

J. S. Meach

# DALHOUSIE GAZETTE.

ORA ET LABORA.

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No. 1.

## A FRAGMENT.

The moaning winds, the sighing trees,  
The dancing leaves whirled by the breeze,  
In monotonous  
With stifled groans,  
The dirge of summer wail.  
O, the lonely tones!  
And the sough of the chilling gale!

The russet spray, the star-flower's head,  
With the odour of death and the fluff of the dead,  
Set me a sighing  
And nearly a crying,  
As I think of the weeks that are gone.  
But the joys that are dying  
Yet linger like strains of a song.

The elm leaves rustle as whistles the gale;  
The pine boughs hustle right over the dale;  
But wintry and lone  
As the clouds that are blown  
From the North with their treasures of hail,  
Are my thoughts when I roam;  
For I'm far from my home in the dale!

H.

## CONVOCATION.

THE Convocation of the tenth annual session of Dalhousie University was held in Argyle Hall, on Tuesday, 29th Oct. at 3 o'clock, p. m. At a quarter to 3, the Senate and about a hundred students in caps and gowns, marched in procession from the College to the Hall. A fair representation of the ladies and gentlemen of Halifax graced the occasion by their presence. The Very Rev. Principal Ross opened the proceedings with prayer and a short address. He referred more particularly to the general progress of the institution, the increasing number of students, and the repairs and improvements which had been effected upon the buildings during the last summer. A sum of money was also appropriated for the purpose of making additions to the stock of philosophical apparatus. Professor Lawson, Ph. D., LL. D., read the inaugural. He was followed by Professor Woodill, M. D. who read an excellent address to the students of the Medical Faculty. Several other gentlemen of the Senate and Board of Governors gave a few entertaining speeches, which for want of space we cannot notice so fully as we would wish. We merely subjoin an extract from Professor Lawson's address, in which some very instructive hints bearing on our

educational wants, are given. We hope that before long these suggestions may be carried out in some practical manner. After an eloquent peroration, a few well-put exhortations and cautions to students, and a glance at the intellectual activity of the age, the address proceeds thus:—

“The young men of this Province, when they have had the opportunity, have shown their ability to cope with those of other countries in learning, in arts, and in commerce; but they will of necessity fall into the back ground if we do not give them every intellectual stimulus that can be applied, and it will be a gross injustice to them, and a substantial injury to the Province, if we withhold it. Much as our educational system and Institutions have been improved, it is not enough that they be merely maintained in their present efficiency. They must *continue* to improve and develop themselves if we are to keep pace with other countries, which are so rapidly advancing. Our Universities must advance in the higher teaching of pure science, and practical Schools must be established for its applications to the useful Arts. But how slow we are in this Province in making provision for professional education and in establishing Schools of Applied Science! It is not the work of our Arts Colleges to provide this kind of teaching, any more than it is the work of our common Schools to teach boys to be lumbermen, and shipbuilders, and sailors. Yet our Arts colleges often form the nucleus of professional training, and some progress has already been made. We do not send our young men now to foreign countries to study the diseases of Nova Scotia. Our Medical men have had energy and zeal enough to establish a Medical School. King's College has undertaken to give instructions in Civil Engineering. Dr. Honeyman has been enabled to make the collections of the Provincial Museum available for a certain amount of geological teaching. Here the brief catalogue ends! When the project of establishing a Mining School at Montreal was brought before our Legislature last winter, a remark was made that was everywhere regarded as a very sensible one, that it would be as well to locate the Mining School in a mining country. Let us hope that this winter will not pass over without the sensible remark being followed by some sort of sensible action in relation to our subterranean industries. We may after all send our coals to Newcastle, but it seems scarcely worth while to send our miners to Montreal. Then there is the legal profession, to which there are many sharp young men aspiring. Can no means be devised of teaching them the principles of law, forms, and Court practice in Halifax? or must they needs be sent to the United States or some other distant country to be made honest lawyers. Our farming interest suffers more perhaps than any other from want of educational encouragement. Our soil and climate are continually assailed, while the evil rests, as was long ago shown by Agricola, on want of enterprise, capital and knowledge, without the application of which the richest soils lie barren. The hardy sons of Nova Scotia are naviga-

