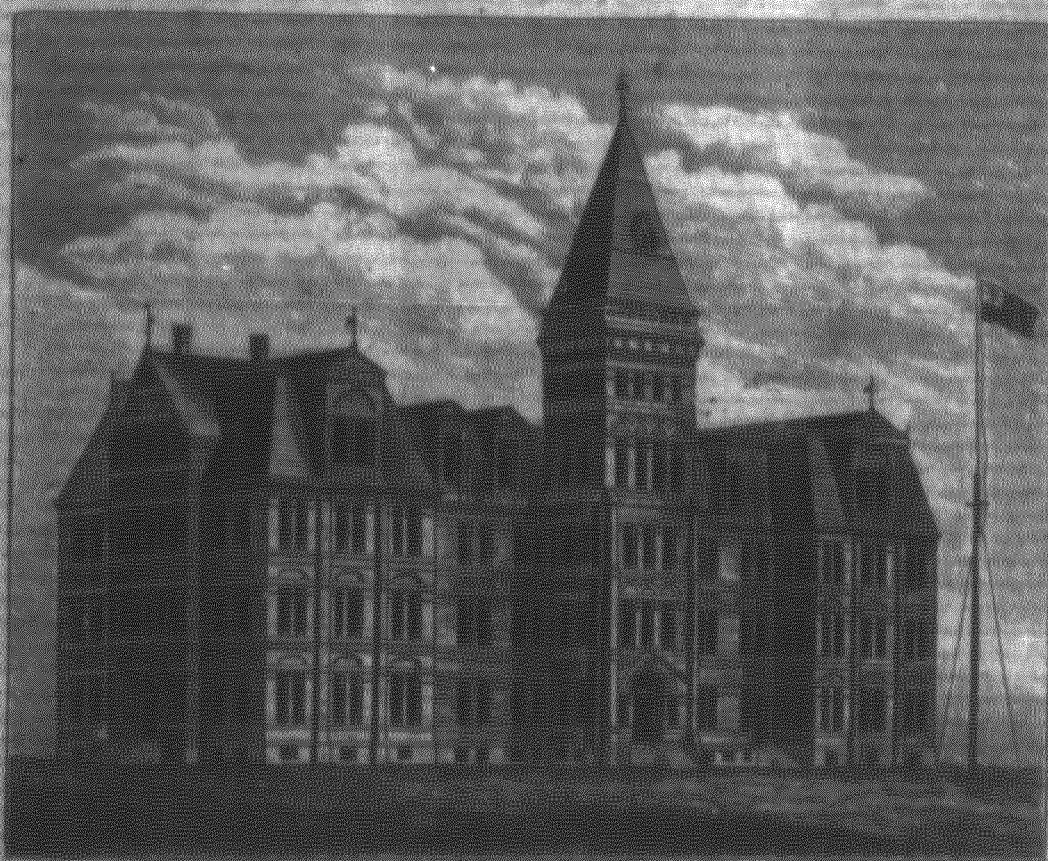


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Dalhousie Gazette.

— Ora et Labora. —



Dalhousie College & University.

SESSION, 1889-90.

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"ORA ET LABORA."

VOL. XXIII.

HALIFAX, N. S., MAY, 1890.

No. 19.

ARTS VALEDICTORY.

(BY F. J. MCLEOD.)

Mr. President, Ladies and Gentlemen:—

It is an old custom, when a band of persons has fallen in any notable enterprize, that some one should come forward and pronounce over them a fitting funeral oration. This custom like many other worthy customs of the past is for the most part extinct, or is only celebrated at irregularly recurring intervals. There is one department, however, where this custom is followed with methodical regularity: I refer to the department of student life. Here it is an established custom when any class terminates its collegiate existence, that some one be appointed to speak a few words concerning them. In connection with this custom as it applies to college life there is, however, one striking novelty, for the speaker is himself one of the deceased; and this fact explains the reason why previous speakers on occasions of this kind have in so many instances observed with scrupulous fidelity the maxim *de mortuis nil nisi bonum*. And yet I am not correct when I say that it is on himself and his classmates that the speaker pronounces this panegyric. For by passing through the throes of examinations we have been born into a new sphere; and to-day we have received the formal certificate of adoption into the fraternity of graduates.

Our class has one point of superiority which may appeal to the dullest intellect, and that is its numerical superiority. We are the largest class that has yet graduated from this university, and the increased aggregate of excellence might very well serve as an apology for any individual defi-

ciency. I cannot however bring myself to such a height of disparagement as to consider any such necessary. I think we need not feel ashamed of ourselves physically. We have always taken our part in football and other athletic sports. The football team is chosen from the whole university of some two hundred students, and the fact that no less than one third of the members who composed this team were selected from our class is no uncomplimentary testimony to our physical prowess. Morally, I do not think we fall below the average. Witness the large number of our class who are prospective clergymen. Intellectually, I cannot claim for our class any preëminent ability on the part of individual members, but I think we present an even level of very respectable mediocrity. Of course there are those whom we severally hold in especial esteem, and of whom we predict great things, but we must be on our guard that such predictions are not owing to the lesser public with which our hero enters into competition.

This assembly here to-day, these parchments which we have received and these robes which we don for the first time, are the sign and outward expression of some attainment on our part. They do not signify merely a four years attendance at college and the successful passing of all required examinations. There must be some mental acquisition on our part in order that our College course should be able to offer a justification of its existence, and I think this is a convenient point of retrospect to survey our past collegiate course and to point out what advantages, if any, we have derived from it.

The statement has been often made that education is of value in proportion to its beneficial effect on life, but at the risk of being considered trite I

wish to reassert it. In the first place then has our education enabled us to become better citizens? Decidedly I think it has. The educated man will always be in the front ranks of reform, for he of all men will be least liable to be bound by the restrictions of traditional prejudices and customs; and on the other hand he cannot possibly be led to violent and partisan extremes, for by so doing he would run directly counter to the lessons of history, which teach us again and again the futility of hot-headed enthusiasm for sweeping reforms for which the age is not yet ripe. In the next place we must consider what effect our education has had on us individually; and in taking up these two points separately I do not wish to be understood to make any absolute distinction between our life as individuals and as citizens. A man's self is the standard for every measurement of men and things. In the words of the poet,

"To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

Keeping in mind then the interdependence and correlation of these two sides of our life, let us endeavor to ascertain what individual improvement we have received. Our intellectual acquirement may be said to have two values—value as knowledge and value as discipline. In reference to the first of these I know there is a disposition in many quarters to depreciate the essential value of the knowledge we have received: some persons have scornfully identified our instruction here with the acquisition of Greek roots, and think that by so doing they have made a palpable *reductio ad absurdum* of the subjects of our curriculum. I must say that I have very little sympathy with this indiscriminate crying down of Greek roots, and I fear it is too often founded on ignorance and misapprehension. For the knowledge of Greek roots is not regarded as an end in itself, but rather as the laborious but necessary preparative to a clear and accurate appreciation of Greek literature and consequently of Greek life and thought. However, it is wholly incorrect to regard the knowledge of Greek or Greek roots as the predominant feature of our course, since this

subject calls for but a small proportion of the student's time and attention.

I think, upon due consideration, we will come to the conclusion that we have acquired a considerable amount of knowledge of permanent value in the various subjects to which we have devoted our attention. We have had the benefit of the advice and assistance of professors who have devoted themselves exclusively to the several fields of knowledge, and we catch some of the contagious enthusiasm of each for his special subject. We are forced to acquire our knowledge systematically, and consequently it is more enduring than that which is acquired by the listless and desultory reading which too often characterizes unaided study.

