

The Dalhousie Gazette.

"ORA ET LABORA."

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It will be greatly to the advantage of the GAZETTE for Students to patronize our advertizers.

THE retirement of Professor Johnson will be a matter of regret to all students and graduates of Dalhousie. His old students will remember the Professor as one of the most kindly of men, who vainly endeavoured to conceal his good nature beneath the rind of cynicism and reserve. They will hear pleasant memories of his faithfulness and punctuality of thoroughness with which he took up his work, of the interest he took in student life in all its phases. They will remember him as one who was honest and conscientious, who was never suspected of a trace of partiality, who meted out justice with even hand.

Professor Johnson's classes were never in the estimation of any of the students included among the "snaps." The Prof. was a close marker. To take an exam. in classics under his regime was one thing; to pass it, another. You could not work off "glittering generalities" on the Professor, unless your answers were to the point, you might as well send in a blank sheet.

We hope that the "otium cum dignitate" which awaits the Professor in his retirement may be of many years' duration.

CONVOCATION PROCEEDINGS.

The afternoon of April 24th saw the Academy of Music crowded to the doors to witness our Convocation. The stage was filled with professors, graduates, governors and ministers, and in the audience the small but energetic band of undergraduates was very noticeable. Two features differentiate this from previous Convocations, the absence of Professor Johnson, and the admirable address given by Professor Macdonald, which was one of the finest ever delivered from that platform. As for the rest everything happened according to hoary precedent, some of the jokes being especially furnished by Dalhousie Convocations. But, with the possible exception of the President, all enjoyed it, and we already are on the watch for the next.

CONVOCATION PROGRAMME.

Opening Prayer by the President. President's Introductory Address. Degrees to be conferred.

BACHELOR OF ARTS.

Bigelow, Harry Veeder.....	Truro.
Brehaut, Ernest	Murray Harbor, P. E. I.
Crawford, James Andrew	Cardigan, P. E. I.
Fraser, Hugh McLeod	Pictou.
Grant, Melville Finlay.....	Cow Bay, C. B.
Grant, Milton Daniel.....	Hopewell, N. S.
Grant, Robert J	Sunny Brae, N. S.
Gray, William Smith	Hopewell, N. S.
Hebb, Bertha Boyd	Bridgewater, N. S.
Hobrecker, Clara Charlotte	Halifax.
Jamieson, Harriet Jane	Halifax.
Johnson, Ebenezer William	Upper Stewiacke.
Logan, Jotham Wilbert	Pictou.
Macdonald, Peter McLaren	Pictou.
Macintosh, John	Malagawatch, C. B.
Mackay, Angus William.....	Grand River, C. B.
Mackay, John Daniel.....	Earlton.
McKenzie, Ellen Margaret.....	Stellarton, N. S.
McPhee, Margaret Janet	S. River, Antigonish.
Milligan, George Seeton	St. John, N. B.
Murray, Robert Harper.....	Halifax.
Putnam, James Fleming	Maitland.
Ross, Mary Sophia.....	N. Bedeque, P. E. I.
Simpson, Francis Stuart	Halifax.
Smith, William Henry.....	New Glasgow.
Tattrie, George Phillips	River John, N. S.
Yorston, Frederick	Pictou.

BACHELOR OF LETTERS.

McDonald, Alexander Donald.....	Charlottetown, P. E. I.
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BACHELOR OF SCIENCE.

McKittrick, Frederick James Alexander.....	Kentville.
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BACHELOR OF LAWS.

Borden, Henry Clifford	Canning.
Copp, Arthur B.....	Jolicure.
Burns, Clement Scott	Halifax.
Graham, Robert Henry.....	New Glasgow.
Hewson, Edgar Hillis, B. A.....	Oxford.
Hill, William Arthur Gesener.....	Sydney.
Irving, Robert Archibald	Buctouche.
McDonald, Alvin Fraser, B. A	Hopewell.
Payzant, William Lewis, B. A.....	Halifax.
Robertson, Struan Gordon, B. A.....	New Glasgow.

DOCTOR OF MEDICINE AND MASTER OF SURGERY.

Cogswell, William Forlong	Port Williams, N. S.
Dechman, Andrew Arthur.....	Sherbrooke, N. S.
Hamilton, Annie Isabella.....	Brookfield, N. S.

Address to Graduates.

MASTER OF ARTS.

Archibald, Sara Elizabeth, B. A.....	New Glasgow.
Harrington, Emily Bevan, B. A.....	Halifax.
Logan, John Daniel, B. A.....	Pictou.
McArthur, Samuel Johnson, B. A.....	Sherbrooke, N. S.
Morton, Silvanus Archibald, B. A.....	Halifax.

PRESENTATION OF HONOURS DIPLOMAS.

Classics.—Brehaut, Ernest, High Honours; Logan, Jotham Wilbert, High Honours.

(Both attained Standard qualifying for Gold Medal.)

Mathematics and Mathematical Physics.—Ross, Mary Sophia, High Honours; McKittrick, Frederick James Alexander, Honours.

English and History.—Simpson, Francis Stuart, High Honours; Yorston, Frederick, Honours.

English and German.—Hobrecker, Clara Charlotte, Honours.

Philosophy.—Macintosh, John, High Honours; MacKay, Angus William, High Honours.

PRESENTATION OF DIPLOMAS OF GENERAL DISTINCTION.

Bigelow, Harry Veeder, With Distinction.

PRESENTATION OF SPECIAL PRIZES.

Avery Prize:—H. V. Bigelow.

Waverley Prize:—Douglas McIntosh.

North British Society Bursary:—Murray Macneill.

NOMINATION TO EXHIBITION OF 1851 SCIENCE SCHOLARSHIP.

F. J. A. McKittrick.

Valedictory Address for Graduating Class in Arts:—Frederick Yorston.

Valedictory Address for Graduating Class in Law:—R. Henry Graham.

Valedictory Address for Graduating Class in Medicine:—William Forling Cogswell.

Address by Rev. E. D. Millar, B. A.

BENEDICTION.

ARTS VALEDICTORY.

BY F. YORSTON.

Mr. President, and Professors, Classmates, Fellow Students Ladies and Gentlemen:—

Upon a bright September morning not many years ago, a scene of unusual interest might have been observed taking place in a large and handsome brick building on the out skirts of your fair city. During the early part of the morning in question, youths and maidens were wending their way hither from almost every direction. Some of a more composed and devout demeanour were journeying from the classic shades of Pine Hill, others, not looking so devout, but withal, having a certain air of gravity about them emerged from the depths of Plug Alley. There was yet another species. They could never be mistaken for theologians. Their countenances had in them even a peculiar air of mild ferocity. The most casual observer, looking at this band, could not fail to be convinced of the fact that in any encounter, they at least, would remain game to the end,—that no draw would result.

From Bauer Street these gentlemen came.

Thus from different directions many were filing into the hall of the aforesaid building, wonderment, astonishment and awe were depicted upon the faces of the occupants. Suddenly, a door on the left was thrown open, and the awe-struck whisperings were instantly silenced by a kindly faced gentleman, who, in a bluff burly manner, yet with the air of one possessed of authority, shouted in stentorian tones "this way ladies and gentlemen." After settling several matters of a financial character, they were peremptorily commanded to "sign the book." And a memorable transaction was complete.

For, ladies and gentlemen, though your imagination may be taxed to its utmost to believe it; though marvellous the change; yet, the fact remains, that those fragments of humanity congregated in the hall and office of Dalhousie University on that occasion were the Freshmen of 1890, the Seniors of 1894, here assembled to-day to bid you your farewell. The events which I have just described in your hearing constitute the first scene in a four years Drama, upon the last act of which the curtain falls to-day.

Many things have happened since then. The years have glided away with astonishing rapidity, bearing with them the joys and sorrows of university life. To-day, as "grave and reverend" seniors we look back with a sense of amusement on the infantile foibles of our Freshman and Sophomore years. We fervently hope, and, indeed have reasons for believing, that we

as a class have out-grown much of the verdancy which necessarily characterized our conduct at the outset of our university career.