ting ships on every sea, and our fishermen are bringing up great treasures from the deep. Would it not be a judicious expenditure of some small portion of the revenues of this Province to furnish a better preparation than is now accessible to the more enterprising of our sea-loving youth for the responsible task of guiding our great ships over the waters, and making available the knowledge and experience of other countries in the protection and more profitable working of our fisheries. Then there are multifarious industries—the catalogue would tire us all to go over it—whose principles could be taught in a School of Technology. And if our constructive arts are to succeed and their products to make their way in the markets of the world, we must have a School of Design. You see that the programme is a long one, and these are only the most essential items. It shows how little advance we have really made in meeting the absolute and constantly increasing wants of a modern civilized community. But it is not too large a programme for the numbers or energy of our population. These Practical Schools, if established either independently or as subordinate departments of existing Institutions, will be, to a large extent, self-supporting; they will enable our young men to enter upon enterprises hitherto unknown among us, and will open the way to a future prosperity, brighter than any we can now dream of. If, on the other hand, we are contented to let well alone, we shall find that the well of this year will not be well the next, so that, before we know it, we shall have had to fall back and give place to other countries not so rich as we are in natural resources, but more keenly alive to the educational wants of their youth, and imbued with a more lively faith in the supremacy of mind over matter.

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We are trying to do all we can with our limited resources. During the nine years of our existence we have studiously endeavored to elevate our course of instruction, and to adapt it to the wants of the Province, and of the city of Halifax. At first, Students came imperfectly prepared, and our numbers were necessarily reduced by rejections at the matriculation examinations. It seemed to be expected of us that we should do the work of a High School as well as of a College. This it was simply impossible to do, and if we had attempted it we should to-day have had a badly working High School instead of a healthy College. Our Students now come up much better prepared. Then came the objection that we had too much classics and mathematics, and too little of what are called the real sciences. Yet we found that the bulk of our Students aimed at an Arts Degree, which is conventionally regarded as a certificate of proficiency in classics and mathematics. Yielding to what seemed a crying demand on the part of the public, we last year established a science course, in which a certain amount of classical study, especially Greek, is replaced by physical science and modern literature. Yet the number who entered for the Degree of Bachelor of Science was very small. We have modified the course again. We have also had Honor Courses in operation, by means of which remissions of certain classes are granted to enable those Students whose tastes and ability lead them to prosecute special subjects of the Curriculum to do so in such a way as to acquire a proficiency in them that could not be otherwise attained. Moreover, any young man may enter the College at any period of the course, and take any Class or Classes he may desire, without examination or curriculum control, and derive all the advantages of the Institution, except competing for prizes or going up for a Degree.

\* \* \* \* \*

There is one phase of the "higher Education" question that is everywhere exciting increased, and, I may add, more serious attention. Of late years a very general desire has been expressed for a higher class of literary and scientific

lectures than those previously accessible to ladies. In Toronto, Kingston, Montreal, and other Universities, the Professors have established special courses of this kind, which are now in operation. At one of our public meetings, the possibility of Dalhousie College providing some ladies' courses was spoken of, but although a smile passed over the assembly, it seemed to some of us to be a smile of doubt. Yet if some of the gentlemen were not in real earnest, there is one thing certain that the ladies were. Our Winter Session had no sooner closed than a polite demand was made for a Summer Botanical Class. The responsibility devolved upon the Principal and myself, and as it was impracticable to obtain sanction of the Governors or Senate we took refuge under Goethe's rather unparliamentary dictum; "The cure for doubt is action." Action was taken; a Botanical Class was formed, and seventy-four Students, mostly ladies, entered their names. The course embraced fifteen lectures and five excursions for field demonstration. It is but right to add that nothing could exceed the zeal with which the classwork was prosecuted on the part of most of those who attended; that numerous plants were collected and carefully examined both in the fields and at home,—afterwards preserved as specimens, and named and classified in a thoroughly scientific manner.

Need I allude to the great advantage of such a study to young people,—how it calls forth the observing powers, giving as it were, the realization of a new sense, opening up a wide field of investigation, leading to scientific modes of thought and speculation, and adding a charm to every walk in field or wood or garden.

But there are no doubt other subjects besides Botany that would be cheerfully studied by the ladies of this city, if the opportunity were afforded, and there are Professors who may not be indisposed, I hope, to accept a suggestive hint.