But it is as a discipline that our knowledge has been more especially valuable. In the way of discipline I would refer to the following advantages as resulting from the training we have received here. First a wider and more tolerant charity. From an examination of scientific and philosophical theories we are led to see that the truth of each is generally relative and that absolute truth is very difficult of attainment. Accordingly when we perceive any course of action contrary to our own, we will endeavor to discover on what rational principles it is founded, and we will be much more inclined to attribute it to these than to any perversity of mind or character. In fine, I think we have to a great extent missed the significance of the instruction we have received if we have not learned to be tolerant of everything but intolerance. In the next place, since it is the aim of a college course, whilst supplying all necessary aids and instruction, to promote as far as may be individual and independent work on the part of each student, there is a consequent gain in judgment and self-reliance, and in a readiness of resource and fertility of invention which will be of immense service in very many crises in life. Again, another result appears to me to be greater modesty. When the student has a proper appreciation of the wide domain of knowledge, and perceives what a small portion of it he is able even imperfectly to master, when he becomes

sensible that his knowledge practically amounts to a perception of his own ignorance, he has received the very best corrective against thinking of himself more highly than he ought to think.

Furthermore this course offers an excellent opportunity for self-measurement. A man who has spent four years here ought to know his intellectual capacity with tolerable exactitude, and so there is less danger of his life being dissipated in fruitless and enervating aspirations towards an unattainable ideal. Moreover the student receives a perpetual mental impulse in the interchange of sentiments and opinions with those engaged in the same subjects and beset by similar difficulties. Finally the critical faculty is developed, the taste becomes more discriminating, the perceptive and imaginative faculties are quickened and a habit of mental application and thoroughness of method is cultivated.

In referring to the events of the past session I must in the first place allude to the deep loss which the college has sustained by the death of our late lamented professor Dr. Lyall. We as a class wish to add our tribute of respect to one who labored long and successfully for the interests of the university. The students felt that they had in him a friend who took an affectionate interest in their welfare, and their respect for his character as a man increased and complemented their respect for him as a teacher.

About a year ago our college was also deprived of the accurate scholarship and the broad and varied culture of our English professor, Dr. Alexander. While we congratulated him on his promotion to a wider sphere of labor in Toronto University, we were deeply sensible of our own loss, and we despaired of being able to secure a successor who could fill his place. The governors as soon as possible proceeded to fill the vacancy, and after careful deliberation suited to the gravity of the choice, they appointed Dr. MacMechan to fill the chair. This choice has proved in the highest degree complimentary to their judgment. I am sure that I voice the sentiments of all the students when I say that since Dr. MacMechan came among us our appreciation of him, as a

teacher, as a scholar, and as a gentleman, has grown with steady increase, and those of us who have been in the most intimate relations with him as a teacher, are the most ready to bear testimony to the success of his instruction.

There is one of our professors absent to-day whom we should like much to have had with us. I refer to professor Seth, who is filling a temporary vacancy in the chair of philosophy, at Cornell University. We can excuse his absence here, however, as we feel confident that he is performing his duties in a way that reflects credit upon himself and the university which he represents.

In looking back over the work of the past session I think that there was one feature which should be a matter of congratulation, namely, the increased extent to which the library appeared as a factor in college life; and while we secured thereby the advantages of a wider course of reading, I think that the results of the recent sessional examinations show that our regular work was in no way neglected.

It is usual on occasions of this kind to suggest some changes in the college curriculum which would meet the wishes of the students, and would appear to be in the line of needed improvements. I am very happy, however, to be able to say that the faculty, by the changes embodied in the calendar recently issued, have, to a great extent, rendered such a task unnecessary. I notice that three changes which have been earnestly desired by the students have become accomplished facts. The first change—and it needs only to be mentioned in order to be appreciated—is the establishment of a sound and thorough course in English throughout the four years of our college course.

The next change and perhaps the most important of all is the announcement of midsessional examinations, and the consideration of these essays and reports in assigning class standing. This will have the much needed effect of discouraging cramming and of making the work more thorough from the beginning of the term, and consequently much more fruitful in results.

The third change is that of making the fourth year entirely optional. This change is very sig-

nificant. College faculties have again and again been accused of a lack of progressive ideas, and of forcing the student to devote his attention to antiquated, non-essential, and uncongenial subjects. The change, I say, is significant as marking the liberal spirit which actuates our faculty, and their conscientious endeavor to keep in line with the educational tendencies of the day. The student is now able to choose those subjects which will be most immediately useful for him in his future career, and this choice is valuable as bringing him into more intimate contact with the problems of life. The faculty has acted wisely, I think, in testing this plan at first in the fourth year only; if it is found to work satisfactorily the third year can then be made entirely optional, instead of partially optional, as it now is. It is well to remember, however, that there are many difficulties and disadvantages in optional courses when introduced too early; for they may bring the student face to face with a choice which he is incapable of making judiciously, and may dispose the lazy student to choose the subjects which he considers "soft," to the neglect of those very subjects which, in view of his special deficiencies, are most needful for him.

I would like to suggest one improvement affecting, not the internal regulations of the college, but its external appearance, and it is, that the authorities should make a strenuous endeavor, during the coming summer, to render the condition of the grounds around the college somewhat more creditable to the university, even if the money is not forthcoming to beautify them as we would desire.

I think there is another matter which calls for attention, namely, the appointment of a successor to the late Dr. Lyall in the chair of Logic and Psychology. These subjects, especially in view of the recent advances and discoveries in Psychology, are of sufficient importance to demand a separate teacher, and besides it is scarcely fair to impose them upon the already overburdened shoulders of the professor of philosophy.

Citizens of Halifax:

There is another suggested improvement in our curriculum which I have reserved for this place as it is reliance on your generosity alone that induces me to refer to it. The matter to which I allude is the foundation of a chair in Natural Science. The standing and shameful defect of our college course is, that no instruction whatever is provided in Geology, Mineralogy, or Zoology. Living as we do in an age which glories in its scientific achievements, is it not a matter of very deep regret that our knowledge of science must be so deficient? Citizens of Halifax, in the name of the students on whom these losses have fallen most heavily, I earnestly appeal to you to give us your assistance. You may be tempted to regard us as importunate suitors upon your liberality, but our wants are emphatically the measure of our prosperity. As the college expands, new appeals for aid become necessary, and the day when we cease to make such appeals will be the day when you will cease to be proud of us. In bidding you farewell we wish to thank you very heartily for your unvarying kindness and consideration, and it is in no small measure due to what we owe you socially that we are able to look back upon the past four years which we have spent here as very pleasant years. I do not wish to make this public farewell unnecessarily affecting, for I know that privately it will in many cases be heart-rending enough.

Mr. President and Professors:

While our relations with you have been very cordial, there was one slight disturbance of the existing harmony to which I would not have thought it necessary to refer, were it not that some person was ill-advised enough to give the matter a prominence in the public press which it did not deserve. This disagreement has, after all, been productive of very beneficial results. The students feel that there is no element of antagonism between them and the governing body, but that the latter are acting in their interests, and with a view to their advantage; and the senate have come more thoroughly to understand that the

conduct of the students is not owing to innate perversity, but that they readily submit to government and control when they perceive that it is exercised in a spirit of fairness and justice.

The time has now come when we pass from under your control and guidance and when the relations between us must be ended. I think that we have made considerable intellectual growth during our four years residence here, and if we have done so we have given you the best return in our power for your careful and faithful instruction.

In bidding you farewell we assure you that one and all you have our highest respect and esteem, and we have a deep sense of the loss we sustain in being deprived of your kindly interest and encouragement, not less than your valuable and suggestive instruction.

Fellow Students:

The saddest part of our proceedings to-day is the thought of severing our connection with you. Perhaps you think, as I once thought, that the graduating class must feel elated at arriving safely at the goal of their college course and stepping out into the world, and that these protestations of sorrow are merely a concession to a fashion which is thought becoming, but I assure you that our feelings of sorrow at parting are very real indeed. We have lived together on a footing of cordial good fellowship and intimacy, and we have formed friendships that time will not impair; we have stood by each other and stood up for each other, and while we have had a certain class feeling as, it is right that we should have, I think we have always remembered that we are, first and foremost, Dalhousie students. In the future our thoughts will often revert to the full and pleasant life of varied activities which we led here, and our hearts will go out towards those who shared with us our joys and sorrows; and when you return to your work here next session do not wholly forget us, but try and spare an occasional kindly thought for your former fellow students the class of '90.

LAW VALEDICTORY.

(By H. MELLISH, B.A.)