In many respects, ours, is indeed a remarkable class. I remember so well the sneering manner in which the graduates of '91 were wont to refer to us a class, in our Freshman year. "Yes, the class of '94, H'm a very fine class, a great class indeed, numerically great," we have retained the distinction of being, at least, numerically a large class. The years which have flown by with such lightning-like rapidity have changed, very considerably the "personell" of our class. As usual, death has been busy among our numbers. In the first two years, we lost by the hand of the great destroyer. At that time we were not, as a class, so well acquainted with one another as we are to-day. The blow which fell in the death of Henry C. Dickson, last session, was one of a totally different nature. We all studied with him, we sat beside him in the lecture room, and together we encountered the difficulties of the examination hall. The gap made by his death can never be filled, and all we can do to-day is to pay a loving tribute to his memory. To know him was to respect him. We did more, we loved him.

Other causes helped to change the composition of the class. Some members dropped out; a few going into other years; others again never returning. One distinguished sophomore left us for the University of Edinburgh. Some few did not succeed in saving their intellectual scalps, but met their fate bravely on the battlefield in the Examination Hall.

Thus, in various ways, our class gradually grew less; on the other hand, however, we received additional strength from other years, and enough remains to-day to make the present class the largest one which has ever graduated in the history of Dalhousie College. But in addition to our numerical strength, we can claim, I think to be at least an average class as regards intellectual attainments. This opinion would seem to be confirmed by the very large number of students who voluntarily agreed to tread the thorny path of honours. Any one who has taken a special course in Dalhousie University will quite understand that such a path is not a primrose one, and yet, in this matter also, our class has an enviable reputation. A greater number graduate to-day with honours than at any previous time in the history of the University. Thus in these two particulars the numerical strength of the class, and in the number of graduates with honours we surpass all previous classes.

But having traced the history of "the class," a far more serious question confronts us. We know very well, that, in finishing our arts course to-day, we have yet to enter upon the real battle of life. We have wrestled with the many questions

propounded to us by flinty hearted professors, sometimes with success, more often, otherwise. But to-day we are conscious of facing the great problem,—the bread and butter problem. To attempt to solve this will engage the remaining years of our lives. But the benefit which we hope to have derived from our Arts Course lies in the fact that to-day we feel ourselves better equipped for the world battle than we were four years ago. This is the position we take regarding the question of university education. We are sensible that no considerable amount of information can be acquired in four years, in comparison with what remains. We agree with the quaint remark of the author of the old English poem, "The Wanderer" when he says:

"For a man may not have wisdom, before he possesses a deal of winters."

Even the industry of a long life can accumulate but little knowledge, comparatively speaking.

But we are convinced that, if our mental faculties have been stimulated or quickened; if our views have become broadened; if we feel ourselves the better able to exercise that sacred right of citizenship, the franchise; in short, if in any measure we are more capable of performing the duties of life, then, assuredly, the four years which we passed so pleasantly in the halls of Dear Old Dalhousie have not been lived in vain. But, glancing for a moment at the condition of our College life in general, we will find, I think, a most satisfactory state of affairs. I believe that during the past two years a great movement has been slowly, and silently, but surely going on in the university. The movement has been in the direction of progress. It may seem rather far fetched to compare it to that great awakening which took its rise in Italy, and is known as the Renaissance: I make the comparison, because every English student of Dalhousie is expected to be well acquainted with it (although I believe that the information did not help them much at the last examination). But, has there not been a great movement in college life, a blossoming forth in every direction; a fullness and vigour of college life, which perhaps has been lacking in former years.

This new birth, as it were, finds expression in many directions, chiefly in the support given to existing College Societies, and in the organization and maintenance of new societies; calculated to benefit both students and university. Continuing along the same line of thought, I would refer to the organization, and sustained interest in the Philomathic Society as evidence of this revival of interest in College affairs. When the P.S. was first organized, some doubts were felt as to its ultimate success. Its aims were felt to be somewhat pretentious and it was thought that, in order to make a success of it, perhaps more time would be required for the preparation of papers than could honestly be spared from the regular work of the University. But the P. S. has prospered, and seems to be steadily advancing in the esteem

of the students. The character of the work done is excellent. Any persons present at the last meeting of the Society,—when an evening was devoted to our Canadian Poets, will not need any additional proof of the great and growing popularity of this organization.

The present graduating class leave it their best wishes for continued prosperity.

It remained for a member of our class, but above all, a Vice-President of the Philomathic Society, to break through the barriers of reserve and exclusiveness surrounding the Nova Scotia Institute of Natural Science, and show the learned members shorter methods of scientific enquiry, and the excellent character of the work done in the physical laboratory of Dalhousie College.

The formation of the "Glee Club" is another evidence of this growth. This Glee Club has been most successfully conducted during the past session, and the noble manner in which the members attended practices, even with examinations approaching, enabled the first annual tour of the Province to be a most pronounced success. This trip should become a permanent institution. No better way could be devised for advertising the university. As retiring President of the Glee Club, I would take this opportunity of thanking the public of New Glasgow and Truro, for the generous manner in which they patronized our performances, I would, also, beg to thank those students who stood by the club through thick and thin and made possible the success, which I believe has crowned our efforts during the last session. We leave this Society, also, our best wishes for its continued prosperity.

But in yet another direction do we see this fullness and vigour of college life. I refer of course to the foot-ball field. Never before in the history of the university have we had such a glorious season as the last one. Both the junior and senior trophies were captured. It may be thought unnecessary to refer to this subject upon the present occasion. But I have thought that foot-ball occupies too prominent a position in our college life to pass it without a few remarks. For apart from its great value from a physical standpoint, it has, also, other features. No other college institution instils into a man such a love of his Alma Mater as foot-ball. One fairly glows with patriotic pride at the sight of the two crack teams meeting in a life and death struggle for supremacy. Without doubt the truest and indeed the most lasting friendships are made upon the foot-ball field, both within, and without the ropes. Our success was the result of several things: A skillful and energetic captain, a good executive, and the hearty co-operation and sympathy of the students, and the powers that be. The President, by the active interest and deep sympathy which he has always displayed in everything pertaining to foot-ball, has contributed very materially to the series of great victories which perched on our banners during the last session. A sport must have some subtle influence about it when it will constrain graduates of almost 30 years standing to leave their comfortable firesides, and travel a considerable distance to the telephone office through a heavy rainstorm, and patiently wait there no matter how long it may be, to hear the results of a foot-ball match. Our old Truro

graduates are made of such stuff, and, probably those in many other places also.

We congratulate the authorities on the improved financial condition of the college. Last summer a determined effort was made throughout the Province, and a large sum of money raised for the proper maintenance of the University. We read with regret of the financial difficulties of a neighbouring College. Only by the cordial support of the people of this Province, can Dalhousie be kept to the front. We look forward to the time when a satisfactory basis of agreement can be arrived at between the various institutions of the Province. Nova Scotia can support one good University, hardly more than that.

We congratulate the authorities and the students generally, upon the great improvement lately in college order and discipline. Scrimmaging has been to a large extent done away with. No recent attempt has been made to turn the College Reading Room into a bandstand, and no class with a speculative turn of mind has tried to make a corner in copper. For all these things we ought to feel profoundly thankful.

When, some time ago, a rumor spread that Prof. Johnson was considering the advisability of severing his connection with the university, a feeling almost akin to consternation filled the heart of every well wisher of Dalhousie. The rumour unfortunately proved correct, and to-day we have Professor Johnson sitting with us for the last time, probably, on the platform in his official capacity. To say that his retirement will be a loss to the university is to state the case very mildly indeed. For the last 30 years or more, he has devoted his life to our university affairs, and to-day his name is known throughout the length and breadth of the Province as a synonym for integrity and impartiality. Dalhousie College will indeed miss Professor Johnson. Those of us who were with the Glee Club on its first annual tour last week, had abundant evidence of the great popularity of our classical Professor in the country. We met old graduates everywhere, and no matter what the subject of conversation was,—politics or religion, very little time elapsed before we were besieged with enquiries as to Professor Johnson's intended retirement. Everywhere he was spoken of in the highest possible manner; everywhere a tribute was paid to the great services which he has been enabled to render to the University.

Perhaps some of you will remember a remark made by an English Professor during the past session: He said that the poet Keats had the soul of a Greek. Has not Professor Johnson, also, the soul of a Greek? and of a Roman too? For, in addition to his intellectual pursuits, has he not always taken the keenest interest and enjoyment in every branch of athletics in connection with Dalhousie College? Perhaps, one of the most frequent queries during the past month has been, what will our team do without Professor Johnson outside the ropes to spar them on. By his great interest and cordial support of the game, he has done a very great deal for College foot-ball. Why, it is even whispered that once a famous forward got $\frac{1}{2}$ of a point in Latin upon his general powers in the field. Even if this tradition be true, who can find any blame. We say rather that the Professor was right, and the forward was very lucky.

