



# The Dalhousie Gazette.

**HALIFAX, N. S.**

**November 23, 1908.**

**Vol. XLI. No. 2.**

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# The Dalhousie Gazette.

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HALIFAX, N. S., NOVEMBER 23, 1908.

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## Editorial.

ONE of the most regrettable features of college life this year is the lack of interest, that is being shown in the college societies. This lack of interest is felt in every society in the University and is due to several causes; the lack of class spirit, the stringent regulations of the senate, regarding "order in the halls," the easy victories of the football team and most of all the students themselves.

This condition of affairs is neither good for the college nor for the students. The college suffers because the students are growing up without an interest in the University, and the students suffer because the education of the college societies is an important part of the college course. For it is in our societies that we become acquainted with our fellow students, it is there that we get experience in the management of organizations. It is in our student societies that we learn the art of putting our views before our fellows in a clear forcible and logical manner.

Perhaps the Debating Societies suffer most of all. Speakers are only procured after much persuasion. The student body is apathetic and the attendance is small. The life of a debating

society in Dalhousie has always been one of struggle. A faithful few have kept the spark growing. Sometimes there is a sudden blaze, (notably about the time of the Inter-Collegiate Debate). But the enthusiasm is short lived, and the societies fall into the old rut.

There can be no doubt as to the value of debating to the debater, no matter what profession he intends to enter. The art of speaking is an important part of everyone's education. This art can only be obtained by continual practice. Our Debating societies afford an opportunity for this practice, and every student should take advantage of these opportunities.

On behalf of the Debating societies, on behalf of the Athletic Club, on behalf of other student organizations, we appeal to the students for their hearty support. Let every one turn out and do his share to help to make 1908-9 a banner year in Dalhousie.

### Our Distinguished Graduates.

A. H. MACKAY, LL. D., F. R. S. C.

Dr. A. H. MacKay, Superintendent of Education for Nova Scotia, by virtue of his work as a student in college and through his subsequent educational and scientific achievements, easily takes high rank among the many distinguished graduates of Dalhousie University.

The first years of his life were spent in an almost ideal environment. Among a group of honest and thrifty Scottish highlanders, who settled in the well-wooded, fertile and romantic hills of North Dalhousie, in the county of Pictou, he enjoyed a happy boyhood. Working on the farm in the Spring and Fall, poring over Latin Delectus and Shakespeare in the long undisturbed winter evenings, exploring the hills and dells, the meadows and brooks in summer holidays, and on Sunday never absent from the family pew in the kirk, he accumulated a wealth of sense impressions, a capital of physical energy, genuine culture, and a sturdy moral character that always kept him loyal to duty, that gave him a fundamental interest in the

concrete realities of nature and of humanity, and that enables him, even now at the age of sixty, to work with impunity sixteen hours every day.

Thus equipped and ambitious to succeed, he made rapid progress in that nursery of college matriculants,—Pictou Academy, and in the Normal School at Truro, under the late Dr. Forrester.

Though very young he taught for some time in a rural school in which he acquired self-reliance and resourcefulness, and awakened in many of his pupils that fondness for natural science and that mental alertness which has always characterized himself.

In 1873 he graduated from Dalhousie University with honors in Mathematics and Science.

Shortly afterwards he was appointed to the Principalship of Pictou Academy, which under his inspiring management, attracted students from all parts of the Province, and earned an enviable reputation for intellectual activity in all departments of secondary education, but especially in natural science. For recreation, he studied Botany and Zoology, specialized in the microscopic study of fresh water sponges, in which field, as well as in some others, he made valuable discoveries, thus adding materially to the permanent stock of human knowledge.

He also devoted some attention to social questions, particularly in advocating, whenever opportunity offered, the introduction of the Metric System of Weights and Measures, and a simplification of spelling and writing that would save to every educated person, at least, two or three of the most useful years of his life,—an advantage which, to some extent at least, other nations competing against us, already possess.

The phenomenal success of Pictou Academy enabled Dr. MacKay to exert a preponderating influence in shaping our course of study and in adding to it, at that early period, features which have since been adopted by other enlightened educationists.

In 1880 he obtained the degree of B. Sc., with honors in Biology from the Halifax University, an examining and degree-conferring institution, which owed much to his able advocacy, and which, while it existed tended to raise and equalize the standard of college education in Nova Scotia.

In 1889, he took charge of the Halifax Academy, and with the able assistance of Mr. H. Murray, (now Dr. Murray of Dalhousie University) soon raised it to the first rank, with a greatly increased attendance of students, and a flourishing grade A. class.

In 1891, when Dr. Allison resigned his position as Superintendent of Education, Dr. MacKay was selected, entirely on the ground of his fitness and his undoubted educational pre-eminence, to fill the vacancy.

Since that time he has devoted special attention to the study from every point of view of the most advanced educational systems. As result, Nova Scotia was favoured with a broad and generous program of studies suited to modern conditions—a program intended to develop the motor activities, a scientific knowledge of nature of man and society, a realistic sense of the actual conditions of life,—efficiency in dealing with life's problems.

That Dr. MacKay is possessed of untiring energy and has a large share of the confidence of the public is evidenced by the fact that he is an active member of many learned societies and a governing director of many institutions, too numerous to mention.

In disposition, he is most genial, patient, and sympathetic, devoting a large proportion of his time to the discussion of educational questions with the teachers and trustees who call upon him for assistance in their difficulties.

He has the good wishes of the Dalhousie GAZETTE, that he may long retain his present vigor of body and mind and continue to develop the educational possibilities of the Province for the greatest good of the greatest number, and a fair opportunity for all.

### In Memoriam.

E. K. H.

And so Harvey is gone! It is only the other day that he was here, at his old college, going through the halls, noting the changes, talking with old friends on the staff. Last September it was, just at the opening of the term. He was full of life and his plans for the future; he looked the picture of health. And now, all the news that reaches us that he is dead,—“in hospital.” Life is over and the man is dead. The end must have been sharp and sudden. Only the other day he was a freshman, the son of a soldier in the garrison, not long out from the old country, and struggling with an unfamiliar mode of speech. Then graduation came, and a definite plan for the future, which he modified later, as his point of view changed. Like so many others, he had to first acquire the means for the study of his chosen profession. He had succeeded, and was fairly embarked on what promised to be a distinguished career, when the end came. Are all those years of earnest work and faithful striving to be in vain?

He was a loyal Dalhousian. Men of his blood are by nature apt to devotion. Harvey loved his college; and he proved his faith by his works. He organized the first Alumni association in the United States, and was its life and soul. Those who were at that pleasant Dalhousie dinner in Boston, last March, will remember what an interest he took in all the guests, and all that pertained to the progress of his *Alma Mater*. And now he is gone. Bright, courteous, earnest, loyal, warm-hearted,—all who know him can have no more gracious memory than of Edward Kitson Harvey.



### Jottings from Mexico.

Those who know Mexico love it. The climate of the mountains is exhilarating, the customs of the people are delightful, and history and tradition have so left their mark, as to tingle the most torpid imagination.

The coast districts, under the burning sun with their dense jungles, are much like other tropical lands, and possess less individuality, than any other part of Mexico; so let us keep to the mountains.

Surrounded on all sides by mountains, elevated on a plateau 7,432 feet above the sea, is Mexico City. Years back, Indians from the north, after a series of wanderings of equal peril and adventure to those of the heroes of antiquity, came to the border of a lake surrounded on all sides by mountains. Here they saw in the middle of the lake, an eagle perched on a spear, which had stuck in a crevice of a rock. It was the auspicious omen for which they sought, having been announced by their oracle. So here they drove piles in the lake, drained back the water by dykes, and built a city. Thus was Mexice City founded, to be occupied by the Aztecs, captured by the Spaniards, to witness the struggles of Maxmillian, and the subsequent trials of the Republic. He who delights in the strivings and fortunes of a people, will be well re-paid by reading from the historic lore of Mexico.