*Mr. President, Ladies and Gentlemen:
Professors, Lecturers and Students of
Dalhousie:—*

A valedictory, etymologically, at least, should, I suppose, be a kind of prolonged recital of farewell words. When the duties of the present occasion were accepted, my inadequacy to the distressing task was not fully realized. You will, I hope, therefore pardon me, if I seek to beguile the few minutes allotted me, by speaking of matters not strictly emotional in their nature or effect. It however, it falls out, that what I have to say in that regard is insufficient to prevent you from animadverting to what you ought to hear, I must crave a second favor, viz:—to remember that every word uttered is a kind of stopper, intentionally placed between the lips of the speaker, to keep back the bubblings of a heart-felt sorrow, which might otherwise lead to an unseemly exhibition. (I am not joking, or if I am, there's many a true word said in jest.)

To-day eighteen more of the *necessary evils* of humanity have made a marked advance towards the attainment of their chosen profession. Necessary?—advisedly: evils? question.

Once, perhaps oftener, the English Parliament attempted to limit the number of lawyers, or rather attorneys, in certain parts of Britain. The editor of the 12th edition of *Blackstone* (1794) says:—“The number of attorneys has much increased within the last three centuries, for an Act of Parliament passed in 33, Hen. VI. C. 7, states that not long before that time there had not been more than six or eight attorneys in Norfolk and Suffolk, *quo tempore* (it observes) *magna tranquillitas regnebat*, but that the number had increased to twenty-four, to the great vexation and prejudice of these counties; it therefore enacts that, for the future, there shall be only six attorneys in Norfolk, six in Suffolk and two in the city of Norwich. “As it does not appear” he adds, “that this statute was ever repeated, it might be curious to enquire how it

was originally evaded. The writer has not been curious enough to enquire further on this point, but the assumption is probably a safe one, that the enactment just recited was quietly and unostentatiously disregarded, adding perhaps another lesson (and many have since been added) to would-be reformers, viz:—that in matters of legislation we should first attempt what can be carried out rather than what can not. It is as easy, and as ineffectual in the event, to be too greedy of good things, as the bad boy was of nuts when he filled his hand so full that he was unable to remove it from the jar that contained them, without a humiliating sacrifice. (I hope none of you have before heard this story of the nuts.)

A. D. 1455, was then too early a period at which to commence a limitation to the number of attorneys; and A. D. 1890, seems to be too early also. Nay more, lawyers have so multiplied, that to-day, the Nova Scotian legislature, at least, would not likely entertain such an Act—being composed itself, to a large degree, of members of that profession. And whatever objection there may be to this state of affairs, so much at least seems obvious,—that legislative enactments affecting as they do, the interests of so many people and depending so largely upon judicial interpretation for their effect, should, directly or indirectly, receive from our legislators before they become enactments, the attention of the best legal talent the country can afford. It is equally obvious that a legislature, composed entirely of lawyers, or even the retention of the Legislative Council might not meet this requirement.

But to come back to the statute of 1455,—all of you who remember any date in English history beside '1066,' will most likely recall to mind the fact that the war of the Roses commenced in the year 1455. Have English historians given due prominence to the significance of the concurrence of this statute and the beginning of the war? I think not,—especially when we consider the peace making proclivities and functions of the man of law.

To-day, it is more than ever a hopeless task to limit the number of lawyers. Steamships, rail-

roads, telegraphs, electric lights, telephones, &c., &c., *ad libitum*; with their innumerable bye-laws, regulations, rights, privileges, tickets, messages, paysheets, whistles, bullos, &c., &c., *ad libitum*; added to the spread of commerce and the increase of population, have made the business man of to-day much more liable to dispute with his neighbour, than in the days when 'dispute' primarily meant 'fight.' To-day almost every man has had experience in matters of law,—this one to his loss,—that one to his advantage,—every one to the increase of his experience and consequent wisdom. Apart altogether from a spirit contentious, (which we will admit, for the sake of argument, to be on the wane,) men have more need to-day than ever of lawyers, not perhaps so much to defend or fight for them, as to determine what their rights really are. Carlyle says all disputes are founded in misunderstanding. This is true of disputes not otherwise founded. But perhaps the sage Carlyle would here add that the latter are *not* real disputes. Contentions founded in a desire for litigation, in fraud, insincerity, greed and the like are not disputes at all, because one party is shamming, and both know the true state of affairs. Disputes of this latter class may, in the millenium, (which has not yet arrived,) cease to exist, and a lucrative branch of the lawyers business suffer accordingly. But even were all mankind arrived at the apex of business integrity, and the indelible stamp of *bona fides*, good-will, candour and forbearance impressed on its necessarily soft face—yet the *real* disputes would remain—disputes founded in honest misconception, or lack of intelligence.

Those then who intend to educate mankind to do without lawyers, have a two fold work on hand. (1st) The heart must be made impervious to vice. (2nd) The head incapable of misconception or mistake. If the heart be first so dealt with, the minister of religion will become obsolete before the lawyer. If on the other hand, the head be in advance of the heart, (and perhaps it is so now,) still will the lawyer and divine go hand in hand through the world, mayhap unconscious of their close relationship, or perhaps like proud lovers, mutually unwilling to admit it,—adjusting,

discussing, determining, strengthening or guiding the imponderable rights, duties, prospects, hopes, fears or aspirations of their fellow men, for time, or eternity, as the case may be;—the lawyer working presumably for money, and perhaps for love; the divine presumably for love, and perhaps for money, and most probably, the one and the other, for a little or both, (fame and a good name left out);—very good work, if neither abuse his calling; if so equally, or perhaps, unequally, bad for the one and the other.

Again, the heart and the head of mankind may, in the countless future, both at once arrive at that ideal stage of excellence, when vice will be as impossible to the one, as mistake to the other; then neither divine or lawyer will be of use any more. This were a consummation devoutly to be wished. You will say, at any rate, as far as the lawyer is concerned, "amen." But for the encouragement of my fellow law students and myself, it is well to remember that this ideal age is a long way off, and in any event, the lawyer will be in at the death, to wind up the estate of deceased vice and stupidity, which, at that time, will probably have amassed considerable wealth.

The above theory, if correct, leads to the inference that litigation cannot be wholly avoided by arbitration awards or partnership articles; and practice has shown this to be the case,—litigation, or rather the absence of litigation depending ultimately not on words or rules, however definitely expressed, but on honesty, intelligence and perfect faculties. Systems of society have indeed been devised, which, amongst other blessings, hold forth that of freedom from lawyers. Most of these systems, I think, are still systems,—too good for this wicked world, and destined to die before the time, if ever, when they could be put in operation. Others again, seem to have been tried, somewhat on this plan.—Men bind themselves into a community governed by a constituted head; they work in common. They have no real estate, except what is held in common, each member holding a stock certificate for the amount originally contributed by him; the produce of their labour is

paid into a common fund; this fund is then distributed as wages in proportion to the amount of work done—except a reserve for the sick and incapable. The commercial world of the individual member is thus greatly narrowed, and consequently the liability to disagreement greatly lessened. As for the rest, the governing body, elected, I believe, by a kind of universal suffrage, acts as its own lawyer;—the whole a sort of a chosen serfdom, whatever its claims to liberty may be, or at best, a school, where unconsciously or otherwise men sacrifice their independence for the price, perchance, of an easy life. Such, perhaps, is the effect of M. Godin's French system, which seems to meet with some approval, as everything else does, in the United States. Few Canadians, I believe, will join.