I know I am justified, to-day, on behalf of my classmates, and on behalf of the students of the University generally, in wishing Professor

Johnson every happiness during the remaining years of his life. Our best wishes follow him into his retirement.

During the past session another event happened, which caused much regret and sorrow in the University. I refer to the enforced absence of our genial Professor of Mathematics. It is needless to say that Professor McDonald has had the sympathy of the whole University in his illness. We rejoice with him in his partial recovery, and we hope that in the future he may be restored to his full strength. What would the Mathematical Department in Dalhousie College be without the presence of Professor McDonald? But we must draw these rambling remarks to a close.

Mr. President, and Professors:—In bidding you farewell, we feel that we are parting with friends. You have treated us with impartiality and fairness, and we cannot be too grateful for the trouble you have taken on our behalf. We leave you our best wishes for your future welfare.

Ladies and Gentlemen of Halifax:—In bidding you farewell, we are sensible of the many social courtesies you have extended to us during our four years stay among you. You have taken us as strangers into your homes. Many of you could not have received us with greater kindness had we been your sons or daughters, for this we will always remain grateful to you. We exhort you to cherish and support Dalhousie University. You are justly proud of your Park, of your Gardens, of the Military strength of your City. But, believe me you have far greater reason to be proud of your University; because it brings the greatest amount of good with the least amount of evil. On behalf of the class I will say that this is but an official farewell, of necessity, it is but a partial one, I have no doubt that many gentlemen on the platform this afternoon will complete the operation this evening. The scene then will probably be more affecting, more touching, than the public nature of this occasion will permit.

Classmates:—In saying farewell to you, we feel conscious of a peculiar feeling of sadness on this occasion. During our four years' residence together, we have made friendships, which, I have no hesitation in saying will be life-long. We have got so well acquainted with each other, that in the future every member of the class will retain an interest in the others career. As the time of my sojourning at Dalhousie University draws to a close, I have ever become more sensible of the honour conferred upon me in belonging to the class of '94, I am convinced that in the Arts graduating class on the platform this afternoon is the stuff of which famous men and women are made. Our relations with each other have always been of the most cordial nature. In the future, I shall always cherish the recollections of the four years that I have spent in your society.

And now a word to those students who still remain in attendance at Dalhousie College. One day you too will occupy these exalted seats, see that you are worthy to do so. And to fit you for the arduous nature of the task, I would bestow upon you one word of advice; emulate our characters. Follow the excellent example, that we have set before you. The pinnacle upon which this class stands is indeed a

lofty one, but it is also a lonely one. Few classes can attain unto it. You who remain have our best wishes for your future success. But always remember that in the words of the old poet,

"Though Father Time his footsteps ne'er restrains,
"And other College classes part and are no more,
"Yet on Fame's page shall still remain
"The golden, magic numbers, nine and four."

EXAMINATION RESULTS.

GENERAL PASS LIST.

For B. A. Degree.

FOURTH YEAR.—Bigelow H. V.; Brehaut E.; Crawford J. A.; Fraser, H. M.; Grant M. D.; Grant M. F.; Grant R. J.; Gray W. S.; Hebb Bertha B.; Hobrecker Cara C.; Jamieson Harriet J.; Johnson E. W.; Logan J. W.; Macdonald P. M.; Macintosh J.; Mackay A. W.; Mackay J. D.; Mackenzie Ellen M.; McPhee Margaret J.; Milligan G. S.; Murray R. H.; Putnam J. F.; Ross Mary S.; Simpson F. S.; Smith W. H.; Tattie G. P.; Yorston F.

THIRD YEAR.—Aitkin T. D.; Archibald Adams D.; Bent Tillie A.; Butler G. K.; DuChemin H. P.; Foster A. H.; Frame D. A.; Fraser D. A.; Hepburn W. M.; Jordan E. E.; Lawson T.; Layton J. S.; Macdonald Blanche; Morton R. F.; Robins E. P.; Ross Jennie W.; Stirling J.; Strathie R. G.; Trefry J. H.

SECOND YEAR.—Baker Emma; Cock D. G.; Cumming Bessie A.; Cumming M.; Currie W. D.; Davidson Lilla; Douglas J. R.; Grant G. A.; Hill A. M.; MacGregor R. M.; McIntosh D.; McKay Mary A.; McKay W. R.; Macneil M.; Murdoch W. C.; Murray L. W.; Robb A. F.; Ross W. D.; Sutherland G. A.; Sedgwick W. M.

FIRST YEAR.—Archibald H. F.; Burchell C. J.; Coffin R. L.; Farquharson W. O.; Faulkner E. R.; Hetherington Eva; McLean S. C.; Macleod G. S.; McKay Ira; Maxwell G. H.; Miller, J. R.; Morton, J. R.; Murray J. T.; Pyke H. E.; Reid D. M.; Smith P. J.

For B. L. Degree.

FOURTH YEAR.—McDonald A. D.

THIRD YEAR.—Currier F. A.

SECOND YEAR.—Hill Amy; Marshall Lillian E.

FIRST YEAR.—Stephen H. W.

For B. Sc. Degree.

FOURTH YEAR.—McKittrick F. J. A.

THIRD YEAR.—Forrest W. D.; Lange K. C. A.

SECOND YEAR.—Macdonald W. A.

FIRST YEAR.—Chamberlain W.

SESSIONAL EXAMINATIONS.

MATHEMATICS.

FIRST YEAR: *Class I*—McLean, S. C.; Smith, Percy J.; Reid, D. M. Macdonald, A. J.; McKay, A. L.; Burchell, C. J.; Archibald, H. T.; McKay, Ira. *Class II*—Chamberlain, W. T.; Archibald, E. H.; Farquharson, W. O.; Dakin, W.; Burns Miss W.; Ross, Ar.; Blair, A. P.; McOdrum, D.; McLellan, L. B.; Miller, J. R.; Murray, J. T.; Young, M. R.; Archibald, O. M.; Maclean, L. A. *Passed*—Grant, Miss Minnie; Morton, J. R.; Hetherington, Miss E.; Faulkner, E. R.; Fisher, A. F.; Pyke, H. E.; Thompson, Miss M.;

Maxwell, G. H.; Maxwell, Miss E.; Waddell, W. H.; Keddy, D. R.; Macleod, G. S.; Hattie, R. M.; Coffin, R. M.; Clark, H. M.; Stephen, H. W.; Denoon, A. H. *Passed in Geometry*—Rand, Miss A.; Conrod, R.; Borton, F.; Chisholm, Miss W. *Passed in Algebra*—Pearson, G. F.

SECOND YEAR: *Class I*—McNeil, M.; Mackintosh, D. *Class II*—Bell, J. Cumming, M.; Benoit, Sedgewick, W. *Passed*—Sutherland, G. A.; Ross, W. D.; Murdoch, W. C.; Grant, G.; Cock, D. G.; MacKay, W. R.; Davidson, Miss Lilla; Fraser, A. L.; McGregor, R. M.; Currie, W. D.; Mahon, H.; Marshall, Miss L.; Crockett, A. E.; Murray, J. C.; Baker, Miss Elma; Macdonald, W. A.; Douglas, J. R.; McKay, Miss Mary; Robb, A. F.; Campbell, A. H.; Hill, A. M.; Irving, T.; Cumming, Miss B.; Murray, L. W.; Ross, D. C. *Passed in Geometry*—McRae, D. M.; Stirling, A. D.; Johnston, J. R.

ENGLISH.

FIRST YEAR: *Class I*—Murray, J. T.; Archibald, H. T. and McOdrum, D. equal. *Class II*—Without the additional work.—Burns, W.; Saunders, G. H. P.; Smith, P. J.; Crockett, A. E.; Coffin, R. L. and Lawson P. F. equal; Macdonald, A. J.; Clark, H. M.; Fisher, A. and Mackay, I. equal. *Passed*—Burgoyne, D. S.; Macleod, G. S.; Reid, D. M.; Chamberlain, W.; Dakin, W.; Miller, J. R.; Conrod, R.; Morton, J. R.; Rand, A. M. and Ross A. equal; Faulkner, E. R.; Denoon, A. H. and Grant, M. S. and Maclean, S. C. and Young, W. equal; Burchell, C. J. and Chisholm, W. B. and Thompson, M. equal; Hattie, R. M.; Farquharson, W. D. and Keddy, D. R. equal; Archibald, O. M.; Slayter, J. M.; McKay, A. L. and McLean, L. equal; Waddell, W. H.; MacLellan, L. B. and Murray, R. P. equal; Pyke, H. E. and Stephen, W. H. equal; Blair, A. D.; Pearson, G. F.

