questions have no metaphysical or astronomical basis.

*Secondly*, They are illogical and unlawful.

*Thirdly*, It is not good for man to be alone. Hence, I refuse to answer them.

**ACKNOWLEDGMENTS.**

Richard McBride, Alex. Robinson, J. S. Sutherland, W. R. Campbell, J. W. McLennan, Walter Doull, Robert McLellan, \$1.00 each.

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