#### EDUCATION IN NOVA SCOTIA.

OUR present system of education in the Province of Nova Scotia has been, with good reason, highly praised, and to a certain extent answers our requirements pretty well; but like everything else under the skies, it is susceptible of improvement. The educational chain is far from being complete, links are wanting, several weak points demand additional attention. If the plan of grading which prevails in our common schools, (except in the country districts), were carried further, a considerable move would be made in the right direction. Children at present go through four primary departments previous to entering one of our County Academies. In passing from one grade to another a written examination has to be undergone, which is generally a thorough test of the pupil's proficiency in the subjects which he has been studying. So far, so good! But when these boys and girls have entered a High School this excellent system comes to an end. There is no prescribed course of study as in our common schools, and no really testing examination, but, on the contrary, the student has his choice of quite a number of subjects, some of which more properly belong to a University curriculum, and at the end of each term is publicly asked a few questions relating to particular sections which he has studied for the occasion. Here it is then that a change is most needed. Why should grading cease here as if this were the highest institution of learning in the land? I think that we should have in all our High Schools a regular curriculum of two years in length, with examinations and certificates equivalent to matriculation in either Dalhousie, Kings, Acadia or Mount Allison. Then, by making a corresponding modification in the curricula of these Colleges, the chain of liberal education would be complete.

Taking for granted that every pupil on leaving the common schools can read and write his own language correctly,

and has some knowledge of Geography and Arithmetic, the course that I should propose is as follows: *First year*—*Classics*—Grammar and Composition of the Latin and Greek languages, with selections for translation. *Mathematics*—the first two books of Euclid with Deductions. The more advanced rules of Arithmetic. Algebra as far as the end of Division. Heights and Distances, and Land Surveying. *General Geography*—Modern. *History* of Britain and its American Colonies. Reading of Classical English authors. Rudiments of French and German, or at least one of them. Semi-annual examinations in writing.

*Second year*—*Classics*—Translation of Cæsar, Virgil, Ovid or Cicero, with Grammar and Composition. Translation of Homer, Lucian or Xenophon, with Grammar and Composition. *Mathematics*—third, fourth and sixth books of Euclid. Algebra to the end of Quadratic Equations. The Elements of Trigonometry. Use of Logarithms. Ancient Geography. History of Greece and Rome, with Mythology. Reading of Classical English authors. Translation of French and German, or at least one of them. Semi-annual examination in writing.

I would by no means advocate the expulsion of all other subjects from these High Schools, but at the same time I would strongly urge the adoption of some such course as this, for the benefit of those aiming at a University education. If a man can not afford to spend so much time, let him go up to college poorly prepared. He will find no great difficulty in matriculating, but he can never, unless his talents are of an unusually high order, make a good score at the Sessional Examinations. This is the reason that many of our fellows, of by no means inferior mind, appear in the third class on the Pass list. They enter not sufficiently grounded in the Classics and other branches, and all through their studies they labour under this great difficulty.

Now it may seem to some that I lay too much stress upon modern languages in my plan, but these have become now almost as essential a part of a College course as Latin and Greek, and surely we ought not to expect a Professor or even a Tutor to teach us the rudiments of a language. This is the duty of an Academy; and, since for the acquisition of any foreign language at least four years of study is necessary when the mind is busied with other studies, one half of this time I think should be spent in a High school. No student should be allowed to enter a college without a knowledge of French Grammar, and then the Professor is placed in his true situation, that of lecturing on the literature of the language.

Until the standing of our County Academies is materially elevated, that of our Colleges must remain as it is, and there will always be some school-boy work going on, even in the best of them. The examinations for grade A diplomas should be of a much higher order. Every teacher of an Academy should be thoroughly posted up, not merely in the translation of a few Greek and Latin books, but also in the Grammar and literature of both these tongues, read both French and German with fluency, be a good historian, and well versed in the works of classical English authors. With these improvements in our High schools, a corresponding change would be made in our Colleges.

You, the good people of Nova Scotia, will doubtless ask where and how can we find such excellent teachers as those you talk about. The "where" of your question is supplied by the graduates of our Colleges; the "how" by giving salaries large enough to induce men of talent to make teaching their profession. You have eighteen County Academies whose teachers receive the paltry sum of six hundred dollars per annum. With these proposed additions to their learning, double their salaries. What signifies twenty-one thousand six hundred dollars when compared with the great good which will flow from its expenditure in this way.

But this is not all that we want. Every man does not send his children to College. We must have farmers, merchants, mechanics, engineers, and nautical men. Those whose sphere is to be the farmyard or the workshop, get an education sufficient for their wants in the common schools. Engineers can take special courses in our higher institutions. But there are two classes who are or have been until lately sadly neglected. I allude to commercial men and sailors. We have already in this city a so-called "Commercial College" for the training of mercantile and nautical men, which has already done a good work. This, however, is a private venture, and has no connection with the Provincial school system. It has also a serious disadvantage, namely, the expense of tuition and boarding incurred by students coming from other parts of the Province. There should, therefore, be in connection with each of the County Academies a department of the same nature as the Commercial school here, to which all residing within the County could come free as to the other schools. A boy, then, leaving the common schools at the age of thirteen years or thereabouts, would have the privilege of obtaining, at very little expense, instruction in business matters before entering a store or office, which would be of incalculable benefit to him.