Lately the origin of the Mexicans has been a question of interest, and everything seems to point to their being of Mongolian family. On the Pacific coast of Mexico, the roots of household words, are surprisingly similar to Chinese. The Mexican has Mongolian features, and in some cases, if they were dressed alike, difficulty would be experienced in distinguishing a Mexican from a Chinaman. Moreover when we consider how easily a merchant ship could be blown from the China Sea, to the coast of Mexico, we cannot but be impressed with the probability, of such an occurrence.

The Spaniards built beautiful churches in large numbers, wherever they went. In going over the mountains it is sometimes interesting to notice how the people have shifted from

time to time. In one place it is possible to count over twelve churches, where now there are hardly twelve huts. In the larger cities the churches are most magnificent, and contain jewels, gold and silver, of fabulous value. "The Cathedral" of Mexico City, is admitted to be the finest church in North America.

Foreigners coming to the City at night are surprised and wonder if they are not in some European City. It is as brilliantly lighted as any city in North America. The works of art on the borders of the large boulevards, loom up impressively. The windows of the shops are illuminated showing Parisian gowns, and gorgeous jewels; the gendarmes keep excellent order, as the carriages return from the fashionable drives, the honk of the automobile, mingles with the clatter of the horses hoofs; pretty *senioritas* gracefully acknowledge the salutations of their friends, while the young "elegantes" of the city arrange themselves within full view of the passing crowd, to admire the "transit of Venus;" and there is something so alluring, so picturesque about it all, that one is greatly impressed.

In every Mexican City there are *plazas* or public squares, where each evening and certain afternoons, all classes turn out to promenade, the ladies walking one way, and the gentlemen the other. In Mexico City on Thursdays and Sundays everybody takes a carriage and drives through a beautiful park, called Chapultapec. The wealthy go in their beautiful equipages, others in first, second, or third class hacks, as their pocket permits. Hundreds and hundreds form the parade, which is four carriages deep, and continues for miles, two carriages going in one direction, and two in the other.

It is on one of these promenades, or drives, that friendly relations are first established between a gallant *senior* and his graceful *seniorita*. Mexican love-making looks very unattractive. A *seniorita* never leaves her home unless attended by a member of her family. If some day, on one of these walks or drives mentioned, a gentleman is attracted by her, he follows her. He may not address her, as she is accompanied, but he gazes and gazes, and finds some telegraphic means to make her understand his admiration, and she may answer him with her fan. He follows this plan for a week or so. Then he changes

his tactics, and walks in front of her house, to and fro, several times a day, gazing up at her window, where, perhaps, she is watching. This is called *haciendo el oso*, or playing bear. Perhaps the next time he meets her on the promenade he throws her a rose, and if on the next occasion she returns another, he is indeed joyful, for he has been accepted as a suitor. Imagine the fierce beatings of his heart as he hies home to tune his guitar, that he may play under her window a serenade. This he indulges in every night for several weeks. At the end of that time, if she favours him still, she will raise her window and talk to him, always in the company of her mother and nurse. There now remains but one further step—to be invited into the house. Here he first meets his *seniorita's* father and mother, but after a few such evenings, if he has created a favourable impression, they enter into a betrothal compact. Then he is allowed to talk to his betrothed in the house, but never are they alone together, until she changes her title for the less euphonious *seniora*.

The common Mexican is a kleptomaniac, stealing anything and everything. The brass plates on the doors have to be padlocked, and even the nails in the survey stakes would not escape them. So many things were stolen, and so hard was it to find the culprits, that a "thieves' market" was established. Now, when a man steals anything, he takes it and sells it at the "thieves' market," and cannot then be touched by the law. The one from whom the article is stolen then goes to the market, and if he is the first person desiring the article, gets it. All kinds of goods can be bought at this market, and it is a most interesting place.

Bull fighting is the national sport, and wherever a good bull fight is announced, the crowds gather in large numbers. The bull-ring is a large amphitheatre, with tiers of seats elevated one above the other, surrounding a large ring. The sunny side contains the cheaper, and the shady the more expensive seats.

. . . We have arrived. The seats, both 'sombra y sol' are crowded, and our gaze meets a mass of excited people on all sides. They are impatient, and show it not by shouting, but by sharp, peculiar whistlings. Presently the trumpet sounds, and the *ahuazil*, mounted on a mettlesome steed, canters to the

governor's box and asks for the keys of the bull ring, and permission to begin the fight. This is readily granted. On a second peal of the trumpet, the bull fighters march around the ring, resplendent in gorgeous gold and silver-embroidered satin suits of vivid colours, tight knee breeches and satin stockings.

The bull fighters have four ranks, depending upon their skill,—the *matador*, who kills the bull; the *picadores* who attack him mounted on horse back; the *banderilleros* who plunge decorated barbed points into the bull's neck, stepping nimbly to one side; and the *capeadores* who tease the bull, and attract his attention when any one is in danger.

The bull has been kept in the dark for several days. Suddenly the door of his den is opened, and thinking he is to regain his liberty, he furiously rushes towards the light. As he rushes into the ring, a barbed point with gay streamers of coloured ribbon is thrust into his shoulder, designating the ranch from which he has come. Maddened he pauses, but seeing the red cape of a *capeador*, he rushes at it with lowered head. With pretty skill the *capeador* leaps gently aside, while the bull thunders on. For a while the *capeadores* play with the bull until the crowd whistles in its impatient manner, and call "los picadores," "los picadores." Now the *picadores* canter into the ring, clad in most picturesque costumes, but the horses are poor blindfolded animals. The bull singles out a *picador* and rushes at him with lowered head, while the *picador* defends himself with the *pica* or lance. See! For a while he keeps the bull at bay. He yields, the horse totters. Oh piteous spectacle! The bull is under the *pica*. With bloody horns he gorges the horse, the rider leaps and runs for life. What a horrible death for the horse! Would that this were removed from the fight, thus eliminating the disgusting, leaving only the skilful and picturesque! If the horse is not dead he is taken out, sewed up and brought back. If dead, he is dragged away by mules, kept for the purpose. Several horses are killed, but the audience now at a great pitch of excitement demand, "los banderilleros." This is the most fascinating piece of play. The magnificent bull, maddened from his wounds, rushes at a *banderillero* who runs to meet him. The bull is right upon him. His hands fly forward and downward with a swift, sure aim. He darts nimbly

to one side, as the bull charges on, with two bright coloured barbed points in his neck. The crowd whistles with approbation. Another steps forward and plants his darts, and then a third. . . Now the end draws near. It is time for the *matador*, the one with the task requiring most skill. He steps into the ring, selects the most beautiful one among the vast concourse of people, throws his coat to her, and amid the cheers of the multitude, runs to the middle of the ring. He holds in one hand his sword and red cape. The bull watches him as he approaches, and draws himself up with one mighty effort to attack the fluttering red in front of him. Onward the bull rushes. The sword shoots forward, piercing the top of the bull's neck. The magnificent animal totters and falls, killed with one blow. The people go mad. They throw their money, cigars, hats and even jewels to the *matador*. If he had been unsuccessful, the crowd would have been overcome with rage and torn up the benches, to throw at him. The performance commences again, and if we stay to the end of the programme, we shall see eight bulls, and from twelve to twenty horses killed.

There are few men in North America who deserve more honour from his people, more respect from the world, than General Perfirio Diaz, the beneficent autocrat, the President of Mexico. His early life teems with adventure and striving, and his latter days have not lessened the hardness of his task. Where everything was revolution, there now is peace. Railroads run in every direction. Telegraph lines go to all parts of Mexico. The resources of the country have been exploited, the finances are sound, and Mexico is now recognized, as a nation among the nations. If he has dealt severely, he has dealt justly. If he has used the sword, it has been to exterminate evil, to benefit the Republic. Now, as he draws near the close of an illustrious career, he has the sympathy of the thinkers of all nations, and their wishes that others will come forward to carry on his burden.