Perhaps enough has been said on behalf of the graduating law class of 1890, to justify its existence. Lawyers are a fact, however we view the matter; nevertheless, it is perhaps worth noticing a possible contention of those who may say they are not a fact created by the necessity of the times. Thackeray, in his Book of Snobs, observes,—(1) "the public wants a thing, therefore it is supplied with it," or (2) "the public is supplied with a thing, therefore it wants it." The first of these alternatives has already been dealt with. The second, viz:—"that the public is supplied with a thing, therefore it wants it" should be a great source of comfort to intending lawyers, for, after all, it must be admitted that the public is pretty well supplied with them. Webster is quite right (I have no motive in flattering Mr. Webster, the man I mean is dead), in saying that the "top" is a roomy place; it is also a giddy, and sometimes a lonesome one, the more so the higher you go,—especially if one goes up all at once, like a balloonist, or like the frog in the fable and not step by step as a climber. Moral,—to be extracted. But, to come back to the supply and demand question. Why should not a new lawyer, with his faultless linen and cultured head; his fur-trimmed coat and his LL.B.; and possessed of at least two of the three parts, into which on the authority of Julius

Cæsar all Gaul is divided, should not this man or species of man create for himself a demand, just as well as a new Canada Pacific Railroad or a Sam Slick clock? I would ask you to consider here the following extract from a late English news budget, "A barrister of *thirty-five years standing* (mark the attitude) has recently been appointed usher of one of the High courts. Salary, twenty-five shillings a week, with a prospect of a rise to thirty shillings." Fellow-student, there is room at the top; but you cannot reach the top by "thirty-five years standing." You must not only be *up*, but also *doing*. May we all get something to *do*. But let no new lawyer in his anxiety to come before the courts, adopt the plan which is said to be sometimes followed in the Great Republic. The young aspirant, weary of waiting for clients in his office, thinks to gain some advantage by stepping out in the busy street and looking up and down in a wise manner, for some imaginary client who has failed to fill an imaginary appointment. (By the way, from his breast pocket protrudes a huge bundle of papers on which the only writing is an endorsement "Supreme Court," written so that he who runs may read.) Finally, he strikes with his cane or fist some harmless passer-by who has unwittingly brushed against him in the crowded thoroughfare. The passer-by brings an action for assault. The lawyer's aim is accomplished,—he gets his first case and, in obedience to the maxim, has a fool for his client. From a moral stand-point, this method is highly objectionable,—not to speak of the risk to one's health from trying it on the wrong man.

To approach nearer my duties as valedictorian, I shall try and speak for a while of Dalhousie, more or less historically. And, in this connection, I should like for your gratification to be able to say (what you doubtless invariably expect to hear on occasions like the present), that the past year marks an important epoch in the history of Dalhousie College. So I will look about for a mark. The DALHOUSIE GAZETTE of the 13th of last March furnishes it. "To-day our students are drawn, not alone from the Maritime Provinces, but also from the far distant Pacific shores, where

sunny foot hills run down to the North Pacific sea, and mighty Fraser meets the sun in many angles. For the first time in her history, Dalhousie this year confers the degree of L.L.B. on students residing outside the Maritime Provinces." Two British Columbians to-day graduate with us, one of whom in particular has, by his own act, estopped himself from denying a fraternal reference *publicis in comitiis*. This fair-haired child of the land of the setting sun, and his worthy countryman, their fellow class mates, without envy, cordially congratulate. Dalhousie is growing; she extends over Canada, and is beginning to feed the precocious young eagles of the United States with a meat, sufficient at least, for a not too famous digestion.

To the well wishers of Dalhousie we are friends, because we are indebted to them as well as to those who have given us financial aid. Though the liberality of George Munro and other benefactors has done much for her there is still much to be done. Many very clever and worthy youths throughout the country are unable to study for bursaries. Bursaries, in fact, require a partial college course before college is entered at all. A second George Munro is needed, not so much, perhaps, directly to befriend Dalhousie as to assist the academies and higher schools in the country to prepare men for college. The students of our county academies are much in the same position as that occupied by the students of Dalhousie before bursaries were granted. A very large proportion work their own way through, and many more would come through could they afford it. Assist lower education and you assist higher education, they are one and the same, and inseparable. But the educational structure like a stalagmite in a sunlit cave of unknown height, ever beautiful and complete, yet ever growing and never finished; reaching upward with reason piled on reason, or fact piled on fact and held together by the untiring invisible hand of 'cause and effect'—reaching upward to its counterpart and source, the stalactite of revelation and truth absolute, which is invisible, in the mist of its own brightness, to the eyes of all but the faithful; this sublime structure begins

at the bottom. Financial, as well as other considerations, shake the doctrine of the survival of the fittest. We get but the surviving residue as college students—a residue in many cases mentally inferior to their school mates left behind. Should a big heart and big purse soon again meet, it is hoped, in the interests of education, and of Dalhousie, that the county academies, and perhaps too, some of the common schools, will obtain a direct share of support, and thus carry on the work, and fulfil the object originally intended by George Munro,—the advancement of the schools throughout the country. This view it is believed, will appear all the clearer, when it is considered, that almost the only, if not the only avenue open to students without means, to obtain an education, is that afforded by entering the public service as a school teacher—the duties of whom, an admittedly small proportion, especially of younger students, are by inclination, nature or grace, fitted efficiently to perform.

To approach still nearer my duty, perhaps I had better 'reminisce,'—to coin a word for which, I think, there is no English equivalent. A contributor to the number of the DALHOUSIE GAZETTE to which I have already referred, and a member of the graduating Arts class of '82, whose happy style suggests his unsigned Irish name, in effect says "our class was the best that ever passed through the college." I think myself it was. That class inaugurated the 'procession' as a permanent institution; that class introduced the horn, the kazoo, and the organ-grinder; that class always attended the sleigh rides, and was possessed of many a demon of the 'scrimmage'; that class was deemed worthy to stand before the assembly of Kings,—as the Senate is styled somewhere in Roman history; men of the cloth they despised not, men of the cloth despised them not—Rory McFarlane, and Neil were their dearest friends; but most of all, that class began the movement, (I won't say how they began it,) which at a later day, resulted in the removal from the undergraduate, of the tattered and shredded remnants of that emblem of mock dignity, which for many years had hung upon his shoulders, and pursued him as with a 'whip of scorpions,'—the so-called gown; that class never studied;—that class was never plucked. I must not forget to add that one of the first lady students of Dalhousie considered a

certain member of the class of '82, worthy to be her friend and more, her husband. Need I go on:—it is unnecessary; the ladies must not be contradicted: the claims of the class of '82 are settled. So much for the vanities of memory. Modesty prevents me from praising any particular class in law? I will only say, ours is the largest.

Professors and Lecturers:

Some of us are former students in Arts of Dalhousie. It is therefore, perhaps, my duty to join my brother valedictorian in referring to one of your number to whom we have already bidden a last farewell—the Rev. Dr. Lyall, lately professor of Logic and Psychology. The impartial footstep falls on the threshold of the house of clay; the gentle spirit of the master is called forth; and it is gone. We offer to his memory the gift he most would prize, a grateful appreciation of his life and work. To you who are still with us perhaps no better tribute can be offered on behalf of a graduating class than the respect and esteem of its members—a respect and an esteem greater now than at any period of our course. To you we owe more than annual fees, even on the increased scale, could ever pay. We bid you not a final good-bye; we are ever your students as we are the children of our Alma Mater. We limit our allegiance only by the rule indulgently made for the freedom, not for the benefit, of graduates; we are required not to attend lectures, or pass sessionals any more.

Undergraduates in Arts:

The professors, every one of them, know more than any of you. If any sophomore (I was once a sophomore) thinks differently may he not die before he is undeceived, and may there be none among you who expects a long life from the fulfilment of this wish. The law students have always found you quite agreeable, their intimacy with you was too slight.

Undergraduates in Law:

You are perhaps too wise to need, or accept any advice; but don't depend too much on the head notes. Study most of the time, and don't smoke. (It is unnecessary to advise you not to drink or play cards.) We wish you well.

Fellow-Classmates:

We go to the wars—"in the world's broad field of battle." Some of us will win, let us hope all. Good-bye.

The Dalhousie Gazette.

Halifax, N. S., May, 1890.

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It will be decidedly to the advantage of the GAZETTE for Students to patronise our advertisers.

Contents.

	Page.
Arts Valedictory,	153
Law Valedictory,	157
Editorials,	162
Convocation,	163
Arts Faculty,	164
Medical Faculty,	166
College Notes,	166
Athletic Meeting,	167
Class of '90,	167
Acknowledgments,	168

WITH this number the duties of the present staff of editors as a body come to an end.