By such changes and additions as I have tried to point out, all the different classes of society would have an education adapted to their requirements.

Young ladies in Nova Scotia, for the most part, when the light of their presence is withdrawn from the common schools, are sent to convents or boarding schools to be "finished." Their blissfully ignorant parents think that their darlings get "such a thorough training, and above all such an exquisite manner at Mrs. Fitzflummery's young ladies' seminary." But when these bright ethereal stars come back to a homely firmament they are decidedly out of place. Their knowledge consists in a smattering of badly pronounced French, ear-torturing performances on the piano, the use of the pencil and the paint-brush, and a most complete acquaintance with the arts of street-walking, hand-kissing and handkerchief-flirtations, all of course highly profitable. Of anything really of use to the mind they are absolutely ignorant. The study of the arts, music and painting should not be pursued in schools, nor is it absolutely necessary that every girl should play or paint unless she evinces a decided talent or love for those arts, in which case she should make them her especial study; but on the other hand it is quite a delightful novelty to find that strangest of all beings, a fashionable young lady who says that she "can't play." A proper training for our women is a course in an Academy, (different of course from that taken by males), in Geography, Ancient and Modern History, Arithmetic, English Grammar and Literature, French and German or others of the modern languages. Such instruction would make them intelligent and useful members of society. As for the "exquisite manner," that is needless. A quiet, unassuming lady-like mien is all that is required, and if that is not to be learned at home it will never be acquired elsewhere. If instruction in the fine arts is desired it can be obtained from private teachers; that is beyond the province of Public Schools.

I am happy to say that we have in our little peninsula one Academy which gives a truly excellent education to both males and females; which sends prizemen to Dalhousie and teachers all over the country; and which, with a fixed curriculum of two years in length, would quite come up to my idea of what a County Academy should be. I hope that the day is not far distant when all our Academies shall equal if not surpass that of Pictou. This, however, can never be until the Nova Scotians open their purses wider, and pay teachers more generously than they have ever yet done.

SENIOR.

# Dalhousie Gazette.

HALIFAX, N. S., NOVEMBER 16, 1872.

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ONCE more the GAZETTE, now controlled by a new and inexperienced crew, makes its appearance. Once more, through its columns, is the usual greeting of a new volume extended to its patrons. Gladly do we greet you. But while we rejoice we rejoice with fear and trembling, for if

"Uneasy lies the head that wears a Crown,"

well may the commiseration of the sympathetic be lavished on the luckless novice who for the first time flings himself into an editorial chair, with the nowise pleasant anticipations of a six-month's bombardment of thankless criticism for his enjoyment, and a rich remuneration of toil and trouble, without even the paltry consideration of the "empty bubble" for his service. Thus it is, and we cannot now help it. When we look around the walls of our *sanctum*, and picture in imagination—for mind you the walls are bare—the departed forms of our predecessors, we can scarcely resist the feeling of loneliness that creeps over us; but catching their mantles and now wrapped in them, we assume the dignity of the position and accept the situation. To our readers we embrace this occasion to say a few plain words, which, though their gracefulness may be doubted, we yet consider to be appropriate and perhaps necessary. The GAZETTE, we candidly admit, has not been a financial success, nor was it expected to be so; the ambition of its publishers being merely to pay the printer, and to enjoy the advantages of a *students'* paper. These difficulties culminated last spring, on account of the increased expenditure on the paper, and the tardiness of some of our nominal patrons in performing their part. The students, however, have come forward with an *esprit de corps*