From these jottings who will get a glimpse of that wonderful Mexico, of the many beauties that lie there half hidden?

J. F. CAHAN, '09.

## Philological Studies in Scandinavia.

### CONVOCATION ADDRESS.

BY PFO. H. P. JONES

(Continued.)

Roots, then, are the result of the wearing away, the reduction of complex elements of the sentence in course of time, caused by the continual tendency to change, which is the nature of all languages.

We may now turn our attention to the views of Otto Jespersen with regard to English as an illustration of progress in language, as contained in his book, "The Growth and Structure of the English Language." The sections of most general interest are those which deal with the Danish and Norwegian elements in English, and those which reflect the author's estimate of the language of the present time.

He says, that on examining the English of what is sometimes called the early Anglo-Saxon period, we observe that the foreign elements are few and unimportant, that the language, with its various dialects, is sufficient unto itself, and it was only after the great national struggle with the Danes, that Old English began to be affected by the northern invaders; a new element entered into the texture of the English language, the first important element from without to change to any extent the direction of its growth.

The English had resided for nearly four centuries in the country that bears their name without being involved in struggles with a foreign foe, though they *had* been engaged in internal warfare between kingdoms that did not yet realize the importance of national unity. The material that developed into the Old Norse sagas furnished poems that were translated into English, and the great Anglo-Saxon epic poem, Beowulf, reflects the peaceful relations, even the sympathy, that existed between the Anglo-Saxons and the Scandinavians of a remote past. Some of the old Danish legends were preserved more faithfully by the English than by the Danes themselves.

It seems, then, that the English were taken entirely by surprise when, in the year 793, a Danish fleet appeared at

Lindisfarne, and the long series of inroads began, in which "Danes" and "heathen" became synonyms for plunderers and murderers. The strangers came at first in small bands, and disappeared after they had filled their boats with gold and other valuables; but after the middle of the ninth century the character of the attack wholly changed. As the historian, J. R. Green, says, "The petty squadrons which had till now harrassed the coasts of Britain made way for larger hosts than had as yet fallen on any country in the west; while raid and foray were replaced by the regular campaign of armies who marched to conquer, and whose aim was to settle on the land they won."

By the Peace of Wedmore, in 878, King Alfred allowed the Danes to take possession of about two-thirds of what is now called England; all Northumberland, East Anglia, and half of central England, comprising the district called the Danelaw. Many Scandinavian families settled in England, especially in Norfolk, Suffolk and Lincolnshire, but also in Yorkshire, Northumberland, Cumberland and Westmoreland. Quite a large number of place-names ending in *by*, *thorp*, *dale*, *thwaite*, bear witness to the preponderance of the invaders in extensive areas, also many names of persons found in English documents from about the end of the tenth century.

To quote Green again; "When the wild burst of the storm was over, land, people, government re-appeared unchanged. England still remained England. the conquerors sank quietly into the mass of those around them. The secret of the difference between the two Teutonic invasions was that the battle was no longer between men of different races. It was no longer a fight between Briton and German, between Englishman and Welshman. The life of these northern folk was, in the main, the life of the earlier Englishmen. Their customs, their religion, their social order were the same; they were, in fact, kinsmen that were bringing back to an England that had forgotten its origins the barbaric England of its pirate forefathers. Nowhere in Europe was the fight so fierce, because nowhere else were the combatants of one blood and one speech. But just for this reason the fusion of the northmen with their foes was nowhere so peaceful and so complete."

The whole of England was united into one peaceful realm under the Dane, King Knut, an achievement that no English king had hitherto been able to effect. Although King Knut was a Dane, and in the Saxon Chronicle the invaders were called Danes, it has been learned from other sources that there were Norwegians also among the settlers.

In estimating the Scandinavian influence on the English language, it is important to take into account the close similarity between Old English and Old Norse. The modern observer has to consider two powerful factors in the differentiation of the two languages; on the one hand the conquest of England by the Normans, and the consequent change in idiom and vocabulary, and on the other the influence of the language of the north of Germany, or Low German, on Danish. But in the days before the Conquest the two languages were not only similar in structure, but a great number of words were identical in both, such as the nouns: *man*, *wife*, *father*, *mother*, *folk*, *house*, *life*, *thing*; and the verbs *can*, *will*, *bring*, *hear*, *think*, and many others, so that an Englishman would have had no great difficulty in understanding a Viking.

The Scandinavians restored to fresh vigour a number of words that were evidently on the eve of becoming extinct. The preposition *till*, for instance, is but rarely found in texts belonging to the pre-Scandinavian period, but afterwards became common in the north and gradually spread towards the south. In Danish, as in Scotch, it was used with regard to time or place. Then the common word for child, Anglo-Saxon *bearn*, Scotch *bairn* might have disappeared from the north, as it did from the south, had it not been reinforced by the Scandinavian word *barn*.

Not only were many native English words given a new lease of life, as it were, by the similarity of Scandinavian forms of like meaning, but so-called doublets began to spring up, and continued to flourish for centuries; we find side by side such words as *no* and *nay*, *rare* and *raise*, *whole* and *hale*, *from* and *fro*, as in the phrase *to* and *fro*. In these examples the Scandinavian words being *nay*, *raise*, *hale* and *fro*.

We may now consider one of a number of instances where the Danish intruder succeeded in driving out the native word, beginning with the form *egg*, which carried on a long struggle

for supremacy with the Anglo-Saxon form *ey*; this struggle is graphically described as follows by William Caxton in the prologue to his translation of a French paraphrase of the *Æneid* of Virgil: "And certynly our language now used varyeth ferre from that whiche was used and spoken when I was borne. For we englysshe men ben borne under the domynacyon of the mone, whiche is never stedfaste, but ever waverynge, wexynge one season, and waneth and dyereaseth another season. And that comyn englysshe that is spoken in one shrye varyeth from another. In so moche that in my dayes happened that certayn marchautes were in a shippe in tamyse, for to have sayled over the sea into Zelande. And for lacke of wynde, they taryed atte forlond, and wente to lande for to refreshe them. And one of them named shiffilde, a mercer, cam into an hows and axed for mete; and specially he axed for eggys. And the goode wyf answerde. that she coude speke no frenshe. And the marchaunt was angry for he also cande speke no frenshe, but would have had egges, and she understoode him not. And thenne at last a nother sayd that the wolde have *edren*. The the good wyf sayd that she understod hym wel. Loo, what sholde a man in these dayes now wryte, egges or eyren. Certaynly it is harde to playse every man, by cause of dyversite and change of language."

Not long after this was written the old forms *ey*, *eyren*, finally went out of use.

Another example of Scandinavian influence is to be found in the personal pronoun *they*, *them*. The Anglo-Saxon form was *him*, *hem*, and with the loss of initial *h* appears later as *'em*; so that when we say, "take them away," we are using the Scandinavian form, and "take em away," a survival of the old Anglo-Saxon word.

The terms derived from Danish belong, as a rule, to familiar spheres of thought and action, the most indispensable ones being those that have undergone the strongest Scandinavian influence. Jespersen well says that these non-technical words do not indicate mental or industrial superiority, nor do they bear witness to the currents of civilization; what was denoted by them cannot have been new to the English; we have no new ideas, only new names. Yet these lone-words are historically

significant enough. If the English loan-words in this period extend to spheres where other languages do not borrow, if the Scandinavian and the English languages were woven more intimately together than the different elements that go to make up speech-mixture in other lands, the reason must be a more complete fusion than is found anywhere else. The two peoples fought like brothers and afterwards settled down peaceably like brothers side by side.