After an experience of one and in some cases two years, we are prepared to say that these duties, so far from proving burdensome have been most agreeable and profitable. During this time we have noticed with pleasure, a change of attitude in the students regarding the GAZETTE. We believe an increased interest is taken in its success, and notice a less inclination among students to decline appointments in connection with it. This is as it should be. It ought to be regarded as an honour to be chosen as an editor. The duties in connection with such a position interfere but little with the regular

college work, and all of us can testify to the advantages we have received from a performance of them. We realize as clearly as anyone can, that our efforts have have been weak, but we are convinced that if in time to come we should be called upon to do writing of any kind we shall be in a much better position to do so than if we had never had the honour of serving an apprenticeship on the DALHOUSIE GAZETTE. Such a training is we believe a fitting supplement to our English course, for what can be more important, after learning to appreciate good prose literature, than abundant practice in imitation of it? It is for this reason among others that we would urge upon the students in general, a more generous contribution in future to the pages of the GAZETTE.

In conclusion we have only to thank our many readers for the kindly reception extended to our paper during the session just ended. While there has often been ample ground for fault-finding, few complaints, if any, have reached us. Judging from the staff chosen for next year, we believe still greater success is in store for the GAZETTE. That such may be the case is our earnest wish.

WHILE the editors do by far the largest portion of the work in connection with the GAZETTE, it is well known that they are far from doing the whole of it, and the present staff feel that their duties were but imperfectly executed if they failed to make mention of the liberal contributions this year. While each and all contributors have our heartiest thanks two stand out so pre-eminently that we must make special mention of them. In the first number of this year we, in the name of the students, welcomed Dr. MacMechan to Dalhousie College, inviting his aid in our columns. In this, the closing number, we have to give him our earnest thanks both for direct assistance rendered and for the ever increasing interest he has shown in everything that pertains to our college paper. In the second instance we refer to Geo. Patterson LL.B., of New Glasgow, whose personals and other contributions have done so much to make the GAZETTE a success. Perhaps no department is more interesting to graduates than the personals and we know of no other so capable of writing them as the last named gentleman.

CONVOCATION.

The spring convocation has always been looked forward to with pleasant expectations by Dalhousie students old and new, and it is safe to say, judging from the large and enthusiastic audience which greeted this year's graduating class at the Academy of Music, that the exercises have become generally popular throughout the city. Be this as it may, convocation has come and gone and for a class of thirty-eight students, the closing scenes of a college course have been enacted—a consumation, no doubt, devoutly wished for by them for some time. This year's ceremonies were unusually interesting, and were free from the annoyances of previous occasions. We had jokes and lots of them, but horns, fire-crackers, etc., were conspicuous by their absence. The valedictories which we publish in this number were all that could be desired, and their authors may feel satisfied of this at least, that there classmates have no cause to regret the selection made. Further comment on what is considered a most successful convocation is unnecessary. The following programme is complete in itself:—

PROGRAMME.

OPENING PRAYER BY THE PRESIDENT.

PRESIDENT'S INTRODUCTORY ADDRESS.

DEGREES TO BE CONFERRED, VIZ. :—

BACHELOR OF ARTS:

- Campbell, Donald Frank East River, St. Mary's, N. S.
- Chapman, Adolphus Eugene Salisbury, N. B.
- Cogswell, George Alfred Port Williams, N. S.
- Fisher, James Mitchell Lower Stewiacke, N. S.
- Fulton, Eben Middle Stewiacke, N. S.
- Grierson, Robert Halifax, N. S.
- Laird, Alexander Sunbury, Ont.
- Lewis, Ernest William Moncton, N. B.
- McKay, Duncan Oliver Heathbell, Pictou Co., N. S.
- MacKinnon, John Archibald Cow Bay, C. B.
- Mackintosh, David Charles Springville, N. S.
- MacLeod, Frederick Joseph Charlottetown, P. E. I.
- Millar, George Tatamagouche, N. S.
- Rattee, Edward Joseph Clacton-on-Sea, Essex, Eng.
- Rowlings, George Anderson Row Musquodoboit Harbour, N. S.
- Schurman, George Wellington Freetown, P. E. I.
- Smith, Edmund Botterell Truro, N. S.

THE advance sheet of the new Calendar, containing the courses of studies, etc., is before us. Many important changes are announced some of which have already been referred to in the columns of the GAZETTE. In the classical course we take notice that extra work for first class distinction is made general throughout the four years course, and that candidates will be expected to translate an unseen passage, at all examinations except the first and second year matriculation. Both of these changes will commend themselves to all who wish to see our Arts course becoming more thorough from year to year.

In English the first year course is made more attractive, especially to Scotchmen, by the addition of Burns' *Cottar's Saturday Night* and *The Twa' Dogs*. We note with pleasure that the Third and Fourth Year English Class will be commenced next winter and continued through each succeeding session. The course announced for '90-'91, and '91-'92, (especially the latter) ought to make these classes very popular, and we have no doubt that very many of the students will take advantage of it, especially in the Fourth Year, when they are not compelled to pursue the study of Classics.

Probably the most significant change of all is the making of the whole fourth year course optional. This is a half-step in the direction of the suggestion in the last number of the GAZETTE, that English should be placed in the same position as Latin and Greek in the Third and Fourth Years.

Teachers holding Grade A, or B, Licenses of Nova Scotia, are exempted from certain subjects in the second and first year Matriculation Examinations. This we think is a wise provision, but the Faculty should not ignore the fact that some twenty-five or thirty students, come from the neighboring provinces of New Brunswick and P. E. Island, where the requirements for the corresponding grades of Licenses are equal, if not ahead, of those in Nova Scotia. No doubt, if students holding Licenses in either of these provinces would apply for the same exemption, it would be granted.

In this hurried review we may have omitted changes which are more noteworthy than some of those commented on, but we think we have called attention to the most important of them.

BACHELOR OF LAWS:

Armstrong, Bennett Hornsby....Halifax.
 Bowser, William John.....Kingston, Kent Co., N. B.
 Cahan, Charles Hazlitt, B. A.....Halifax.
 Fairweather, Fredk. Laurence....Sussex, N. B.
 Frame, Joseph Fulton.....Maitland.
 Hamilton, Charles Francis, B. A. North Sydney, C. B.
 Howay, Frederick William.....New Westminster, B. C.
 Huggins, William Hugh.....St. John, N. B.
 McBride, Richard.....New Westminster, B. C.
 McDonald, William, B. A.....Pictou.
 McPhee, Daniel Lochlan.....Little Bras d'Or.
 Mellish, Humphrey, B. A.....Charlottetown, P. E. I.
 Notting, Thomas.....Truro.
 Oxley, Charles Howard, B. A.....Oxford, N. S.
 Roberts, John Arthur.....Bridgewater.
 Robertson, Thomas Reginald, B. A. Annapolis.
 Stevens, Daniel Joshua.....Halifax.
 Sinclair, John Archibald.....St. John, N. B.

DOCTOR OF MEDICINE AND MASTER IN SURGERY.

Hedley Vicars Kent, Truro, N. S.

Certificate of Short Course in Journalism: Benjamin Darby
 Higgs, Charlottetown, P. E. I.

PRESIDENT'S ADDRESS TO GRADUATES.

MASTER OF ARTS.

James Festus Smith, B. A.....River Hebert, N. S.
 Robert James Burkitt, B. A.....Athenry, Ireland.

PRESTATION OF HONORS DIPLOMAS:

Greek and English—1st Rank, F. J. McLeod.
Mathematics and Physics—2nd Rank, G. A. R. Rowlings.
Experimental Physics and Chemistry—2nd Rank, D. O.
 McKay.

PRESENTATION OF DIPLOMAS OF GENERAL DISTINCTION:

First Rank: G. W. Schurman.
 Second Rank: E. W. Lewis.

PRESENTATION OF MEDALS:

Governor-General's Gold Medal: F. J. MacLeod.