SECOND YEAR: *Class I*—MacGregor, R. M.; Cumming, B. A.; Sedgewick, W. M. and Ross, W. D. equal. *Class II*—MacTavish, N. D.; Burns, W. G.; Dickie, G.; Hetherington, E.—Without additional work.—Morrison, J. S. M.; Kirk, J. H. and Bell, J. equal; Grant, G. A.; Baker, E.; Robb, A. F.; Forrest, B.; Murdoch, W. C. *Passed*—Irving, T.; Cumming, M.; MacKay, W. R.; Hill, A. M.; Davidson, L. and Murray, L. W. equal; Lawson, P. F.; MacKay, M. A.; Campbell, A. H. and Cummings, A. G. and Forrest, M. equal; MacNeill M.; Marshall, L. and Murray, J. C. equal; Benoit, J. A. and Sutherland, G. A. equal; Cock, D. G.; MacIntosh, D.; Mahon, H. E.; Macdonald, W. A.; Currie, W. D.; Johnston, J. R. and Stirling, A. D. equal; Douglas, J. R.

SENIOR ENGLISH.

Class I—Yorston, F.; DuChemin, H. P.; Hobrecker, C. C.; Simpson, F. S. *Class II*—MacPhee, M. J.; MacKenzie, E.; Moseley, M. T. Without the additional work.—MacKay, A. W.; Fraser, A. L.; Milligan, G. S.; Macintosh, J.; MacKay, J. D.; Church, N. E.; Fraser, D. A. and Macdonald, P. M. and Gray, W. S. equal; Brehaut E. and Butler, G. K. equal. *Passed*—Ross, J. W.; Fraser, H. M. and Hebb, B. B. equal; Stirling, J.; Trefry, J. H.; Bent, J. A. and Grant, M. F. equal; Jamieson, H.; Grant, R. J.; Jobb, F. L. and Moody, M. H. equal; Gunn, A. D.; Layton, J. S. and Macdonald, A. D. equal; Currier, F. A.; Johnson, E. W.

HISTORY.

THIRD YEAR: *Class I*—Trefry, J. H.; Hepburn, W. M.; Ross, Jennie W.; Fraser, D. A.; McIntosh, C. D. *Class II*—Frame, D. A.; Archibald, Alex. D. *Passed*—Foster, A. H.; Bent, Tillie A.; Layton, J. S.; Archibald, A. G.; Strathie, R. G.; Aitken, T. D.; Morton, R. F.; McKay, W. P. and Gunn, A. D. equal; Currier, F. A.; McNairn, W. W.; Smith, Alex.; Cropper, J. B.

FOURTH YEAR: *Class I*—Yorston, Fred.; Simpson, F. S.; McKenzie, Ellen. *Class II*—McPhee, Margaret; Hebb, B. B.; Gray, W. S.; Murray, R. H. *Passed*—Smith, W. H.; Grant, M. D.; Fraser, H. M.; Jobb, F. L.; Crawford, J. A.

ADVANCED POLITICAL ECONOMY.

Class I—Mackintosh John and McKay, A. W. equal. *Class II*—Bigelow, H. V.; Putnam, James; Morrison, J. S.; Johnson, E. W. *Passed*—Murray, R. H.; Gunn, A. D.

POLITICAL ECONOMY.

Class I—Trefry, J. H.; Robins, E. P.; McKenzie, Ellen; Ross, Jennie W. *Class II*—Foster, A. H.; Fraser, D. A.; McIntosh, C. D.; McPhee, Margaret; Strathie, R. G. *Passed*—Archibald, A. D.; McNairn, W. W.; Archibald, Adams; McKay, W. P.; Smith, Alex.

ORGANIC CHEMISTRY.

Class I—Lange, Kristian; Forrest, Wm. Duff.

INORGANIC CHEMISTRY.

Class I—Crockett, A. Edwin; McLean, S. C.; Denoon, A. H.; Archibald, Herbert T.; Burchell, C. J.; Chamberlain, W. F.; Murray, J. T. *Class II*—Fisher, A. F.; Hattie, R. M.; Coffin, R. L.; Rand, Annie M.; Mackay, A. L.; Miller, J. R.; McLeod, G. S.; Ross, Arthur; Clark, H. M.; Grant, Minnie S.; MacKay, Ira; McDonald, A. J.; Faulkner, E. R.; McOdrum, D.; Nissen, J. M.; Maclean, L. A.; Smith, Percy J.; Young, M. R.; Reid, D. M. *Passed*—Blair, A. D.; Archibald, O. M.; Farquharson, W. O.; Maxwell, G. H.; Dakin, William; Waddell, W. H.; Thompson, Margaret; Keddy, D. R.; Morton, J. R.; Stephen, H. W.; Conrod, R.; Ruggles, R. S.; Pyke, Harris O.

PRACTICAL CHEMISTRY (ADVANCED.)

Class II—Forrest, W. D.; Lange, K. C. A.; Putnam, James F.

PRACTICAL CHEMISTRY (SYSTEMATIC.)

Class I—McKay, W. P.; MacKenzie, Ellen; Chamberlain, W. F.; McIntosh, Douglas; Fraser, D. A.; Jordan, E. E.; McTavish, N. D.; Lawson, Thomas; Nissen, J. M. *Class II*—Moody, Maggie H.; Crockett, A. Edwin; Fraser, Hugh; Gray, W. S.; Hebb, Bertha B.; Layton, J. S. *Passed*—Macdonald, W. A.

JUNIOR PHILOSOPHY.

Class I—*Cumming, Bessie; *Cumming, Melville; *Macgregor, R. M.; *Robb, A. F. *Class II*—*MacNeill, M.; *McTavish, N. D.; *Hill, Amy; Lange, K. C.; Baker, Elma; Bell, J.; Grant, G. A. *Passed*—McKay, W. R.; Sedgewick, W. M.; Hill, A. M.; Ross, W. D.; Campbell, A. H.; Sutherland, G. A.; Leichti Bertha, Burns, Winnifred; Mahon, H. E.; Morrison, M.; Davidson, Lilla; Currie, W. D.; Cock, D. G.; Mackay, Mary A.; Stirling, A. D.; Murray, J. C.; Forrest, W. D.; Benoit, A. J.; Murray, L. W.; Irving, G.; Douglass, T. R.; Moody, M. H.; Murdoch, W. C.; Marshall, Lillian, MacRae, D. M.

SENIOR PHILOSOPHY.

Class I—*Mackay, A. W.; *Mackintosh, John; *Robins, E. P.; *Strathie, R. G.; *Ross, Jennie W.; *Stirling, John. *Class II*—*McPhee, Margaret; *Hepburn, W. M.; Foster, A. H.; *Jamieson, Harriet. *Passed*—McDonald, P. M.; Fraser, A. L.; Frame, D. A.; Arthur, George; Tattrie, G. P.; McNairn, W. W.; Mitchell, G. F.; McIntosh, C. D.; Johnson, E. W.; Archibald, Adams D.; Currier, F. A.; Smith, Alexander; Aitken, T. D.; Archibald, Alexander D.

MORAL PHILOSOPHY.

Class I—*Stirling, John; *Robins, E. P.; *Mackay, J. D.; *Grant, M. F. *Class II*—Smith, W. H.; *McPhee, Margaret. *Passed*—Grant, R. J.; Jamieson, Harriet; Putnam, J. F.; Mackenzie, Ellen; Johnson, E. W.; Murray, R. H.; Grant, M. D.; Macdonald, P. M.; Milligan, G. S.; Tattrie, G. P.; Jobb, F. L.; Parker, L. W.; Crawford, J. A.

EDUCATION, (HISTORY AND THEORY.)

Class I—Murray, Lucy C. B. A.; McTavish, Neil D. *Class II*—Benoit, A. J. *Passed*—McLeod Linnie.

SENIOR PHYSICS.

Class I—Jordan, E. E.; Macdonald, Blanche. *Class II*—Lawson, T. *Passed*—McKittrick, F. J. A. and Ross Mary S. equal; Putnam, J. F.

*Took additional work.

JUNIOR PHYSICS.