The numbers of the Danish and Norwegian settlers must have been considerable, or they would have been assimilated without leaving such permanent traces in the language. In the earlier times many a Dane would naturally speak his mother-tongue with a large admixture of English, but this is without significance in the history of language; for as time went on the descendants of these immigrants would no longer learn Scandinavian as their mother-tongue, but English. The true significance of the invasion lies in the fact that the English themselves intermingled their own native speech with Scandinavian elements. The manner in which this was effected shows us that the culture or civilization of the Scandinavian settlers can hardly have been of a higher order than that of the English, for in that case we should have found among the borrowed words special groups of technical terms indicative of this superiority. Neither can their state of culture have been much inferior to that of the English, for then they would have adopted the language of the natives without appreciably influencing it. This is what happened in the case of the Goths in Spain, the Franks in France, and the Scandinavians in Normandy, where the Germanic tongues were absorbed by the Romance languages.

It is interesting to contrast the old speech-mixture in England with what has been going on for the last two centuries in the Shetland Islands. Here, according to the investigations of Jakobson, the old Norwegian dialect, or *Norn*, as it is called, has perished as a consequence of the natives considering it a mark of refinement to speak English, or rather, Scotch. All common words of their speech are now said to be English, but they have retained a certain number of Norn words, all of them technical, denoting different species of fish, fishing implements, parts of the boat or of the house, and its primitive furniture, the

signs in clouds by which the weather was forecast at sea, technicalities of sheep raising, nicknames of things that appear to them ludicrous, etc., all of them indicating the language of a subjugated and poor population.

Although the Scandinavians were, for a short time at least the rulers of England, the great majority of the settlers did not belong to the ruling class. Their social standing can have only been slightly superior to that of the English, for the bulk of Scandinavian words are of a purely democratic character. This is clearly shown by a comparison with the French words introduced in the following centuries, for here language confirms what history tells us, that the French represent the ruling, the refined, the aristocratic element in the English nation of that period. The impression produced by the Scandinavian loan-words is totally different. They are homely expressions for the things and actions of every-day life; they are of a wholly democratic nature.

As the Danes and the English could understand one another without much difficulty, it was natural that many niceties of grammar should be sacrificed, and when we find that the wearing away and levelling of grammatical forms in the regions in which the Danes chiefly settled was a couple of centuries in advance of the same process in the more southern parts of the country, we naturally assume, that they did not take the trouble to learn English correctly in every particular.

We may now consider Jespersen's estimate of modern English as compared with other languages. He says that it is impossible, of course, to characterize a language by one formula, as languages, like men, are too composite to have their essence summed up in one short expression. Yet there is one expression that continually recurs to his mind when he compares English with other languages, that is, it seems to him positively and expressly masculine, the language of a grown man with very little that is childish or effeminate about it. An impression produced by the phonetic and grammatical structure as well as by the word-forms and phrases that are found, and those that are not found in the language.

An interesting sentiment, as coming from a foreigner, is the following: "In dealing with the English language, one is

often reminded of the characteristic hand-writing; just as an English lady will nearly always write in a manner that in any other country would only be found in a man's hand, so the language is more manly than any other I know."

The Italians have a proverb: "Words are feminine and deeds are masculine." If briefness and terseness are characteristic of the style of men, while women, as a rule, are not such economizers of speech, English is more masculine than most languages. In grammar it has got rid of a great many superfluities found in earlier English, as well as in most cognate languages, reducing endings to the shortest form possible, and often doing away with them altogether. The English consonants are well defined, voiced and voiceless consonantal elements being perfectly distinct, and, as a rule, uttered in a clear and precise manner. There is no lack of words in English that end in more than one consonant—*wealth, feasts, tempts*, to mention only a few of the monosyllables. This feature reflects, perhaps, the struggles of a northern race with its surroundings, as compared with Italian and Spanish, that are so rich in vowel sounds.

English has undoubtedly gained in force what it has possibly lost in elegance by reducing so many words of two syllables to monosyllables. If it had not been for the great number of long foreign, especially Latin, words, English would have approached the state of such monosyllabic languages as Chinese. Compare such proverbial sayings as, "First come, first served," "Haste makes waste, and waste makes want," "Live and learn." The words of the poet;

"Then none were for the part;  
Then all were for the state;  
Then the great man helped the poor,  
And the poor man loved the great."

The monosyllabic tendency is further observed in such words as *cab* for *cabriolet*, *bus* for *omnibus*, *photo*, *phone*, and many others.

(To be continued.)

### Library Notes.

*"Bibliotheca a Dallusia valde desiderata."*

MECAN. *Opusc. de omn. scib. v. cap. ii.*

CONGESTION.—The library situation at the opening of the session of 1908-09 is more desperate than ever. As a result of establishing the new Faculty of Dentistry, the annex has been appropriated for the necessary class-rooms, and upwards of five thousand volumes have been turned out of their ancient, dusty home and cast helpless, upon a cold unfeeling world. Their eviction was necessary in the interests of progress; it was unavoidable, but the consequences are rather disastrous. The collections turned adrift are the Morrow Collection (on Icelandic), the McCulloch Library, and at least 800 volumes on Botany, brought together by the late Dr. Lawson. Where were all these to be put was the question.

DISPOSAL.—To meet this difficulty, the first step taken was to shelve the "Professors' Room." The whole walls were covered with shelves to the very ceiling, necessitating the use of the long ladder and much active training for mountain climbing on the part of the Librarian. Here were put the duplicates, and valuables like the file of the "Gazette" and the original set of Haliburton, the Calendars of other universities, the publications of the Royal Society of Canada &c., &c. That room is now filled and presents a furnished aspect which it formerly lacked.

STACKING.—During the summer, the remaining books were piled on the floor of the old Law waiting-room, the little room at the right of the Law door, as you enter. An effort was made to keep the collections separate; but that was found to be impossible, and the books were stacked in square piles upon the floor. Since the term opened, the south wall has been shelved to the ceiling, after the pattern of the Professors' Room. These cases have been completely filled from top to bottom, as certain undergraduates who assisted on the ladder can testify; several boxfuls of such lumber as sessional papers have been transferred to the attic, and yet only one pile has been eaten into. Among the books which remain to be sorted are long sets of periodicals in Chemistry and Physics, which we desire to have

bound for purposes of consultation. At present they are buried, and Professor Howe needs the room for the storing of his surveying instruments—What is to be done?

MOVING.—Books are like other furniture,—three removes are as bad as a fire. Shifting volumes from shelf to floor and back again, piling them one on top of another, especially if these operations are frequently repeated do them no particular good, and the careful custodian of them will perform them as seldom as possible. The poor books are such helpless things and cannot take their own part. Obviously, however, the only thing to do in this case is to take down all the books now piled in a heap, breast-high against the wall, put them in another pile in the centre, till the shelving can be run up, and then replace them in something like order in the presses. These operations require time and not a little energy.

ACCESSIONS.—In addition to its functions as a cloak-room, a place for meetings, a branch library, the Professors' Room is now used as an unpacking room. Every year we get some eight hundred volumes, which come in parcels or boxes which must be opened somewhere, until they can be "accessioned" and catalogued. There is no room on or about the Assistant's desk. Hence it follows that the long table in the Professors' Room generally must be more or less in a state of clutter.

CHANGES.—Miss MacDonald has been made Secretary to the President, and Miss M. Gray, Assistant-Librarian. The old makeshift accession-book which was in use for so many years, reached its last page in 1907-8, and for this session, a new regulation, Library Bureau, condensed accession-book has been procured. The advantages are too numerous to detail. All the shelves occupied by the Calendars which were arranged with such care by the indefatigable Professor of Chemistry last Spring have been cleared out, to make room for the new books which come by gift and purchase every year, to the number of about 800 volumes. When these shelves are filled, there will be no space available for books in the reading-room. *Que faire?*

GIFTS.—A graduate, who does not wish his name to be disclosed, but who never forgets his alma mater, has given the library this year a long set of "Nature," thirty volumes from the first besides important works in history and law. Friends

of the institution should not desist from giving on account of scanty accommodation. All books bought or given will be taken care of, even if they have to remain in the original packages stored in the attic.