PRESENTATION OF SPECIAL PRIZES:

North British Society Bursary: K. G. T. Webster.
 Waverley Prize: F. W. M. BAKIN.
 Early English Text Society's Prize: F. J. McLeod.
 New Shakespere Society's Prize: Miss S. E. Archibald.

VALEDICTORY ADDRESS FOR GRADUATING CLASS IN ARTS:

By Frederick J. McLeod.

VALEDICTORY ADDRESS FOR GRADUATING CLASS IN LAWS:

By Humphrey Mellish, LL. B.

ADDRESS BY D. ALLISON, ESQ., LL. D., SUP. OF EDUCATION.

BENEDICTION.

The following is the Pass List:—

ARTS FACULTY.

N. B.—The names are in order of merit.

LATIN.

FOURTH YEAR.

Class I.—Schurman, G. W.
 Class II.—Lewis, E. W.; Smith, Ed. B.
 Passed—Fulton, Eben; Cogswell, G. A.; Chapman, A. E.;
 McKinnon, J. A.

THIRD YEAR.

Class I.—Brehaut, J. W.; Robinson, C. B.
 Class II.—Stairs, H. B.; Jordan, E. J.; MacMillan, F. A.
 Passed—Thomson, J. W.

SECOND YEAR.

Class I.—McNeill, R.; Webster, K. G. T.
 Class II.—Macdonald, A. F.; Campbell, R. S.; Bakin, F. W.
 M.; Johnson, G. F.
 Passed—Weston, R. A.; Hill, A. R.; McKay, M. S.; Mac-
 Intosh, D. S.; Graham, R. H.; Archibald, Sarah E.; Weston,
 Clara P.; Sutherland, J. A.; Fullerton, Arch.; MacIntosh, J.
 A.; Logan, J. D.; McKeen, G. W.; Johnson, J. B.; MacDonald,
 A. J.; Douglas, E. A.; Pelton, C.; Doherty, Phil.; Caldwell,
 Lillian; Thompson, W. S.; Millar, Geo.; McKenzie, Alex.;
 Morrison, W. C.

FIRST YEAR.

Class I.—Logan, J. W.; Forbes, E. W.; McKay, T. C.;
 Martin, Albert; Ross, Hedley.
 Class II.—Robinson, D. M.; Mursay, Lucy C.; Dickie,
 Bessie.
 Passed—McDonald, Ida G.; McLean, C. A.; Finlayson,
 Duncan; McArthur, S. J.; Grant, Rob't. J.; Rankin, Jas.;
 Annand, E.; Barnstead, A. S.; Ross, Geo. E.; McKay, D.
 G.; Kellogg, May H.; O'Brien, R. F.; Jamieson, Harriet;
 Kirk, Jos. H.; McNutt, Elvin.

GREEK.

FOURTH YEAR.

Class I.—McLeod, F. J.
 Class II.—None.
 Passed—Grierson, Robt.; Rattee, E. J.; MacIntosh, D. C.;
 Campbell, D. F.

THIRD YEAR.

Class I.—Brehaut, J. W.
 Class II.—MacMillan, F. A.; Robinson, C. B.
 Passed—McLean, J. B.; Cox, G. H.; Oliver, A. C. L.; Moore,
 C. L.; West, T. F.; Tupper, J. W.; Goodwin, Emily.; McNaugh-
 ton, Eliz.; Kennedy, Jas. S.; McMillan, C. E.

SECOND YEAR.

Class I.—McNeill, R.; Macdonald, A. F.
 Class II.—Bakin, F. W. M.; Johnson, G. F.; Webster, K. G. T.
 Passed—Johnson, J. B.; Graham, R. H.; MacIntosh, J. A.;
 Archibald, Sarah E.; Logan, J. D.; Hill, A. R.; McKay, M. S.;
 Sutherland, J. A.; MacDonald, A. J.; Douglas, E. A.; Campbell,
 R. S.; MacIntosh, D. S.; McKenzie, A.

FIRST YEAR.

Class I.—Logan, J. W.; McKay, Thos. C.; Ross, Hedley.
 Class II.—Martin, Albert; Robinson, D. M.; Forbes, E. W.
 Passed—Barnstead, A. S.; Murray, Lucy C.; Dodge, G. B.;
 McKay, D. G.; Ross, Geo. E.; McLean, C. A.; Grant,
 Rob't. J.; Rankin, James; Annand, Edward; O'Brien, R. F.;
 McArthur, S. J.; McDonald, Ida G.; Tobin, W. R.; Jamieson,
 Harriet.

MATHEMATICS.

SECOND YEAR.

Class I.—Bakin, F. W. M.; Archibald, Sarah E.; Webster,
 K. G. T.; Weston, R. A.; Weston, Clara P.
 Class II.—Johnson, J. B.; Hill, A. R.
 Passed.—Macdonald, A. F.; MacIntosh, D. S.; Johnson, G.
 F.; McNeill, R.; Morrison, W. C.; Harrington, Emily;
 Macdonald, A. J.; (Douglas, E. A.; Graham, R. H.); McKay,
 M. S.; Sutherland, J. A.; Mahon, J. A.; MacIntosh, J. A.
 Passed in Geometry.—Caldwell, Lillian; Logan, John D.
 Passed in Trigonometry and Algebra.—Campbell R. S.; Mac-
 Kenzie, A.

FIRST YEAR.

Class I.—Grant, R. J.; MacLean, C. A.; McKay, T. C.;
 McDonald, Ida G.; Ross, George; Kellogg, May H.; Logan, J.
 W.; O'Brien, R. F.; Rankin, J.
 Class II.—McKay, D. G.; Mitchell, G. F.; Jamieson,
 Harriet.
 Passed.—Ross, Hagley; Finlayson, D.; Putnam, H.; Murray,
 Lucy C.; McArthur, S. J.; Arthur, George; Martin, A.;
 Barnstead, A. S.; Annand, Ed.; Robinson, D. M.; Kirk, J.
 H.; Keefer, R.; Fraser, J. G.; Fraser, J. M.; Forbes, Ed. W.
 Passed in Geometry.—Cameron, D. A.; Keating, C. S.;
 Murray, R. H.

MODERN LANGUAGES.

III. FRENCH CLASS.

Class II.—Pelton, Charles S.; Montgomery, J.

II. FRENCH CLASS.

Class I.—Brehaut, J. W.; Kellogg, May H.
 Class II.—Arthur, George; Weston, R. A.; Hobrecker, Clara
 C.; Cogswell, G. A.
 Passed.—Rowlings, G. A. R.; Weston, Clara P.; Fraser, J.
 G.; Chapman, A. E.; Mackintosh, D. C.

I. FRENCH CLASS.

Class I.—Hugh, D. D.; McNaughton, Eliz.; Goodwin, Emily
 M.; Liechti, Bertha.
 Class II.—Finlayson, Duncan; McCurdy, Jas. F.
 Passed.—Grierson, J. A.; Keefer, R. J.; Myers, J. S.; Keat-
 ing, C. S.

MATRICULATION EXAMINATION (Medical).

Class I.—Wallace, C. M.

III. GERMAN CLASS.

Class II.—Muir, Ethel.

II. GERMAN CLASS.

Class I.—Hobrecker, Clara C.; Liechti, Bertha; Logan, J. H.;
 Rattee, E. J.; Grierson, Rob.
 Class II.—MacLeod, Fred. J.; Smith, E. B.
 Passed.—Dickie, Bessie; Lear, G. A.; McKeen, Geo. W.

I. GERMAN CLASS.

Class I.—Baxter, Agnes; Tupper, J. W.; Arthur, George;
 Maclean, J. B.
 Passed.—Fraser, J. G.; McNutt, Elvin; Putnam, H.;
 Montgomery, J.

ETHICS.

Class I.—(Hugh, D. D.; Rattee, E. J.); Jordan, E. J.
 Class II.—Lewis, E. W.; Cogswell, G. A.; MacKinnon, J. A.;
 MacIntosh, D. C.; Miller, G.; Fisher, J. M.; Smith, E. B.
 Passed.—(Fulton, Eben; Grierson, R.) Laird, A.; Chapman,
 A. E.

METAPHYSICS.