which would have done credit to an older institution, removed the *incubus* of last spring, and combining the GAZETTE financially with the Reading Room, have made its financial condition safe for the future. That, with the limited circulation of a new paper of this type in a country where the spirit of enterprise has scarcely begun to be developed, with its comparatively large number of exchanges, and with its low price as compared with those of the same class in our American colleges and universities—that with these drawbacks there should be monetary difficulties in our early career is not to be wondered at. But better days are dawning. Four years ago, No. 1., Vol. I., appeared among less than sixty students. Their partial hostility to it, the frowns of the Senate and Governors, and the criticism of the press nearly crushed out the life of the infant being—the "literary monstrosity," as some delighted to call it. And a monster assuredly it was in British America, as certainly as the fabled Apollo among the Eastern nation of hunchbacks; and he was not more determinedly hooted and jeered on his appearance there, than our youngling was even in Dalhousie. Now, in commencing volume five, although we cannot boast of the favour of our honourable and learned Senate, nor of the approbation of the whole Canadian press, yet we congratulate ourselves on the fact that the students annually attending Dalhousie have doubled their number during these four years, although the Board of Governors has not even taken the trouble of advertising, and that these students with a spirit of enterprise not shown, so far as we know, in the Western Hemisphere outside of the United States, have determined to sustain, at all hazards, a paper of their own. That spirit which moves in the Great Republic, and inspires three or four score of its educational institutions to issue as many periodicals of various merit, is beginning to be developed elsewhere. May the kindly spark among the youths of Dalhousie fire the whole province in every department of progress and adventure, that our people may be incited to develop our boundless but dormant resources, that our country may become the home of a prosperous and powerful nation. But we have also to congratulate ourselves, as well, on the kindly reception the GAZETTE has hitherto had from our sister exchanges in Great Britain and throughout the whole of the American Union. Our own students, especially those who have left our Alma Mater, are beginning to value this little sheet for its very practical conveniences and advantages. Our sister colleges receive it kindly as the only British American students' paper—valuable as a curiosity, we suppose, if possessed of no other merit.

To the public who have neither any interest in Dalhousie nor in any of its students, nor yet care anything about the student's life nor have students' reminiscences, the GAZETTE, we admit, may be totally devoid of interest. We cannot give it the charm of the Daily for the dissemination of general news is not our object, nor the fascination of the Novel for that species of literature is also outside our province. We cannot give it the merit of a Literary or Scientific magazine, for we are yet students. Although we may attempt such occasionally, we do not expect to startle the world until we leave our classrooms and classbooks for the

platform, field or laboratory. In the political arena our friends need expect no support, nor the "foeman worthy of our steel" any crushing assault, for the transactions which will array in opposite ranks the members of our editorial staff have probably not yet agitated the peace of the commonwealth.

To critics we say, exchange places. Write under the pressure of collegiate study. Snatch a dizzy hour to gormandize your mnemonical maw with the accumulating pile of exchanges. Then scrawl out an article drawn from that universal store-house—a student's brain, where wierdly revolving in glorious confusion, the result of overtasking, lies the drama of the world with all its flitting, fanciful, infinite characters, from the Azoic age down to the evening paper. Correct proof, when all respectable critics are in bed, or when all good students are noting professorial lectures. We say, just exchange with us, and then *feel* how we could lacerate you with the inked goose quill, were we so disposed.

In conclusion, while we strive to please and interest all, we will feel at ease if we satisfy the expectations of our college fraternity. Our highest ambition is to make this sheet a Students' Paper.

#### OUR MEDICAL SCHOOL.

It is perhaps excusable in us to express the pleasure we feel at the position which Dalhousie has attained with respect to medical instruction. Considering the youth of the institution, we do not wonder that its efficiency has caused not a little surprise among those who have been accustomed to think that nothing great can come out of Halifax. The high standing which some of its graduates and students in medicine have exhibited at competitive examinations for public positions, has elicited praise from those who heretofore had looked upon it with unfavourable eyes. Of this fact the public are already aware. But what we particularly wish to notice is a commendation which none can gainsay, which comes from one of the highest authorities in the medical world. The Royal College of Surgeons, in London, allows a year's attendance in the Medical School of Dalhousie as equivalent to a year's attendance at Home; two years here equivalent to two years there, and so on through the curriculum. A student now can attend the School of Medicine in Halifax, and by studying no longer than he is required to study in London, can present himself for examination for a Degree as well as if he were a matriculant of the Royal College of Surgeons. Only five other medical institutions in this continent, if we are not mistaken, have the same privilege: namely, the Medical School of Harvard University in Boston, Bellevue in New York, the Medical School in Philadelphia, the Medical School of McGill University in Montreal, and of Queen's University in Kingston. That Dalhousie takes the same rank, in this respect, as the old and celebrated institutions just mentioned, is not only a just cause of gratification to all who desire to see advancement in our own country, but is also a source of great convenience and advantage to Nova Scotians and others desirous of studying medicine.

#### IN MEMORIAM.

Two or three of our students have been taken from among us by death, but never before has a breach been made in the ranks of our graduates. The sad and sudden death of A. W. Pollok, of the class of '72, during the past summer, has bereft us of a companion and friend, and one who gave high promise of reflecting honor upon his "Alma Mater." His classmates felt the loss most heavily, and have joined with their fellow-members of the "Alumni Association," in expressing their sympathy with the parents of their deceased friend, in a suitable memorial. Sympathy and sorrow is not confined to them; for he was loved and respected by all who knew him, for his many amiable qualities of mind and heart. Let us be cheered and encouraged by the memory of his brief but well-spent life.