**EXASPERATING.**—All this is all the more trying, as we might have a proper library, a model of its kind, if—there is always an if—there were only an available site. The money for the Macdonald Memorial Library is all subscribed; twelve thousand dollars have been paid in; the plans are complete and approved and ready to hand over to the architect, two years ago the plans worked out by Professor Dixon, now of Birmingham, were submitted to the Librarian of Columbia University, New York. He examined them carefully and discussed them at length with a Dalhousie professor. They met with his entire approval. The only improvements he could suggest were widening the electric lift from the unpacking-room to the cataloguing-room, to take in the standard L. B. book-truck, and the removal of all thresholds so that the truck might run smoothly from room to room. When the Macdonald Memorial is erected, it will be the best thing of its kind east of Montreal. May its day soon come! If we only had a site!

**GIFTS.**—At the time of writing, the Professors' Room is still further embarrassed by the presence of two magnificent framed photographs of the Forum and the Coliseum presented by the Chairman of the Board of Governors, Mr. George S. Campbell. They are designed for the Classical Lecture-room and will be soon placed in position.

**SOLUTION.**—Things must be worse before they can be better. Next session it will be almost impossible to find room for the books we must naturally acquire. When it is necessary to trench upon the all too scanty space available for the tables in the present Library, perhaps something will be done.

**CLASS-GIFT.**—The last is the best. Sometime ago, it looked as if the good old custom of class-gifts were going to drop out. If so, it would be a thousand pities. Nothing shows a finer public spirit, the real mind of the college, than these donations for the common good. Now the class of 1907 has handed to the Librarian over One Hundred and Eleven Dollars, to be used at the discretion of the Library Committee. This is generous and inspiring. Well done! Naught Seven!

### Dalhousie in the 60s.

A gray and unobtrusive picture hangs on our study wall. It is the first wall picture we possessed, and is valued accordingly. A duplicate should be found in the Munro Room, though a recent cursory examination failed to locate it. It is, we suppose, the earliest group of Dalhousie students that has come down to these crowded days. In the centre there is a rather heavy, squat building. The main part of the building boasts of two stories, the wings extending east and west only one. The location is not easily identified by the student of to-day. The top of a spire in the background adds perplexity, for that spire disappeared well nigh forty years ago under a stroke of lightning. Older inhabitants will readily recognize the old, thick-set edifice as the original Dalhousie building, which stood at the north end of the Parade. Viewed from the south, it was a most unpretentious building. But to students approaching from the north, and most of them lodged in the north end in those days, it was seen to rise four stories from Duke street. The walls were of massive strength—three or four feet of solid masonry. The tradition at that date was that the architect belonged to the Royal Engineers, and that there was some confusion in his mind, probably arising from its site, as to whether he was planning a college or a fortress.

The lower stories were given over to divers purposes. The post office occupied the lower and second stories of the east end for many years. And the rental added somewhat to the meagre revenues of that day. The janitor's apartments occupied the centre of these basements. The western part was used for storage purposes, concerning which the imaginings of the collegians were vivid and picturesque in proportion to their ignorance. The upper part of the building visible in the picture was entered from the Parade, and consisted of a T-shaped hall, four rooms on the main floor, and two in the upper story. The wing rooms were large; that at the west end was used as Mathematical class room. There Professor Macdonald taught and dispensed pungent wit. It was also for some years quite adequate for use as a Convocation Hall. Halifax had not then taken the



college seriously. The east room was for many years a lumber room, the flotsam and jetsam of the old Mechanics' Institute being stored there. There was a vague idea that a part of this wreckage was of museum character, and some of it may still be found in the rooms of the Provincial Museum. But it was a carefully-guarded chamber till some books began to be purchased when a portion of it was used as a library. Of the two smaller rooms in the main building, DeMille and Lyall used the west, Johnson and Liechti the east.

On the second floor, Lawson had the west room. A sort of coat and hat room attached was fitted up as a laboratory, where two or three could do some work in Practical Chemistry. The east room was occupied by the Principal, who lectured three days in the week on Ethics and Political Economy, and on the other two days gave some demonstrations in Natural Philosophy. After 1868, when the Medical Faculty was organized, the west wing room was given to its use, and Mathematics moved to one of the smaller rooms. A dissecting room was fitted up in the attic, under the slates.

The T hall was the general meeting place where, between hours, the collegians gathered, scrimmaged, sang songs, and relieved their feelings generally—an opportunity greatly prized by those who had been held in awe by grave and venerable professors. A large coal box, which was placed in a deep window recess, was a convenient forum where indignant or magniloquent students found fitting expression. It was also the block to which aggressive freshmen were quickly elevated and commanded to speak, or for ever after remain silent.

The attendance during the years 1864–1869 gradually crept up from about sixty to eighty. The latter figure was regarded as stamping the college with the mark of permanent success. The students, with a few notable exceptions, were much older than the present average. Secondary schools, at the time when Dalhousie was re-organized, were few in number and but feebly manned. There was no uniform curriculum leading up to a college course. Many of the matriculants had prepared themselves for college while teaching, and the preparation of the majority was sadly deficient.

During these early years the course of study was as rigid as the laws of the Medes and Persians. General students, indeed, could choose what studies they desired, as they took no examinations and got no degrees. But undergraduates had a straight and narrow way marked out for them, and from this there was no departure. There was at that time but one Faculty, and practically no options. Distinction was won by high percentage in a single examination held at the end of the six months' term. Not till 1868 was there any extra work assigned for honours, and then only in Classics.

The students all wore gowns of ample breadth and flowing sleeves—in the class room. An attempt to enforce this rule when coming and going on the streets proved abortive. Freshmen whose gowns were good and new acquiesced, at least during the first half of the term. As they grew in knowledge of the wicked ways of their seniors, they found ample places of concealment in the lower regions, and slipped in and out by the Duke street entrance. Students attending only one class were not required to don the gown. The mortar board, also, was the regulation cap, a regulation much honoured in the breach. Students not wearing the gown were not recognized as present in class by the professors. But a pair of sleeves (very ragged, and connected by the original yoke, or, perchance, a pin,) was accepted as sufficient in the case of the worshipful senior. A respectable robe was borrowed from a careful freshman to serve at graduation.

A Debating society and a Football club varied the monotony of the class work, and brought the collegians together under their own recognizance. The former existed from the re-organization of the college in '63. The latter came into being in '67. The Debating society had about the usual measure of prosperity and usefulness. It started with much enthusiasm every autumn, continued to discuss questions, abstract and concrete, with ardour till about mid-term, when the pressure of college work and the shadow of impending examinations began to tell, and attendance dropped off till a quorum was difficult to get. Sometimes it would flash out for a single tumultuous night, between close of examinations and posting—a sort of swan song expression of hopes and regrets at the completion of another term.

The discussion of subjects and problems arising out of the civil war in the United States, and the confederation of the British provinces into one Dominion gave much opportunity for the array of facts, and the play of imagination and passion.

The origin of the Football club may be traced to a second-hand copy of "Tom Brown at Rugby" which a Sophomore picked up in Miss Katzman's book store during the summer of '67. The picture of English public school life was a revelation. Football seemed to be the missing link in Dalhousie. When the term opened in the autumn, he called a few intimate friends together, and disclosed his "find." They all urged immediate organization, which was effected at the first meeting of the Debating society. The discoverer was rewarded by being made the first president. Punished, we should have said, for then his troubles began. No one in the club had ever seen a game. There were no funds, no teacher to direct, and no suitable field. However, a book of rules was purchased, the Association game selected, as being the simplest, and a portion of the North Common pre-empted. The game was kept up till mid-winter, amid snow, ice and frost. There being no one who really knew the game, every man interpreted for himself. But we got lots of good air into our lungs, and learned to keep our tempers.