Class I.—Hugh, MacRae, MacIntosh, Jordan, Robinson.
 Class II.—McMillan, (Lewis, Moore,) Fulton, Munro.
 Passed.—Muir, Ethel; Smith, MacLeod, Fraser, MacGlashen,
 (McCurdy, McLean,) Campbell, Morash.

LOGIC.

Class I.—Webster, K. G. T.; (Bakin, F. W. M.; Johnson, G.
 F.) (Harrington, Emily B.; Johnson, J. B.); Weston, R. A.
 Class II.—Weston, Clara P.; Archibald, Sarah E.; Logan,
 J. D.; McNeill, R.; Hill, A. R.; Lear, G. A.; Douglas, E. A.
 Passed.—(Macdonald, A. F.; Morrison, W. C.) (Graham, R. H.; Mahon,
 J. A.); Campbell, D. M.; MacIntosh, D. S.; MacDonald, A. J.;
 Campbell, R. S.; McKeen, G. W.; Fullerton, A.; Caldwell,
 Lillian
 Passed in Psychology.—Thompson, W. S.

SENIOR PHYSICS.

Class II.—Rowlings, G. A. R.
 Passed.—McKay, D. O.

DYNAMICS.

Passed.—Magee, W. H.; Baxter, Agnes S.

JUNIOR PHYSICS.

Class I.—Baxter, Agnes S.
 Class II.—West, T. F.; Magee, W. H.; Rolinson, C. B.;
 Stairs, H. B.; Moore, C. L.; (Cox, G. H.; MacLean, J. B.)
 McMillan, F. A.; McMillan, C. E.; Grierson, J. A.; Oliver, A.
 C. L.; Goodwin, Emily M.; Muir, Ethel; Kennedy, J. S.;
 MacGlashen, J. A.; Montgomery, J.
 Passed.—Campbell, D. M.; Thompson, F. W.; (Howatt, C.)
 McNaughton, Eliz.; McCurdy, J. F.; Munro, C.; MacRae, A.
 O.; Thompson, J. W.; Morash, A. V.

PRACTICAL CHEMISTRY,
Advanced.

Class II.—Campbell, D. F.

PRACTICAL CHEMISTRY.

Class I.—Magee, W. H.; Cox, George H.; McMillan, Chas.
 E.; West, T. F.
 Class II.—Oliver, A. C. L.; Burkitt, Robert; MacRae, A. O.
 Passed—Sutherland, J. A.

ORGANIC CHEMISTRY.

Class I.—Magee, W. H.
 Class II.—Campbell, D. F.; Thomson, J. W.

INORGANIC CHEMISTRY.

Class I.—West, T. F.; McLean, C. A.; Forbes, E. W.;
 Arthur, George; McKay, T. C.
 Class II.—Grant Robert, J.; Stairs, H. B.; Rankin, Jas.;
 Kellogg, May H.; Parker, Lewis W.; Robinson, D. M.; Barnstead,
 A. S.; Martin, Albert; Ross, George E.
 Passed.—Cameron, D. A.; McKay, D. G.; McDonald, Ida G.;
 Dodge, G. B.; Ross, Hedley; Mitchell, G. F.; Logan, J. W.;
 Finlayson, Duncan; McNutt, Elvin; Myers, Jas. S.; Tobin,
 W. R.; McArthur, S. J.; Hattie, J. H.; Keating, C. S.; Fraser,
 J. G.; Fraser, James M.; O'Brien, R. F.; Putnam, Harry;
 Annand, Edward; Kirk, J. H.; Harrington, J. G.; Keefer, R. T.;
 Murray, Lucy C.; Jamieson, Harriet.

BOTANY.

Class I.—MacRae, A. O.
 Class II.—Cox, George H.; McMillan, C. E.; Oliver, A. C. L.;
 Moore, C. L.; West, T. F.; Grierson, Rob't.; McKay, D. O.
 Passed.—Arthur, George; Thomson, J. W.; Cogswell, G. A.;
 Fraser, Jas. M.; Keating, Sedley, C.

HISTORY.**FOURTH YEAR.**

Class I.—Schurman, G. W.; Lewis, E. W.; Laird, Alex.; Campbell, D. F.
Class II.—Chapman, A.; Rattee, E. J.; McKay, D. O.; Cogswell, G. A.; Millar, Geo.; Fulton, Eben; Fisher, J. M.
Passed.—Grierson, Robert.

THIRD YEAR.

Class I.—Magee, W. H.; McRae, A. O.
Class II.—Harrington, Emily B.; Stairs, H. B.; McMillan, F. A.; Tupper, J. W.; Robinson, C. B.; Oliver, A. C. L.; McLean, J. B.
Passed.—Montgomery, Jno.; West, T. F.; Moore, C. L.; McNaughton, Eliz.; Muir, Ethel; Grierson, J. A.; McMillan, C. E.; Harrington, J. G.; Goodwin, Emily M.; MacGlashen, J. A.; Kennedy, J. S.; Morash, A. V.; Munro, C.; Cox, G. H.; Thompson, F. W.; McCurdy, J. F.

ADVANCED POLITICAL ECONOMY.

Class I.—(Schurman, G. W.; McKinnon, J. A.) Lewis, E. W.; Chapman, A. E.

POLITICAL ECONOMY.

Class I.—Hugh, D. D.; Jordan, E. J.
Class II.—(Munro, C.; Rattee, E. J.; Muir, Ethel; (Fulton, Eben; Mackintosh, D. C.)) Campbell, D. F.; McNaughton, Eliz.; Montgomery, John; MacGlashen, John.
Passed.—Grierson, J. A.; Smith, E. B.; Thompson, F. W.; Morash, A. V.; Goodwin, Emily M.; Harrington, J. G.

ENGLISH.**ADVANCED.**

Higgs, B. D.

SECOND YEAR.

Class I.—Archibald, Sarah E.
Class II.—Harrington, E. B.; Johnson, G. F.; Webster, K. G. T.; MacIntosh, D. S.; Hobrecker, Clara C.; Weston, R. A.
Passed.—McNeill, R.; Morrison, W. C.; MacIntosh, J. A.; McDonald, A. J.; Heustis, Lizzie S.; Graham, R. H.; Weston, Clara P.; McDonald, A. F.; Campbell, R. S.; Bakin, F. W. M.; Hill, A. R.; McKay, M. S.; Sutherland, J. A.; McKeen, G. W.; Mahon, J. A.; Johnson, J. B.; McKenzie, A.; Douglas, E. A.; Felton, C. S.

FIRST YEAR.

Class I.—Logan, J. W.
Class II.—Ross, H.; McKay, T. C.; Arthur, G.
Passed.—Forbes, E. W.; Rankin, J.; Ross, G. E.; McKay, D. G.; Hobrecker, Clara C.; Dickie, Bessie; Jamieson, Harriet; Barnstead, A. S.; Finlayson, D.; McArthur, S. J.; Murray, Lucy C.; Mitchell, G. F.; Grant, R. J.; Dodge, G. B.; McDonald, Ida G.; McLean, C. A.; Martin, A.; Kirk, J. H.; Lecht, Bertha; Parker, L. W.; Anand, Ed.; Kellog, May H.; McNutt, Elvin; Doherty, P.

MEDICAL FACULTY.

N. B.—The names are arranged alphabetically.

GENERAL PASS LIST.

Primary M. D. C. M. Examinations.—William Grant; Isaac W. Johnson; Thomas Walsh.
Final M. D. C. M. Examinations.—Hedley V. Kent.

SPECIAL PASS LIST.**PHYSIOLOGY, including Histology.**

Grant, William; Hamilton, Chas. H.; Johnson Isaac W.; McCharles, Rod'k. W.; Woodworth, Percy C.

CHEMISTRY, including Practical Chemistry.

Grant, William; Hamilton, Charles A.; Johnson, Isaac W.; McCharles, Rod. W.; Woodworth, Percy C.

ANATOMY, including Practical Anatomy.

Grant, William; Hamilton, Charles H.; Johnson, Isaac W.; Kent, Hedley V.; McCharles, Rod'k. W.; *Purcell, John M., *Including Histology.