Class I—Jordan, E. E. *Class II*—Macdonald, Blanche, Foster, A. H.; Hepburn, W. M.; Fraser, D. A. *Passed*—Lawson, T.; McIntosh, D.; Frame, D. A.; McTavish, N. D.; Macdonald, W. A.; Stirling, J.; McNairn, W. W.; Strathie, R. G.; Ross, Jennie W.; McIntosh, C. D.; Morton, R. F.; Trefry, J. H.; Hill, Amy; Currier, F. A.; Bent, Tillie A.; Archibald, Adams D. and Layton, J. S. equal; Johnson, J. R.; Smith, A. *Passed in Experimental Physics*—Benoit, J. A.

PRACTICAL PHYSICS.

Class I—McKittrick, F. J. A.; Putnam, J. F. *Class II*—Grant, M. D. *Passed*—Lange, K. C. A.; Forrest, W. D.

BOTANY.

Class I—Gordon, G. S.; Johnson, E. W. *Class II*—Moody Maggie H.; Lange, K. C. A. McKay, Angus W.; McIntosh, John; Morton, R. F. *Passed*—Waddell, W. H.; Archibald, A. D.; Archibald, O. M.

LATIN.

FOURTH YEAR: *Class I*—Brehaut, E. *Class II*—Gray, W. S.; Fraser, Hugh; Grant, M. D. *Passed*—Hebb Bertha.

THIRD YEAR: *Class I*—DuChemin, H. P.; Butler, G. K.; Church, Nina. *Class II*—Hepburn, W. M.; Layton, J. S. *Passed*—Fraser, D. A.; Morton, R. F.; Trefry, J. H.; Currier, F. A.; Bent, Tillie.

SECOND YEAR: *Class I*—Grant G.; MacNeill, Murray. *Class II*—Ross, W. D.; Cummings, Bessie; Baker, Elma. *Passed*—Hill, A. M., Cumming, Mel.; Mitchell, G. F.; Robb, Alex.; Sutherland, G. A.; MacGregor, R. M.; Fraser, A. L.; Murdoch, Wm.; Murray, L. W.; Douglas, J. R.; Cock, D. G.; Sedgewick, Wm.; McKay, W. R.; McKay, Mary; Currie, W. D.; Davidson, Lilla; McRae, D. M.; Morrison, W.; Mackintosh, D.; Dickie, Gord; Cummings, A. G.; Stirling, A. P.

FIRST YEAR: *Class I*—Coffin, A. L.; McKay, Ira; Archibald, Herb.; Miller, J. R. *Class II*—Burchell, C. J.; Faulkner, E. R. *Passed*—Morton, J. R.; Smith, Percy; Murray, J. T.; Farquharson, W. O.; Ross, Arthur; Denoon, A. H.; Maxwell, G. H.; Maxwell, Ellen; Rand, Annie; McLean, S. C.; Keddy, D. R.; Dakin, W.; Pyke, Harry; Reid, D. M.; Young, M. R.; MacLeod, G. S.; McKay, A. L.; McOdrum, D.; Conrod, Ralph; Hetherington, Eva; McLellan, L. B.; Thompson, Margaret.

GREEK.

FOURTH YEAR: *Class I*—Brehaut, E. *Class II*—Fraser, Hugh; Gray, W. S. *Passed*—Hebb Bertha.

THIRD YEAR: *Class I*—DuChemin, H. P.; Butler, G. K.; Ross, Jennie; Hepburn, W. M. *Class II*—Church Nina. *Passed*—Layton, J. S.; Stirling, J.

SECOND YEAR: *Class I*—Grant, G.; MacNeill, Murray. *Class II*—Cumming, Mel. *Passed*—Fraser, A. L.; Sutherland, G. A.; Murdoch, W. C.; Robb, Alex.; Murray, L. W.; Douglas, J. R.; Hill, A. M.; Cumming, Bessie; Baker, Elma; Ross, W. D.; Davidson, Lilla; Cock, D. G.; Currie, W. D.; McKay, W. R.; MacGregor, R. M.; Stirling, A. P.; Murray, J. C.; McKay, Mary.

FIRST YEAR: *Class I*—Archibald, H. *Class II*—Coffin, R. L.; Faulkner, E. R.; McKay, Ira; Miller, J. R. *Passed*—Farquharson, W. O.; Smith, Percy; Denoon, A. H.; Clark, H. M.; Maxwell, G. H.; McKay, A. L.; Morton, J. R.; Keddy, D. R.; Reid, D. M.

FRENCH.

THIRD FRENCH: *Class I*—Morrison, J. S. M. *Passed*—Johnston, J. R.; Gunn, A. D.; McDonald, A. D.

SECOND FRENCH: *Class I*—Ross Mary S.; Bigelow, H. V.; Benoit, J. A. *Class II*—Hill Amy; Bell, J. *Passed*—Marshall, Lillian E.; Jamieson, Harriet; McKay, W. P.; Hetherington, Eva F.; Sedgewick, W. M.; Mahon, Harry; Chisholm, Winnifred B.; Macdonald, W. A.; McIntosh, D.; Cummings, A. G.

FIRST FRENCH: *Class I*—Burchell, C. J.; McLean, S. C.; Murray, J. F. *Class II*—McLeod, G. S.; Grant, Minnie S.; Chamberlain, W. F. *Passed*—

Saunders, Grace ; Morton, R. F. ; Stephen, H. W. ; Blair, A. W. ; Waddell, W. H. ; Crockett, A. E. ; Burgoyne, D. L. ; Pyke, H. E. ; Moody, Maggie H. ; Lawson, P. F. ; Pearson, G. F. ; Archibald, E. H.

GERMAN.

THIRD GERMAN : *Passed*—Forrest, W. D.

SECOND GERMAN : *Class I*—Lange, Kristian C. A. *Class II*—Maxwell Ella ; Marshall, Lillian ; Johnston, James R. ; Saunders, Grace. *Passed*—Hill, Amy ; Dickie, Gordon ; Yorston, Fred ; Simpson, F. S. ; McKay, W. P. ; McDonald, A. D.

FIRST GERMAN : *Class I*—Ross, Jennie W. ; Archibald, O. M. ; Bent, Tillie A. *Class II*—Robins, E. P. *Passed*—Thompson, Margaret ; Gunn, A. D. ; Stephen, H. W. ; Hattie, R. M. ; Chisholm, Winnifred B. ; Moody, Maggie H. ; Lawson, P. F.

SPECIAL GERMAN.

Class I—Hobrecker, Clara C. ; Leichti, Bertha.

THE PSYCHOLOGY OF EXAMINATIONS.

In this enlightened age in which the scientist leaves no stone unturned, and every day brings with it the solution of some mystery, the thoughtful undergraduate has thus far looked in vain for the solution of that supreme mystery,—the mystery of examinations. It is the object of the present article to throw some light upon this all important subject.

The term "examination," as here used, means an inquiry into the acquisitions of students by means of an outward process, this outward process being accompanied by a series of mental states, (a) in the examined, (b) in the examiner, the phenomena of the mind during the examination, as well as the outward process being shrouded in mystery.

I. An examination is mysterious in its origin. We are indebted to an incident which occurred in the Library of Dalhousie College and University for an insight into this mysterious origin. Two of the Professors discussing their probable amusements for the coming summer, which amusements necessitated the taking of some books from the University Library, the one suggested that the other take the books without further delay, "Oh," was the answer, "I'm too busy now 'secreting' questions for examinations. Thus it is evident that examinations in their origin do not depend upon reason, but are "secreted" like water squeezed out of a sponge.

The questions which constitute the examination are "secreted" after long and patient labor from the mass of intellectual matter the students are supposed to have assimilated. The professor sits in his study, alone, alone so far as the eye of man can perceive, yet who knows but that the spirit world has sent its wisest messengers to aid the inquiry into human knowledge, how else can the evolution of questions be explained. These airy messengers cross the study threshold with noiseless steps,

the professor neither hears nor sees them, the fire upon the hearth is cold, and its silence is unbroken save by the clock upon the wall. The professor sits at his desk wrapped in thought, suddenly he begins to write vigorously, the spirit world has exerted its power, and the professor sets before him the question which will test the knowledge of each student to the utmost, which will make glad the heart of the "plugger," and cause the idler to repent and go loafing no more.

So much for the evolution of questions, the professor in his study with the whole spirit world to back him is a mysterious being, but not more mysterious than terrible when he appears in the Examination Hall upon the appointed day.