The GAZETTE was started as a private venture during the term '66-'67. Its leading spirits were a very modest senior of literary turn, and a very aspiring freshman whose "turns" have been manifold. Its appearance under the heading of "The Dalhousie College Gazette" was the signal for an outburst of indignant protest on the part of the majority of the students. The Debating society had a live question, and meetings were crowded to the door. Some demanded the immediate suppression of the paper. Others would be content if the authors clearly indicated that the college was in no way responsible for the birthling. Others pled that no violent hands should be laid on the infant, but that it should have a chance for its life. Two or three lively meetings served as a safety valve for indignant feelings, and the venture was allowed to go on its way unveed, and a year or two later was adopted by the University as a legitimate and hopeful child.

Returning to the picture which suggests these reminiscences, eighteen faces appear. They constituted the Senior and Junior classes of '68-'69. All did not graduate, but all had taken the regular classes so far. Of this body of men grouped together forty years ago, eleven became clergymen—John Murray, Alexander F. Thompson, John Meek, John Richard, John Leishman, Donald Campbell, Joseph Annand, E. D. Millar, John Sutherland, Hugh M. Scott and John Wallace.

Two of the group, after post-graduate work in Germany, entered the teaching profession, and became distinguished professors in prominent colleges—Herbert A. Bayne and John J. McKenzie. Two went into business—A. C. McKenzie and Hiram Logan. One—Rufus Tremaine—chose the legal profession. One—A. W. Lindsay—has devoted himself to the healing art, and is now the Secretary of the Faculty of Medicine. One, the last and youngest of the group—Walter Thorburne—entered the Indian Civil Service, and is not unknown to literary fame. Of those who entered the clerical profession, Dr. Annand is now the head of a missionary college in Santo, New Hebrides, and Dr. Scott is Professor of Church History in a Chicago Theological Seminary. Five have passed over to the great majority—Herbert Bayne, John J. McKenzie, John Richard A. C. McKenzie and John Meek. The remainder are all, we believe, in active service.

M.

### Correspondence.

*The Editor the Dalhousie Gazette:*

DEAR SIR,—It was with great interest and pride that I read to-day, in the *Acadian Recorder* of October 8th, an account of Dalhousie's victory against the Army. This article immediately called up a vision of crowded, yelling bleachers, at times quite mad with excitement; and in the distance I seemed to hear a rumbling echo of a mighty 1—2—3. I have seen several football matches since I have been in England, and although the play was first-class, I have no hesitation in saying that for me they had nothing like the interest of our own games—no waving pennants, no streaming colours, and yelling that was feeble in

comparison with our own; in fact, the spectators were almost too well-behaved. Although a long distance from the old *red tower*, Dalhousie has, and always will have, my best wishes for success in all her enterprises, be they scholastic or athletic.

College life on this side of the water is quite different from what it is at home. I should say that at Birmingham and the other "new universities" the life is midway between that of Oxford and Cambridge and our own. Here there is more hurry than at the above places, and the ordinary student has much more to do, which doubtless the engineers will agree, is accounted for by the presence of flourishing and well-equipped engineering faculties. However, it is the usual thing for most of the students, and, for that matter, many of the professors, to stop work as near five o'clock as possible, and run down to the club for half an hour, for afternoon tea. These are two luxuries (?) they have not yet been instituted at Dalhousie.

Hoping to hear of an unbroken series of football victories,

I am, yours sincerely,

H. JERMAIN CREIGHTON.

## Football.

### DALHOUSIE VERSUS WANDERERS.

The football season of 1908 differed from many of those of past years, in that "Dalhousie vs. Wanderers" did not head the schedule of games. So often has it fallen to these old-time rivals to begin the series, that both teams have come to regard it as almost inevitable. Another difference much more to the point is the fact that the score which Dalhousie rolled up against the Wanderers in this game beats her record of many previous years.

The day was cloudy and very warm. There was scarcely any wind, and as these conditions held all through the game, there was little advantage gained by either team in the choice of goals. Both teams considered themselves fortunate in having secured the services of Lieut. Roberts, of H. M. S. "Cornwall" as referee. Lieut. Roberts is a footballist of international fame, and easily one of the best referees ever seen in this city.

The attendance was larger than usual, and the colors of the respective clubs were much in evidence. As of old, the students occupied the north bleacher, while the Wanderers faced them from the opposite side.

At 3.30 the teams lined-up. On both sides there were new players, but the majority of them had seen several seasons, and accordingly a hard game was expected.

The game started off at a tremendous clip, and for a time remained fairly well in centre field. Then followed some loose work among Dalhousie's backs, and she was placed sharply on the defensive within her twenty-five yard line. On an off-side play, a free kick was awarded to the Wanderers. A score seemed sure, and the students waited for the kick in silence, but the ball swerved to one side of the post. The usual "safety" followed, and then Dalhousie settled down to work.

By short dribbles and kicks along touch the ball was worked well into the Wanderers' territory. Ralston and Siderski, by good combination, gained about twenty yards. Flemming, MacLellan and Malcolm next showed their worth. The Wanderers were strongly defending, but being a little careless as to the length of time which they might take in "getting off the ball," were penalized. A kick for goal was tried, but failed, and the play was resumed by the Wanderers dropping out at twenty-five.

Another free kick to Dalhousie placed the ball in touch about fifteen yards from the Wanderers' goal line. From this point Dalhousie's forwards rushed their opponents nearer and nearer to the coveted line, and about five yards out heeled cleanly and sharply to the quarter. Kenny caught up the ball, "faked" a pass to Ralston, sprang quickly to one side, and plunged across, placing the ball fairly between the posts. Flemming converted, making the score 5—0.

After the kick-off, the Wanderers started in to rush the play, but did not seem able to hold the pace. The Dalhousie forwards were more than a match for them both in following up and in heeling. The backs on both sides tackled well, and with the ball in fast, open play all the time, the remainder of this half furnished as good an exhibition of Rugby football as has

been seen for some time. Half-time came with the ball well in Wanderers' territory.

The second half was especially marked by good work on the part of Dalhousie's forwards. By sharp following up and hard tackling they demoralized their opponents, and with their scrims working as one man, controlled the ball almost completely. The backs on both sides worked well. Dalhousie gained slowly but surely, their combination work being especially effective. From a scrim near the Wanderers' line the ball went out to Flemming. Not much time to think! But "Bung" was equal to the occasion. Dodging his man, he rushed straight for the line, "drew" the next opponent, and passed to MacLellan. From MacLellan the ball went out to the wing, and again the north bleacher threatened to collapse as the students sprang to their feet and wildly cheered to see Malcolm place the ball behind the line. The kick was a difficult one, and was not converted.

From the drop out the Wanderers made desperate efforts to score, and succeeded in getting well into the college territory. Ralston was injured, but soon resumed play. Dalhousie was defending on her twenty-five yard line when her halves got possession of the ball. Coming up at full speed, Flemming took a quick pass from the quarter, and was away. The whole half line joined in the rush. The Wanderers tackled sharply and well, but could not stop the ball. Burris received the ball from Siderski, but was tackled just on the line. Shortly after Siderski got the ball on a pass from the line-out, and went across between the posts. Flemming again converted and the score stood 13-0.

From this on until the end of the game no score resulted on either side. The Wanderers fought hard and kept the college men well on guard. They were playing a losing game, but it was none the less strenuous for that. Indeed, for a time, it seemed almost certain that they would score. The ball was rushed to within ten yards of Dalhousie's line, but shortly it was carried back, and the end of the game found the Collegians within striking distance of their opponents' line.

The line up was as follows :

Dalhousie.		Wanderers.
McNeil.	Full-backs.	Morrison,
Siderski,		{ Usher,
Flemming,	Halves.	{ Medcalf,
McLellan,		{ Bauld,
Malcolm.		{ Dwyer.
Kenny,	Quarters.	{ Mylius,
Ralston,		{ Stairs,
Archibald.		{ Swenerton.
Collie,		{ Wilson,
Chipman,	Forwards.	{ Turner,
McKenzie,		{ Johnson,
Forbes,		{ Hart,
Burris,		{ Doyle,
McDonald,		{ Dorsay,
Cameron.		{ Graham.
Referee—Lieut. Roberts.		
Touch Judges—Kent Power, J. F. McCartley.		