MATERIA MEDICA, including Therapeutics and Pharmacy.

Grant, William; Hamilton, Charles, H.; Johnson, Isaac W.; McCharles, Rod'k. W.; Woodworth, Percy C.

BOTANY.

Chisholm, Alex. J.; Coady, Patrick; Dechman, Andrews A.; Densmore, Howard S.; Drysdale, George N.; Fairbanks, Harry G.; Irwin, Archer; McDonald, John C.; McAulay, Murdoch W.; Meyer, Edward J.; Morrison, D. H.; Rice, Frank E.; Turnbull, George D.

PRACTICAL CHEMISTRY.

Drysdale George N.; Walsh, Thos. W.

SURGERY.

Kent, Hedley V.

CHEMICAL SURGERY.

Kent, Hedley V.

MEDICINE.

Kent, Hedley V.

CLINICAL MEDICINE.

Kent, Hedley V.

OBSTETRICS, and diseases of women and children.

Kent, Hedley V.

COLLEGE NOTES.

The general students' meeting was held in the English class-room on Wednesday, April 16th, at 7.30 P. M. The attendance of students was not large, many having left the city as soon as examinations were ended. The treasurer's report showed a balance of over \$17.00 on hand. The following were elected editors of the GAZETTE for next year. *Literary Editors*:—J. W. Brehaut '91, A. O. Mac Rae '91, J. B. McLean '91, K. G. T. Webster '92, J. W. Logan '93, Lucy C. Murray '93. *Financial Editor*:—H. B. Stairs, '91. The editing committee was discontinued.

J. W. Brehaut and A. R. Hill were appointed respectively, President and Secretary of the students' meeting for next session.

ATHLETIC MEETING.

The spring meeting of the Athletic Association was held on Tuesday, April 22nd in the English class room. In the absence of President and Secretary J. A. McKinnon and C. E. McMillan occupied these offices temporarily. The Treasurers report was read by D. F. Campbell who reported a balance on hand of near \$40.00.

The following officers were elected for the ensuing year.

President, J. A. McKinnon.

Vice-President, R. H. Graham.

Treasurer, J. W. Logan.

Secretary, Robert Grierson

Executive Committee:—W. E. Thompson, Bill, J. G. Fraser, C. E. McMillan.

A vote of thanks was tendered to the retiring President Geo. Millar which was suitably acknowledged.

After discussing a few points as to next winters prospects, the meeting adjourned.

At a meeting of the Alumni Association on Wednesday April 23rd., the following officers were elected for the ensuing year:—

President.—Hon. D. C. Fraser, B. A.

Vice-Presidents.—H. W. C. Boak, C. H. Cahan, A. H. McKay, W. D. Cameron, Howard Murray.

Secretary.—Hector McInnes.

Treasurer.—Jas. A. Sedgewick.

Executive Committee.—A. A. McKay, W. B. Wallace, J. C. Shaw, Dr. J. G. MacGregor, W. R. Campbell.

Auditors.—H. Mellish, Alfred Crosley.

We are pleased to learn that Mr. Edward Fulton, B. A., '89, has been admitted to the senior year at Harvard, and will attend there next session. Mr. F. J. McLeod, B. A., '90, is contemplating a similar course. From the attitude we have taken this year regarding a post-graduate course, it is but natural that we should be hearty in congratulating both these gentlemen on the selection they have made.

CLASS OF '90.

D. F. Campbell will teach at Port Hawksbury. He expects to revolutionize Cape Breton in a very short time.

A. E. Chapman is a very uncertain quantity. He may study for a N. B. first class license.

G. A. Cogswell will likely dive into the deep things of philosophy at his home in Port Williams. His intentions are unknown—even to himself.

J. M. Fisher will go to Hopewell to preach the Gospel. We advise him to keep his eye on some seniors and juniors who rusticate there.

Eben Fulton has not yet made up his mind what to do. He will be back to the Medical College next winter.

R. Grierson is now busily engaged at revising McAlpine's directory and settling up the business of the GAZETTE. Pine Hill will be honored by his presence next winter.

Alex Laird will go to St. Johns, Newfoundland, as soon as he recovers from the shock received at convocation. He will assist some Presbyterian Divine in that city.

E. W. Lewis will likely study for a N. B. first-class license at his home in Moncton.

F. J. McLeod has gone home "with all his blushing honors thick upon him." Anyone who wishes to see Freddie next winter will likely have to go to Harvard.

D. C. MacIntosh will go to the mission field in Norton, Kings Co., N. B. Many students would like to hear Mac's first sermon.

D. O. McKay will be digging about the ruins of Louisburg, and in his spare moments will study a little sermon to deliver to the few fishermen, who according to history live there.

J. A. MacKinnon will begin to study law in Sydney as soon as his circuitous and mysterious wanderings *en route* are ended. We will have him back in the Law School next winter.

Geo. Millar will labor in the mission field at the N. W. Arm. It is not known whether he will take the big dog with him. As he will be near the city, we invite him to call at our *sanctum*.

E. J. Rattee goes to Owen Sound to assist his uncle. He will teach the people Greek and Philosophy as well as preach an occasional sermon.

G. A. R. Rowings has entered the law office of Russell and Congdon. Next year Row. will be a law freshman.

G. W. Schurman has already entered the law office of Borden, Ritchie, Parker and Chisholm. Lawn Tennis Boating, etc., etc., will take up many spare moments.

E. B. Smith has conquered the measles, and will teach as soon as he can find fit subjects, who are able to pay a high price for a genuine article.

ACKNOWLEDGMENTS.

Prof. Johnson, \$3.00; B. Dodge, J. P. Falconer, R. J. Macdonald, Rev. G. S. Carson, J. S. Sutherland, R. J. O'Brien, J. C. Shaw, Victor Coffin, Miss C. B. Harrington, W. B. Ives, F. W. Thomson, Hector McInnes, A. F. Macdonald, Eben McKay, Robert Landells, John Hood, Rev. E. S. Bayne, J. McG. Stewart and Jas. A. Sedgwick, each, \$1.00.

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Five Junior Exhibitions of the annual value of \$100, tenable for two years, and Ten Junior Bursaries of the annual value of \$100, tenable for two years to students entering the first year.

Five Senior Exhibitions of the annual value of \$100, tenable for two years, and Ten Senior Bursaries of the annual value of \$100, tenable for two years to students entering the Third year.

The Exhibitions and Bursaries are open to all Candidates. For particulars see Calendar.

SUBJECTS OF EXAMINATIONS For Junior Exhibitions and Bursaries - 1900-01.

LATIN - Caesar, Gallic War, Books II, and III. Virgil, Aeneid, Book II. Prose Composition: As in Arnold's Latin Prose Composition by Bradley, Exs. 1-44.

GREEK - Xenophon, Anabasis, Books IV, V, VI. Prose Composition: As in Fisher and Nicholson (A. Balbo, Kingston, Ont.), Exs. 1-23.

For 1901 - LATIN - Caesar, Gallic War, Books IV, and V. Virgil, Aeneid, Book II. Composition: As in 1900.

GREEK - Xenophon, Anabasis, Books V, VI, VII. Composition: As in 1900.

MATHEMATICS - Arithmetic: The ordinary rules of Arithmetic, Vulgar and Decimal Fractions, Proportion and Interest. Algebra: As far as Simple Equations and surds, with Theory of Indeterminate Numbers: First, Second, and Third Books of Euclid or the subjects thereof.

ENGLISH - Language, Grammar, Analysis, Writing from Dictation, Punctuation, Synthesis, Paragraphing, History and Geography: Outlines of English and Canadian History and General Geography.

*These text books are mentioned to indicate in a general way the extent of knowledge required.

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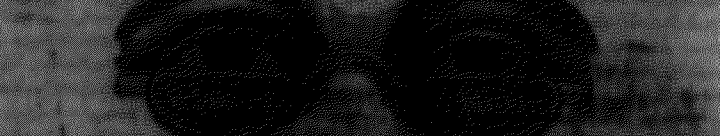
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