We have also to record the death of one of our fellow-students, J. Johnson Parker, who studied for two sessions with us, and had gone to Edinburgh to continue his studies in preparation for the medical profession. He was attacked by that insidious and fatal disease consumption, and fell a victim to it early in summer. The "Dalhousie" students who are in Edinburgh gathered around his grave, and buried him there in the strange land. Though not so generally known among the students as Pollok, he was nevertheless popular in the best sense of that word, and took a hold upon the affections of all his fellows. No formal words of sympathy have been sent to his relatives and friends, but we here desire to express our appreciation of the worth of our deceased friend, and our sorrow at his early death.

#### Correspondence.

WE give the following extract of a letter received from a student in the country, as an evidence of the interest taken in our paper by those who leave us:—

"Dear Sir,—I am well pleased to see that our paper is to be continued, notwithstanding the feeling of opposition which prevailed at the close of last session.

However dull it may appear to you fellows, I assure you its appearance in the country is joyfully hailed by those whose misfortune it is to be absent from the winter's work.

Allow me to congratulate you on the rapid strides you are making in providing for the conveniences and necessities of the students of the University, as is evidenced by your furnishing a Reading Room" \* \* \* "It will be my constant work to widen the circulation of your paper, which here may be a matter presenting difficulties, having to labour against denominational prejudice."

Such remarks are encouraging, as they indicate the spirit which prevails among all who have spent a few years in Dalhousie. With an addition of 30 or 40 new students annually, the GAZETTE will, in a short time, be in a flourishing condition with respect to circulation.

#### Dalhousiensia.

THE College buildings have been thoroughly renovated since last session. Several new rooms have been added, and the others have undergone a general repair and beautification.

AMONG the improvements we have to notice this session is the establishment of a Students' Reading Room. It is combined financially with the GAZETTE. All our exchanges are placed on its tables.

TWENTY-ONE students have matriculated in *Arts* in the first year. There is also a large attendance of general students. The Professors' scholarships have been gained by Francis H. Bell (private study), F. W. O'Brien (Pictou Academy.)

AT LAST GRANTED—a narrow gate and stair for the easy access of north-end students to the College. We infer, however, from evidence of design, that after all it has been done only to pander to the convenience of the public who delight in cutting across the parade.

ALL former students of Dalhousie will grieve to hear that "*The Box*" has been torn down. No more will the classic walls of Dalhousie re-echo shouts of "Put him up! Put him up!" or see luckless Freshmen determinedly opposing their rise in the world. It is a great loss to the students, and can only be remedied by the Governors giving us a block and tackle, so that in future delinquents may be hoisted up in place of being put up.

KRITOSOPHIAN.—The Kritosophian Society, whose membership consists of those who have been at least two years in Dalhousie, met on the 1st inst., according to adjournment, for the annual election of its officers, whose names we give in another column. The subject selected for debate at next meeting was, "Which affords the better means for *mental training*, the study of the Sciences or the Classics." A. H. McKay, elected essayist; J. C. Herdman, respondent; and W. P. Archibald, B.A., critic. After a very animated discussion the question was decided by a large majority in favor of Science. The subject of discussion for the 15th inst. was, "Would the abolition of the Legislative Council of Nova Scotia be an injury or benefit to the public interests." D. S. Fraser, essayist; J. M. Robinson, respondent; J. C. Herdman, critic.

EXCELSIOR.—The "Excelsior" Debating Club met for the annual election of its officers on the 1st inst. The Society consists of first and second year students, and its roll of membership is very large. On the 8th inst. the subject debated was, "Which is the greater incentive to action, the hope of reward or fear of punishment." Jas. A. Forbes, opener; John McLeod, respondent; and J. R. Coffin, critic. Decision in favor of Hope by a fair majority. Through the kindness of the President we were admitted, and were highly pleased by the speaking ability of the Club, which without doubt gives great promises for the future. The critic, in a lengthy and scathing review of the inaccuracies and inelegancies of the numerous speakers, did especial credit to himself. The next debate was, "Is childhood or manhood the most pleasant period of life."

We call the attention of our Freshmen to the communication in the last *College Argus*, recounting the dark doings of "the Sacred Order of the Hobgoblins of Hades." You will find it among our exchanges in the Reading Room.