DALHOUSIE, 32; CRESCENTS, 0.

About a thousand people saw Dalhousie defeat the Crescents by the above score on Saturday, October 10th. One would suppose, from the score, that the game must have been extremely uninteresting, but on the contrary a great many people thought that from a spectator's point of view the game was one of the best in years. One of the features of the game was the excellent refereeing of Lieut. Roberts, of H. M. S. "Cornwall," who has played on the All-England team.

The game started in Dalhousie territory, and for a time it looked as if the Crescents might score. The tension, however, was relieved by a long run by Ralston and Siderski. The first try was scored by MacLellan after the ball had gone the full length of the Dalhousie half line. Flemming converted. After the kick-off the ball was carried again into the Crescents' territory, and the second score resulted from beautiful work by Siderski, Ralston, Flemming and Ross, the latter scoring. Shortly after this, Winemark, of the Crescents, had his back injured, and had to be carried from the field. A few minutes

after the resumption of play, the third try was scored by Maclellan on a fumble of the Crescents. Flemming converted.

After eight minutes of the second half had elapsed, Kenny scored by a pretty piece of individual play. Flemming converted. A few minutes later Maclellan scored on a pass near the line, and Flemming failed to convert. Shortly after this Dalhousie got a penalty kick about forty yards from the Crescents' line. It was given to Siderski to kick, and he scored with one of the best kicks ever seen on the field. Eight minutes before time Ralston scored on a pass from Kenny. Five minutes later Ross scored after some pretty combination work. Flemming converted. The Dalhousie bleacher called out: "Make it 53!" but at this point Phillips, of the Crescents, took it into his head that things were too one-sided, and carried the ball to the Dalhousie line. A score was saved by Flemming following back. The ball was forced back to the middle of the field, where the end of the game found it.

Dalhousie.		Crescents.
Kent, Siderski, Flemming, (Capt.) Ross, MacLellan, E. K. Ralston, Kenny, Archibald. Chipman, Collie, Forbes, McKenzie, Burris, MacDonald, Cameron.	Back.  Halves.  Quarters.  Forwards.	Smith, (Hunter, Phillips, (Capt.) Brown, Bowser. McDonald, Bourne. Rhuda, Walker, Winemark, Mullins. Setchell, McDougall, Barnstead, Robinson.

Dalhousie II. defeated Crescents II.

DALHOUSIE, 53; ARMY, 0.

On Wednesday, October 7th, Dalhousie met the Army fifteen in the second game of the series. This was Dalhousie's first game, and it was also the first appearance of the Army in the Halifax League.

The Army players were somewhat of a disappointment, and Dalhousie had things very much her own way, and broke all previous records with the above score. A detailed account is hardly necessary when one considers the score. There are many first-class players on the Army team, and, with practice, they would no doubt furnish an interesting game with any team in the League. Lieut. Dr. Potter (better known to Dalhousians as "Jaky") captained the Army team, and showed much of his old-time vigour.

Dr. Corston refereed to the entire satisfaction of all.

The line-up was:

Dalhousie.		Army.
Siderski, Malcolm, E. K. McLellan, Flemming, (Capt.) Ross. Ralston, Kenny, Martin, Chipman, Collie, Forbes, Burris, Cameron, McKenzie, McDonald.	Back.  Halves.  Quarters.  Forwards.	Brown, (Harris, Irving, Boak, Roscoe. Carroll, Dickson. Lawrence, Potter, (Capt.) Matterson, Parker, Wilson, Grey, Martin, Macrae.

### College Notes.

Sodales.—October 10. At this meeting it was decided to change the time of meeting of Sodales from Friday to Thursday night.

The subject for debate: "Resolved, That unrestricted reciprocity with the United States would be a benefit to Canada," was supported by J. Read and A. D. MacDonald, of Arts, '09 and '11, and opposed by MacLellan and J. Doull, of Law.

W. B. Rosborough, Arts, '09, and W. A. McDonald, Law, joined in the general discussion.

The judges—Malcolm, McIntosh and Blanchard—decided in favour of Law.

Mr. Coffin was critic.

October 15. Subject for debate: "*Resolved*, That the government of Nova Scotia should pass a law preventing employers of labour from employing working men for more than an average of eight hours per day for each working day in all industries except agriculture, lumbering and fishing."

The resolution was supported by J. P. McIntosh and G. C. Livingstone, of Arts, 10, and opposed by R. L. Titus and Rogers of Medicine. C. H. MacDonald and Duffy, for Arts, and A. Calder and W. V. Coffin, for Medicine, spoke from the audience.

The judges—MacDonald, Roy and Davis—gave a decision in favour of Arts.

Mr. Pelton was critic.

D. A. A. C.—The regular semi-annual meeting of this Society was held on October 20, in the Munro room. It was resolved to post a list of the members of the D. A. A. C. on the bulletin boards of Arts, Law and Medicine.

A. Farquhar was appointed auditor, in place of G. B. McCunn.

A regrettable feature of the evening was the small number present.

**Arts and Science.**—October 9. The subject for debate was: "*Resolved*, That the franchise should be extended to women in Canada." H. S. Davies and C. L. Gass supported the resolution, and were opposed by D. C. Sinclair and A. T. McKay. Those who spoke from the audience were Harvey, Robinson, McIntosh, Sutherland and Livingstone. Mr. Mavor was critic.

October 16. Subject for debate: "*Resolved*, That municipal ownership and operation of public utilities is to the best interest of the Canadian city." The resolution was supported by Harvey and Fulton, and opposed by Inglis and McIntosh. Messrs. Kent, Lawrence, Sinclair, McDonald, Parker, Bell, Farley,

Livingstone, Buckerfield, Earle and Archibald shared in the general discussion. The resolution was carried.

Mr. Cahan was critic.

October 30. Subject for discussion: "*Resolved*, That the Maritime Provinces should be united as one province of the Dominion." C. H. MacDonald and Parker supported the resolution, and were opposed by D. C. Sinclair and Archibald.

The following joined in the general discussion: Buckerfield, Fraser, Crowell, McIntosh, Archibald and Lawrence. The resolution was sustained.

Mr. J. E. Read was critic.

**Delta Gamma.**—Delta Gamma was held at Mrs. J. F. Outhit's, Saturday evening, October 17th. It was decided that Delta Gamma would give an "At Home" after Christmas, and the chairmen for the various committees were appointed,—Invitation, Miss Sibley; Entertainment, Miss Umlah; Decoration, Miss MacAloney; Refreshments, Miss McMillan.

The President made a plea for Sodales, and spoke of the importance of debate in the College. Miss Webber, last year's President, spoke to the girls, wishing the society a successful year.

As this is to be a Canadian year in Delta Gamma, the first of the programmes was fittingly Canadian politics. Miss Bligh read a paper on "The Doings of the Government since Confederation," which paved the way for the following papers. Miss Kendall gave an excellent account of the part Nova Scotia has played in the Federal House during the last four years, and which proved especially interesting to all Nova Scotians present. Miss Giffin discussed the "Issues of the Coming Campaign," outlining the various projects the present Government has in hand, the condition of the country under its administration, and the policy of the Opposition. Miss Giffin's paper was highly commended, as it was extremely fair, for those unacquainted with her politics were unable to decide to which party she belonged. Miss Priske's paper dealt with current events, literary, scientific and political.

College songs and "Auld Lang Syne" concluded the evening.