II. The gong sounds, the students enter the Hall of Terror and take their places. The professors in their long black gowns move mysteriously about dispensing pens and paper. For a few moments there is talking and laughter,—then the papers with their test questions are put before the students, and smiles and talking stop together ; one student looks grave, another thoughtful, another self-satisfied ; for two, three or even four hours pens are busy, and silence reigns. This is the outward process called an "examination."

III. This outward process is accompanied by a series of mental states, (a) in the person examined. The ordinary student enters the Examination Hall in fear and trembling, but he is so much the man that he would not be thought an emotional being, and talks and jests with an apparently stoical indifference to examinations and results. When the examination papers have been distributed an indescribable feeling of loneliness comes over the student—his fellows are preoccupied, each measuring his chances, there is no longer any need to keep up appearances,—for he is alone with himself with his fate in his hands. The behavior of a student in this situation is necessarily modified to a large extent by his individuality, yet men are sufficiently alike to admit of classification as excitable and non-excitable beings. To the excitable student the knowledge that he holds his fate in his hands is sufficient cause to make every nerve tense with excitement, nor has the spirit-world any winged messengers who might whisper to him that the end of life is other than the results of an examination. For a few seconds that seem hours he stares at that piece of printed paper, and then dashes at the first question. If he can answer this, all goes well, and reason gradually assumes its dominion, but if not, "oh ye gods and little fishes," if not ! he is irrevocably lost.

To the cool, clear headed student, the sight of an examination paper brings no such mental agony, he reads over and carefully weighs each question, if he considers the paper satisfactory he sets to work with a will, if he considers it beneath contempt, *i. e.*, beyond the range of his knowledge, he struggles

for his life with cool determination, and then, "If we fail, we fail."

IV. The ordeal over, the professors are given a chance to exercise their ingenuity. Examination again commences, but the process is different. Once more before doom is pronounced, the professor sits alone in his study, but alas, for the wretches who are fated to destruction! the spirit-world has no help to give, and oftentimes the theory that professors in their manner of working follow the example of Caliban, as set before us in Browning's poem, seems to be only too true. Just as Caliban allowed twenty crabs to pass and stoned the twenty-first, so the professor with the list of names before him dooms one here, one there, guided only by his fancy. Other theories have been advanced such as dooming by "Iass," measuring examination papers by the yard-stick, or being guided in decision by a study of the Psychology of dreams, but all these theories have thus far escaped the investigation of science, and the reflective mind can only come to one conclusion—truly the professorial body is mysterious and its way inexplicable.

If, however, the above theories should prove false, science has still one other theory to bring forward, but this involves labor and forbearance almost beyond the capacity of ordinary men. In accord with this theory, the professor reads over and carefully estimates the value of each individual paper out of 150 or more, tampering his judgment with his mercy in such cases as he sees fit. Since this, notwithstanding its disadvantages, seems to be the most desirable theory, we will consider briefly (b) the series of mental states in the mind of the professor during this long and painful process. He sits at his desk with papers to the right of him, and papers to the left of him. The task seems endless, though there is just a scrap of curiosity even in the professorial mind which makes the start possible. Having examined the first few papers the professor becomes interested, and the effort to concentrate his attention is rewarded by an insight into the ingenuity and inventiveness of the student-mind, he sees the words of his lectures quoted again and again, sometimes word for word, sometimes so mangled as to be hardly recognizable. In either case he gets back the raw unassimilated material. While examining such papers the mind of the professor undergoes a strain, it is ever on the alert for assimilated material, and when by chance he finds a paper which exhibits originality, the strain relaxes, and he heaves a sigh of intense thoughtfulness that even one has learned to use his knowledge. With new zest the professor returns to his task hoping to find yet one or two who are "almost what they seem," rational beings, rather than gallon measures capable of having so much knowledge poured into them. Thus in the minds of the painstaking professor, long periods of tension and short

intervals of relaxation succeed one another, until in a state of mental exhaustion he settles in his arm-chair; a bundle of neatly folded papers testifies that his winter's work is over, and with a quiet smile of satisfaction, and perhaps with a twinge of regret for the last ones, the professor rejoices that in his subject at least, narrow and thorny is the path that leads to fame.

The papers having been examined the results are posted, and the students after a sleepless night hasten to the College to see if "results are out." Some go in fear, others confident of success, others apparently indifferent, and with whatever feelings they may go some must return with rejoicing, some with bitter disappointment and heart-ache that after the hard winter's work there is so little to show. We say it is the way of the world and we must take our chance. All cannot succeed as the world counts success, and the student who experiences this truth meekly bows his head before the inexplicable mystery of examinations, and rejoices that the end of life is something above and beyond the results posted on college boards.

This brief sketch would be incomplete without a glimpse of the future. How do these examinations which to the student are the Highest Common Factor of life appear after five, ten or twenty years? Memories of College life are priceless treasures to the graduate of long standing, the memory of friendships formed in the class-rooms and upon the foot-ball field, the memory of professors who first unlocked for them the treasure-houses of knowledge and guided their foot-steps until, as graduates, they should walk alone; the memory of great lessons first learned in the struggles of College life, these are the memories which are hoarded up when the hours spent in the Examination Hall have been long forgotten. Examinations, in spite of the mystery which surrounds them, and of their supreme importance for the undergraduate, are but a small part of life, scarcely a period of "life," rather "a piece of childhood" which is thrown away and after a time forgotten. C.

Correspondence.

To the Editor of the Gazette:

Would it not be well for the Executive of our Athletic Association to make some arrangements for the training of our foot-ball team during the summer? In a few months the foot-ball season will be at hand. Our men will then be just beginning to prepare for the coming struggle. They will meet opponents who have been in training all summer, and, who will make their greatest effort to wrest the trophy from our team. If our Executive would correspond with probable members for the

team, asking them to do some preliminary work before coming to College, I think the result would be most satisfactory.

Would it not also be well to supply each of our backs with a football, and ask them to practice kicking during the summer? Doubtless, this would involve some self-denial on their part, but they would receive their reward over the ropes. To be a safe and sure kick requires more than a few months practice. A few years ago Dalhousie rang with applause for a captain who had made a magnificent goal against Acadia. Was it a mere accident? No! that kick was attained only by years of unceasing practice. Each night after other foot-ballists had left our grounds, he had remained alone with the foot-ball, practicing, practicing, until he felt that he could never miss a ball. He received his reward, and so would each of our backs if they would but practice running, catching, and kicking during the summer. Dalhousians would then have no reason to fear the long kicks of our opponents. X.

College Notes.

WE regret to see that the Arts editors elect, are without exception, new to "GAZETTE" work. This is not as it should be.

MRS. A. MCKAY, of Dartmouth, gave an "At Home," to the 2nd year on the night of the 19th. Quite an enjoyable time.

THE following were appointed as officers of the "Sodales": *Pres.* W. C. Murdock; *Vice-Pres.*, R. M. McGregor; *Secretary*, H. Mahon; *Executive Com.*, H. Pyke, H. Stephens, M. Cumming.

THE Spring Arts Student's meeting was held on the evening of the 18th. The following officers were appointed for the ensuing year:—*President*, H. P. DuChemin; *Vice-Pres.*, Murray Macneil; *Secretary*, D. A. Fraser; *Executive Com.*, Strathie, Robb, Miller.

THE appointment of Editors for GAZETTE for next year was then taken up. In every case the appointees of the different classes were elected: 4th year—J. H. Trefry, R. G. Strathie, D. A. Fraser. 3rd year—R. M. McGregor, W. M. Sedgewick. 2nd year—D. McOdum.

A SPECIAL meeting of the D. A. A. C. was held April 24th, at 11 o'clock. The object of the meeting was to make some arrangement for obtaining grounds for the Club next Session. The executive committee were empowered to solicit and receive subscriptions for this purpose and, also to select a suitable site. It was decided to hold the Annual Sports next fall. The appointing of a committee to look after this matter was left in the hands of the President.

THE College Glee Club gave a Concert in the Law Library, Tuesday Evening, April 24th. Owing to the unpleasant weather and the short notice given of the Concert, the audience was not as large as it would otherwise have been; but those who were present were well satisfied

with the evening's entertainment. The programme which was a long one was well rendered. The chorus "Hail to the Chief," was especially good and received much applause from the audience. The Quarett "Nut Brown Maiden," and the Song "One of his legs in longer, etc.," were repeatedly encored. The Club was assisted by Mr. Gatward and Mr. J. H. Logan. Their piano solos were much admired. The Glee Club has made marked improvement this winter under the skilful and painstaking guidance of Mr. Gatward. The concert given by them in Truro and New Glasgow was well received and much praised. We hope to see Mr. Gatward again next Session as Director of the Club and we feel sure that under his direction and with the hearty co-operation of all the University Students, the Club will attain even better results than this year.