THE Freshies of Dalhousie seem to prefer beavers and kids to the cap and gown. We hope some philanthropic individual may make a collection for the benefit of those who have not yet got caps, which is the case, we have good reason to believe, with not a few. If the University regulations are to be violated so openly on account of the meanness of those queer curiosities of humanity, we feel it to be our duty to bring them to light. A hint ought to be enough to all loyal students of the University. If not, let them blame their want of pluck, which every respectable student possesses, for the consequences. It is contemptibly mean, as well as improper, to walk up to the Hall, with a slouched hat and a gown rolled up under the arm like a pedlar. We are not done with this subject yet.

## Personals.

D. C. FRASER, B. A., is pursuing his legal studies in the office of F. A. Lawrence, Esq., Truro. He expects soon to be a barrister.

J. M. CARMICHAEL, B. A., has turned his attention to mercantile pursuits. He is "clerking it" in his father's office, New Glasgow. We are glad to learn that our friend is recovering from serious injuries received last summer.

A. I. TRUMAN, B. A., has been at his home in Sackville, N. B., during the summer. This winter he undertakes the "training of the young idea." He has an Academy License, that being granted to graduates of Universities under the school system of New Brunswick after an examination in professional subjects.

W. CRUIKSHANK, B. A., is engaged in school teaching in Dartmouth. His school is a private enterprise.

E. SCOTT, B. A., W. T. Bruce, B. A., Adam Gunn, B. A. and W. P. Archibald, B. A., have all entered as Theologues of the first year at the Presbyterian Theological Hall, Gerish St., Halifax.

We clip from a local the following notice of two of our Dalhousie Medicals:—

"The position of resident surgeon in the Provincial and City Hospital, Halifax, vacant by the resignation of Dr. Venables, was awarded, by competitive examination, to Dr. R. Sutherland, of River John, Pictou, a graduate of Dalhousie College. Mr. D. A. Campbell, of Truro, has been appointed Chemical Clerk, by competition."

May we always hear of the success of our Alumni.

CREIGHTON HAMILTON, a former student of Dalhousie, has for some time, we are sorry to know, been in a very precarious condition from Consumption. He is now at home, Gore, Hants County. We sincerely sympathise with our brother.

JAMES GORDON MACGREGOR, B. A., well known among all the students, we are happy to learn, has recovered from an attack of sickness which threatened to interrupt his studies in the London University, and is now pronounced safe and ready for the Winter's campaign. A "Summer among the Highlands" has thus contributed both to his health and enjoyment and to our pleasure. We hope he may not forget his successors in the Editorial Chair of the GAZETTE.

AN OLD DALHOUSIE STUDENT.—We have received the card of Geo. Babington Elliot, corresponding editor of the "Mainland Guardian," New Westminster, British Columbia, together with a pamphlet edited by him, entitled "Out West—stop the exodus, being a brief expose of the frauds of the United States emigration agents and pamphlets."

THE REV. A. P. SEETON, one of our old students and one of the first editors of the GAZETTE, went to England by the last boat to pursue his studies at St. Augustine's College, Canterbury.

THE REV. JOSEPH ANNAND, M. A., of class '69, left by the same boat *en route* to the New Hebrides, in some island of which he is to be stationed as a missionary.

We are pleased to learn that Samuel McNaughton, M. A., a graduate of '67, has gained the prize of \$50 offered by the Grand Division, S. of T., of N. S., for the best essay on a subject given out by it.

A CHEAP way of getting credit for liberality was devised by the managers of a fair in Illinois, who offered a premium to the oldest spinster present.

## College Items.

THE HON. SAMUEL WILLISTON, of Easthampton, Mass., who has given so much to Amherst, intends, it is said, to bequeath \$500,000 to Harvard.

It is estimated that the bequest of Isaac Rich to the Boston University will, when it comes into the hands of the trustees, be worth \$5,000,000.

THE President of Columbia College receives \$8,000 a year, the Professors \$6000 each. These salaries are the largest paid by any College in the country. The property owned by this institution amounts to \$3,500,000, and yields an income of nearly \$200,000.

THE male students at Cornell complain because the ladies are not required to attend drill, and angrily demand perfect equality of sexes.

YALE has 170 Freshmen; Amherst, 86; Princeton, 110.

THE whole number of students in Yale is 838, divided as follows: Theologues, 98; Law Students, 33; Philosophical Students, 223; Academic, 484.

UNIVERSITY College, Oxford, is more than a thousand years old.

PRINCETON College has received donations to the amount of about \$1,000,000 within the last four years.

OF the 368 Colleges in the United States, 28 are under State supervision.

THE Baptists of Nova Scotia and New Brunswick are making a united effort to endow Acadia College to the amount of one hundred thousand dollars.—*Williams Vidette*.