Mrs. H. Goudge entertained Delta Gamma Saturday, October 31st. The programme for the evening consisted of an inter-class debate on the subject: "*Resolved, That Canadians are superstitious.*" Miss Seaman, '09, and Miss Ross, '11, supported the resolution, while Miss Umlah, '10, and Miss Norah Lantz, '12, opposed it. At the conclusion of the debate a vote was taken, and it was found that '09 and '11, for the resolution, were victorious. Miss Lois McKay, '07, very kindly gave the critique.

After a vote of thanks to the hostess, the meeting adjourned.

**Mock Parliament.**—The Students' Mock Parliament sat on October 12th. Speaker Doull took the chair at 8 p. m. The debate on the address being disposed of, Mr. McKenzie moved the second reading of a Bill to extend the franchise to women. Mr. Pelton, Yarmouth, opposed the measure as detrimental to the best interests of Canada, and contrary to the wishes of the ladies themselves. He was followed by the Premier, who explained the scope of the Bill and argued skillfully in its favor. The leader of the Opposition, Mr. Frame, spoke next, opposing the principle of the Bill, but moved an amendment to the effect that a property qualification and one year's residence in Canada be required. The amendment was seconded by Mr. McLennan, and supported by Messrs. McLellan, McArthur and Prowse. A. A. McNeil and Mr. Layton spoke vigorously in defence of the government. Mr. Prowse took objection to the form of the Bill, claiming that it dealt with matters beyond the jurisdiction of the house. The speaker ruled otherwise. On appeal to the house, the speaker's ruling was sustained. Mr. Prowse then gave notice of an appeal to the Dean. It being 10 o'clock, the speaker left the chair.

The next regular sitting of the Mock Parliament took place on Monday, November 2nd. The speaker took the chair at 8 o'clock. The decision of the Dean on the question submitted during the previous sitting was read. The course of the government was sustained, and the speaker's ruling approved.

Mr. Sinclair introduced a Bill to empower the government to take over and operate branch lines of railway. The Bill was supported by the Hon. Premier, Mr. Smith, Mr. Layton and Mr. Blanchard. It was strenuously opposed by the leader of the

Opposition and Messrs. MacArthur and Prowse. The latter contended that the Bill was too vague, and designed with a view of enabling the government to build railways on the eve of a general election. The house divided, showing a substantial majority for the government. It being 10 o'clock, the speaker left the chair.

### Dallusiensia.

The class of 1912, in their usual chicken-hearted and cold-footed style of procedure, had individual pictures taken this year. Whether this was because they deemed themselves worthy of the privileges of seniors, or whether they thought that it would be impossible to get the picture taken in the usual manner, on account of the strategy of the Sophs is known only to the verdants. But the fact remains that they really did diverge so far from the customs of our college, as to have the audacity and unprecedented gall to get their pictures taken as they did. Had they possessed foresight enough to think of having green background instead of gray, it would have been much more appropriate.

P-lt-n (to Speaker in Mock Parliament).—"Sir, your illustrious pate is not adorned by its proper bonnet."

Pupils Wanted.—Ladies between the ages of seventeen and twenty-one preferred. Hours, 8 p. m. to 3 a. m.—Tutor F. M. M-ll-g-n.

From the H. L. C. girl who, in replying to an invitation to the students' dance, underlined "regrets that she will not be allowed to accept," we respectfully solicit an article on "College life at the H. L. C.," or "Afraid to let us out after dark." We boys think such a rule is "just too horrid for anything!"

O Tempora! O Mores!—Did anyone notice the soothing effect of the J. E. R. - - d oration on "College custom" delivered to a howling mob of freshmen and sophs on the north bleacher some weeks ago? Don't underestimate your ability, J. E.; wait until something worth while turns up—something about the size of the French Revolution, and then down head and butt into it.

At a football game lately, a hard hat was seen on that part of the bleacher occupied by the freshmen. The sophs. gave their attention to the strange phenomenon, and after removing the hat, bit by bit, Freshie Cl-yt-n was found underneath.

Tutor in beginners' Latin.—“Mr. M——, give me an example of the active and passive voice of a verb.”

Mr. M——.—“*Amo* and *Amor*. I love. I am loved.”

Tutor.—“A little louder, Mr. M——, please. The ladies in the front seat don't hear you.”

English room.—Archie: “What is the most natural thing for a lover to do?”

Miss M—— and Miss McD——: “To sigh.”

Everybody wondered how they knew.

Say, did you see the freshman class picture? “This marks an epoch” in the history of Dalhousie.”

Freshman to Sophomore, at the Freshie-Soph. “At Home.”—“Are we allowed to have topics with the sophettes?”

Wanted.—A sporting editor for the Edward Street Gazette. None but the right man need apply.

Freshie Arch-b-ld to Soph., (Monday after Y. M. C. A. “At Home.”)—“When the girls came into Chemistry this morning, I got a smile that made me blush.”

H-tt - - to P-rt-r (upon returning to their room after it had been visited by a couple of their friends).—“What is the matter with our room? It doesn't look quite natural.”

H-rv-y (after Second Greek).—“I notice that whenever Howard can't get an answer, he asks me.”

Freshie McGr-g-r, to Soph. (Reading theatre night song):—“Are we supposed to sing that song on theatre night, too?”

Soph:—“Yes.”

Freshie McGr-g-r:—“Pretty hard on us.”

Prin. Magill in Philosophy I:—“Psychologists tell us that love is nothing but an illusion.”  
Groans from W-sw-ll.

First Freshette to Second Freshette, on the morning after field day:—“I hear that ten of our boys were out giving the Sophs. a scare last night.”

Second Freshette:—“Yes didn't they do gloriously? The Sophs *only* got nine of them.”

First Freshette:—“I wonder if Ch-bb-ck was there.”

### Business Notices.

We would call the attention of the student body to the advertisements which appear in the GAZETTE. Our motto is “Patronize those who patronize us,” and we feel safe in assuring those who make this motto theirs, that they will receive prompt and courteous attention from all who advertise in our columns.



**Acknowledgments.**

Dr. A. MacMechan, \$3.00; F. Mack, \$2.00; Miss N. Flemming, Miss E. Thompson, Prof. C. D. Howe, Dr. W. W. Woodbury, S. Farley, J. McNeil, J. R. Knowlton, S. B. Trites, J. K. Murchison, J. MacGillivray, C. A. M. Earle, D. G. Davis Roy Davis, M. R. MacGregor, H. B. F. Atley, H. M. Blois, C. L. Blois, John Roper, N. McKay, M. M. Layton, E. Kent, K. Leslie D. S. Wickwire, A. D. MacDonald, N. C. Ralston, Rev. G. R. McKean, John Johnson, D. C. Harvey, \$1.00 each.

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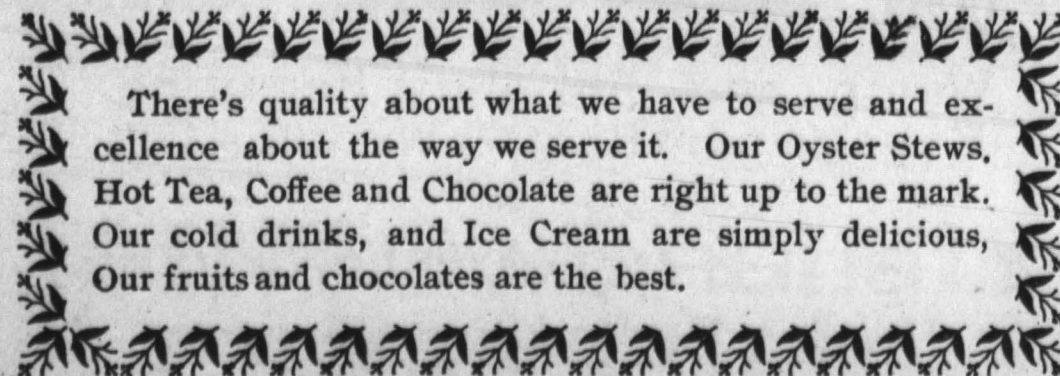
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