New Books.

ON THE MEASUREMENT OF THE RESISTANCE OF ELECTROTYPES, by F. J. A. McKittrick, Physical Laboratory, Dalhousie College, Halifax.

This pamphlet, a separate copy of a paper published in the transactions of the Nova Scotia Institute of Science, contains an account of improvements made by Mr. McKittrick in a method of measuring the conductivity of electrotypes first used by Professor J. A. Ewing of Cambridge, and Prof. MacGregor, when they were students in Edinburgh University. Methods have since been devised involving more elaborate apparatus which give somewhat more accurate results, but none which combines as this one does, great simplicity of apparatus with an accuracy sufficient for many practical purposes. In the course of his work in the Physical Laboratory, Mr. McKittrick wished to measure the resistances of solutions of salts with as great accuracy as possible. The more elaborate methods were not available for him because the Laboratory could not furnish the requisite apparatus. He, therefore, employed the simpler method and set about improving it. How that was done we should require to enter into too great technical detail to narrate. But several improvements suggested themselves to him in the course of his work, which when incorporated were found to render the method (1) capable of application in very much shorter time, an important improvement in any case in which many measurements have to be made as in the investigation of laws of resistance; (2) capable of measuring resistances of all magnitudes with increased accuracy, and (3) capable of measuring resistances of small magnitude with greatly increased accuracy. Through Mr. McKittrick's work, the accuracy attainable by this method is made to compare very favourably with that of methods involving complete apparatus. Thus, in the case of high resistances Mr. McKittrick's error is about 0.1—0.15 per cent. Kohlrausch's error was about

0.05 per cent. The former is thus only two or three times as great as the latter, and hence for most purposes a measurement by McKittrick's method would be as good as one made by means of Kohlrausch's elaborate apparatus.

This is the first instance in which a scientific paper has been published by a student of this College. We congratulate Mr. McKittrick not only as being a pioneer in so good a movement, but, also on the success with which he has led it, and we hope this may be the first of a series of publications by the students of the Physical Laboratory. It may be well to point out, however, that the continuation of such work depends not only upon the appearance of students with brains and training, but upon the provision of apparatus and other experimental appliances. Most students who find themselves forced to use defective instruments will become discouraged, and even those who like Mr. McKittrick buckle to and overcome the artificial difficulties in their way, would have done much better work had they been able to apply their energy and ability to better purpose. We hope, therefore, the Governors may at as early a date as possible, see their way clear to give our Laboratories a more generous outfit of apparatus than they at present possess, and that future students may thus be encouraged and enabled to follow Mr. McKittrick's lead.

Among the Colleges.

McGill is still without a principal.

THE American Universities do not close for a month yet.

The *Week* has a laudatory sketch of Professor Watson of Queens'.

JOHN D. ROCKFELLER has sent \$50,000 cash to be spent at once for books for the University of Chicago.

Mount Allison Institutions are lively. They are "sounding through the land" the splendors of the Art Gallery. It is really valuable.

Matters are dull with Kings' College. Would it not be well to bring forth that Royal Charter and have a good look at it, for inspiration?

LADY ABERDEEN recently delivered an address at Queens' College, Kingston, congratulating Queens' in being the first Canadian College to admit women to equal privileges with men. It is now claimed that her ladyship was misinformed.

Thomas B. Wannamaker of Philadelphia, has offered as a prize, the interest of \$1,000 to be given the member of the junior academic class, at Princeton College, who shall pass the best examination in Chaucerian and Elizabethan English, and write the best thesis on some assigned topic in English philology.

Queens' has conferred on Lieut.-Governor Schultz the degree of LL. D. McGill University has conferred LL. D. on His Excellency the Governor-General.

McGill Medical College is to be extended. A wing is to be erected in the rear, and it will be of such dimensions as to almost double the accommodations of the faculty. The lecture rooms will be enlarged and new ones provided. Complete quarters will be provided for the work of practical anatomy.

Both in material and scholastic development the eighteen year record of the Johns Hopkins' University is a fine one. To the founder's gift of \$3,500,000 it has added nearly a million in endowment. The plant has meanwhile grown from one small house to eleven stately buildings, furnished with equipment in kind and quality as nearly complete as intelligence and money can command.

PROFESSOR MCKNIGHT, D. D.

The Presbyterian College, Halifax, is mourning the death of a great scholar, a profound theologian, a most liberal-minded man, Rev. Alexander McKnight, D. D., who died at Dartmouth on Friday, April 27th, in the 68th year of his age. He was as modest as he was learned and able. He was by birth a Scotsman. In 1883, he was Moderator of the Presbyterian Church in Canada.

"LABOR is the life of life, and especially is it the life of life to the delicate. And when any organ is sick it is then truer than in health, that even in sickness it is better for the organ to do what work of its own it can, provided it can do it without injury. From a considerable experience of tuberculous pulmonary disease, I can say with perfect confidence that those who have done the best, have usually been those who have occupied themselves the most. I never knew my own parents. They both died of phthisis. At the age of twenty-one, I myself went to Madeira to die of phthisis. But I did not die, and on coming back I had the good luck to get into this great hospital, and in those days they were not very well pleased to have Scotchmen coming to London to occupy such appointments. The members of the staff had heard that I had tubercle and they wagered 100 to 1, that I would only have the appointment six months at most. The reason given for that was that I did not eat and worked too hard. Thirty-eight years have gone since then, and of all the other doctors, I only am left here on the staff—an old gentleman—not dead yet.

Labor is life, but worry is killing. It is bad management that kills people. Nature will let no man overwork himself unless he plays her false—takes stimulants at irregular times, smokes too much, or takes opium. If he is regular, obeys the laws of health and walks in the ways of physiological righteousness, nature will never allow him to work too much. I have never yet seen a case of breaking down from overwork alone. Above all things cultivate tranquility of mind—accept things as they are, and don't bother about yesterday which is gone forever, nor about to-morrow, which is not yet yours, but take the present day and make the best of it. Those who still continually peer into what lies beyond, never have any present life at all—they are always guzzling over the past or prying into the future, and this blessed to-day, which is all that we are sure of, they never have.”—*Sir Andrew Clark, M. D., to Students.*

INDOLENCE is declared a disease and its pathology is studied in the *Medical Record*. It is found an almost constant indication in albuminuria and diabetes. Malarial fevers induce it and it is a frequent affect of dyspepsias and indigestions. It is a characteristic in neurasthenia so generally that it is usually safe to say that an indolent person is neurasthenic to a certain extent. Hence in chronic indolence, the counsels of a physician are often more in place than those of a moralist.—*Popular Sc. Monthly.*

Dallusiensia.

SCENE: Exam. in Chemistry.

Examiner :—“ Can you tell me Mr. — the difference between a red and a yellow precipitate of mercury ?”

Mr. — (after a long consideration) :—“ Well, one is that one is red and the other yellow.”

SCENE: Ladies' Waiting Room.

S — :—“ How in the world would the college get along without Mackays ?”

M — (quickly) :—“ Well, we wouldn't care to try.”

S — :—“ Now, you've said it M—g—r—t.”

☞ *Will any of our subscribers who change their residence during the summer, please notify the Financial Editor to that effect in the fall, giving both their new and old addresses; otherwise the Gazette will be mailed to the old address as usual. The Financial Editor's address will be A. M. HILL, P. O. Box 114, Halifax, N. S.*

Law Department.

IN this last issue of the GAZETTE, before the door is finally closed on the Session of 1893-94, we desire to draw the attention of the Law Faculty to some matters which deserve their most careful attention. And, firstly, it is a rather striking anomaly that there should be in regular attendance at the Law School a body of students with such diversity of educational equipment. Among those students we find M. A.'s, B. A.'s, B. L.'s, B. Sc.'s, those who have taken one or two years of an Arts Course, and those who have taken no part of an Arts Course at all, but have come straight from some County Academy to begin their professional studies. The question naturally suggests itself: How is it possible to take up into the same classes students who stand on such different levels? How possible to outline a course of lectures for these diversly equipped students which will be satisfactory to all? The answer which every reflective man must give, will be: In the nature of things, it must be impossible. You cannot place side by side a student fresh from the Academy, and a College graduate, and expect them to do the same work with profit. What is suited to the mental development of the latter, is Greek to the former; and what is interesting to the former, is tedious to the latter. To put the same mental food before both is unfair to each. Both cannot enjoy the same repast: as the digestive organs of the infant will not tolerate beefsteak, so the grown man feels nausea at the sight of pap.