THERE are 154 women connected with Cambridge University, England, making an increase of 27 over last year.

THE students of the various German Universities are collecting funds for establishing free scholarships at the new University of Strasbourg, which are to be called the Bismarck Scholarships.

BROWN University received \$50,000 from the late W. F. Rogers, of Boston, to endow a chair of Chemistry.

SAMUEL F. PRATT, of Buffalo, N. Y., has bequeathed \$30,000 to endow a Professorship in Hamilton College.

THE present number of volumes in the library of Brown University is 42,000, and the number is much smaller than it would be if there were accommodations for storing books.

THE war of the sexes deepens at Cornell. The *Era* raves, with increased virulence in each successive number, against the favouritism shown the ladies by the tutors and professors; and against the cringing obsequiousness displayed by the students, which it declares is an insult to their womanhood. It even declares the objective point of woman's education is to fit them to marry, bear children, and rule the house. It is a pity the girls have no organ, as we are now unable to learn what *their* opinion of the lords of creation at Ithaca is. We humbly thank the Board of Overseers for saving us from such a contest.—*Harvard Advocate*.

### ACKNOWLEDGMENTS.

We acknowledge, with thanks, a donation of \$10 for the *Gazette* and Reading Room, from his Honor Sir Wm. Young, Chief Justice of Nova Scotia.

Our thanks are due to H. W. C. Boak, for supplying the Reading Room with several valuable newspapers.

### OFFICERS OF SOCIETIES FOR 1872-3.

KRITOSOPHIAN.—John Hunter, '73, President; William Cameron, '73, Vice-President; R. G. Sinclair, '74, Secretary and Treasurer; William Ross, '73, Donald McLeod, '74, Committee. The *Critic* is chosen for each meeting.

EXCELSIOR.—Isaac M. McDowall, '75, President; A. W. McLeod, '75, Vice-President; B. F. Pearson, '76, Secretary; L. H. Jordan, '75, Treasurer.

ÆSCULAPIAN.—Robinson Cox, Pres't; D. R. C. McKay, Vice-President; T. Ryan, Secretary; W. J. Miller, Treas.; D. A. Campbell, F. Melchertson, James Balcom, Committee.

STUDENTS' OFFICERS.—D. F. Creelman, '73, President; Fred. Melchertson, Medical, Vice-President; J. C. Herdman, '71, Secretary and Treasurer.

### EXCHANGES.

WE have received the following exchanges already. Did space permit we would have very great pleasure in reviewing some of these Periodicals in the present issue:—*The College Courant, Oxford Undergraduate Journal, Harvard Advocate, William's Vidette, Yale Courant, College Mercury, College Argus, Lafayette Monthly, Tripod, Collegian, Cap and Gown, Qui Vive, Madisonensis, McKendree Repository, Simpsonian, Colonial Standard, Patriot, Newspaper Reporter*.

THE *Williams Vidette* publishes a few of the regulations in force at Yale prior to the year 1804. They chiefly concern the Freshmen of that early period, and we insert them for the benefit of our modern and degenerate Fresh.

"It being the duty of the Seniors to teach Freshmen the laws, usages and customs of the College, to this end they are empowered to order the whole Freshmen class, or any particular member of it, to appear, in order to be instructed or reproofed, at such time and place as they shall appoint; when and where every Freshmen shall attend, answer all proper questions, and behave decently. \* \* \* \* The Freshmen are to be uncovered, and are forbidden to wear their hats (unless in stormy weather) in the front door-yard of the President's or Professor's house, or within ten rods of the person of the President, eight rods of the Professor, and five rods of a Tutor.

"The Freshmen are forbidden to wear their hats in college-yard (except in stormy weather, or when they are obliged to carry something in their hands) until May vacation; nor shall they afterward wear them in college or chapel.

"No Freshman shall wear a gown, or walk with a cane, or appear out of his room without being completely dressed, and with his hat. \* \* \* A Freshman shall not play with any member of an upper class, without being asked; nor is he permitted to use any acts of familiarity with them even in study-time.

"When a Freshman is near a gate or door, belonging to college or college-yard, he shall look around and observe whether any of his superiors are coming to the same; and if they are coming within three rods, he shall not enter without a signal to proceed."

How would our "Freshmen bold with uncombed hair," have enjoyed Yale in the 18th century?

HERE is a good business like epitaph:—"Here lies Jane Smith, wife of Thomas Smith, marble cutter. This monument was erected by her husband as a tribute to her memory, and a specimen of his work. Monuments of the same style, \$250."