To remove the above anomaly and to substitute a better state of affairs, two courses are open, and the adoption of either will materially assist in effecting the desired result:—(1) An elevation of the Matriculation Standards recognized by the College for entrance into the Law School; or (2) the prescribing of a longer course, and extra-professional subjects for those students who have not sufficiently qualified themselves with a general and liberal education. The former alternative would undoubtedly be more preferable, if only it were practicable. Unfortunately the changing of the Law preliminary standards rests with the Barristers' Society,—a body which evidently puts Law on a level with industrial trades, and which has continuously and consistently refused to recognize the necessity of liberal

training for the would-be lawyer. In view of this fact it might hardly be a politic move to adopt a different and much higher standard for entrance into the Law School. The probable result of such a step would be that we should lose many students. It is human nature to take the broad and easy way. What advantage therefore in keeping a straight and narrow gate at the Law School, with few going in thereat, while the candidates for legal honors are crowding in at the broad and open gate kept by the Barristers' Society?

The second alternative, however, is open to us, and, in our opinion, it ought to be adopted without loss of time. Those students who have not taken a thorough preliminary course, should be compelled to take an additional year before being granted the degree of L. L. B. Moreover, other and additional subjects which are recognized to be valuable as intellectual gymnastic, *e. g.*, Logic, Ethics or Advanced English, should be prescribed for this class of students to be taken along with the regular subjects of the law course. If this were done, the degree of L. L. B. would come to have a value and significance which it does not at present possess. It would presuppose a certain amount at least of liberal education, and the Law School would no longer be open to the accusation which at present it too justly incurs, of persistently disregarding the needs of a fairly thorough preliminary training in those who seek to qualify themselves for its degree.

LAW VALEDICTORY.

BY ROBERT HENRY GRAHAM.

Mr. President, Ladies and Gentlemen:—

It is now nearly a decade since the first Bachelors of Law trod this platform, and one stood up, as I do this afternoon, to say farewell for his classmates. The custom is time-honored, among College men, and comes down to us "from ages before Noah was a sailor," as Sir Toby Belch says.

Many of those to whom this distressing office has fallen, have felt themselves constrained to apologize for the sameness, which must necessarily characterize Valedictories; and have confessed a feeling of timidity in appearing before so large an assemblage of people. You will pardon me, if I stray a little from the beaten path; for when I see the friends and supporters of Dalhousie all about me, I forget to be embarrassed; when I consider her influence upon this fair country, when I call to mind how by her teachers, her journalists, her lawyers and her doctors she moulds the thought of the people. I almost cease to regret the limited measure of my ability, and am only proud to claim kinship with her. The men who yearly go out from this Hall carry her ideas, her convictions into all the varied walks of

professional life. How vast an influence she exerts, this generation perhaps, may never know.

The ground work of modern society is education. Upon it rises the whole superstructure of civilization, fitly joined together by law. How necessary then is it that the principles of our jurisprudence be firmly fixed. The safety of the community being bound up in the right administration of justice, legal education is indispensable to our national welfare. Law is not an elaborately intricate set of arbitrary rules, but a true part of the science of life, and as such, should be scientifically taught. The time when brilliant forensic talents alone brought distinction has gone by. The lawyer of to-day must think pure reason. He must be able to apply the great principles of our law logically to the facts in any given case.

The training which the profession demands can nowhere be so well acquired as in the Law School. There the two great problems, "what to learn" and "how to learn," are in large measure answered. Minor details are brushed aside and the attention of the student riveted upon first principles. Thorough exactness is insisted upon as a necessary adjunct of success and the best cases only are presented for his examination. There too his mind receives that discipline which is gained only "by the collision of mind with mind, or the radiation of many minds pointing to one centre."

In all ages law has been much carped at. It is said that of all sciences she is least progressive, that nauseous and ridiculous idea of by-gone ages still sway her Courts. But when we reflect upon the sound principles of our law we know the imputation is directly in the teeth of overwhelming evidence. The English law is a fine example of that curious commingling of immutability with adaptability, which constitutes the perfection of jurisprudence. The wisdom of centuries has moulded its principles, the greatest and best Englishmen have applied them. Presumptuous indeed is he who refuses to follow where it has led. The advantage which mankind derives from law is this, that it gives every man a rule of action. Law is therefore only tolerable in proportion, as it is known and stable. The people whose laws may be modified at discretion are bound with the cruellest of all bonds, and are of all men the most miserable.

I dare affirm that nothing lends more stability to our institutions than the fact that in the dispensation of justice, our judges are directed and assisted by the opinions of eminent men who though dead yet speak. Pure reason is incapable of development. The relations of society change rapidly. The principles of law as applied yesterday, may be misapplied to-day. Yet, however their application may be varied, the great fundamental truths which underlie the system, like the everlasting hills, will never change.

I think it was Erskine who said, "It is the glory of the English bar that the intelligence and integrity of her members is no mean security to the subject," and perhaps the power of this University is felt most strongly at the bar. Each year she sends out into the world her tale of men—"a body of ingenious young gentlemen," all anxious to win their spurs in a profession already overburdened with practitioners, who are like Virgil's army which he tells us was so crowded many of them did not have room to use their weapons.

Gentlemen of to-day have learned to quarrel according to law, and the hungry of the Inns of Court are fed. Writ and warrant have supplanted rapier and revolver. It is no longer fashionable to right wrongs upon the green sward. The new practice is said to be less dangerous. Our profession is over-crowded, so are all the professions. Yet while human malice and caprice sow contention broadcast over the land the lawyer will be employed. While innocent men are chained, and criminals sit in high places; while oppression is the poor man's portion, and injustice all he knows of law, the sacred office of the advocate can never be too widely exercised.

Upon these occasions, I believe the privilege of suggesting improvements in college curriculum is accorded us. Far be from us any tone of dissatisfaction. Yet it has always been a source of regret to the class of '94 that no sufficiently elaborate instruction was given them upon the subject of procedure. The importance of this branch of jurisprudence cannot fail to recommend it to the attention of the Senate. No subject demands more tiresome study, and in none is the ignorance of the profession more egregious. Every lawyer is painfully aware that a very large part of the litigation of to-day arises from the mistake or ignorance of those who do business in the Courts. I know this is a severe stricture upon the bar. Yet, who can gainsay it when our congested reports are bursting with practice cases, which should never have arisen, not to mention the unnumbered decisions in Chambers. It is not too much to say that a bar "trained in the logic of pleading" would be a real boon to the community. I dare say, further, that if our students received a thorough drill in practice, a very large part of the sarcasm would cease, law would be lifted from the entanglements which disgrace and degrade it, and the cost of litigation would decrease perceptibly within a year. The old theory that practice can only be learned in an office is exploded; Austin Abbott says, "It is now seen that procedure is not a trade to be learned after studying legal principles in a book any more than surgery is a trade to be learned after studying anatomy in a book." I maintain that it is a practical impossibility for students, particularly country students, to acquire anything like an adequate knowledge of procedure. Comparatively few difficult points of practice

come up in any one office. It is ridiculous to expect men to pass a difficult examination with almost no assistance.

Do not misunderstand me, I am not advocating a chair in chirography; nor do I desire that instruction be given in the more mechanical functions of the pleader. The rules which govern, and the principles which underlie them, are as fixed and philosophic in this, as in other branches of the science. I have never heard it urged that practical chemistry or physics could be learned most readily without an instructor. Let me assure you Sirs, the views I have expressed are those of the whole School and are, I believe, admitted at the bar. During the past Session it was our privilege to hear a short series of very admirable lectures upon this subject. To the lecturer, than whom no one is more sincerely interested in the welfare of Dalhousie, we owe a deep debt of gratitude. That the Faculty may be so fortunate as to have his assistance next year every well-wisher of Dalhousie will sincerely trust.

For ourselves we desire no more exalted tribute from our fellow students than that memories of '94 be joined with the institution of a course of lectures in procedure.

The three years we have spent at Dalhousie are matter of history now. I will not weary you with details of the record we have left. For surely it were monstrous egotism to enumerate our virtues; our faults are best forgotten. Yet allow me to say we have always made it a rule of action to do nothing unworthy, sons of our Alma Mater.

Citizens of Halifax: We desire in parting to thank you most sincerely for the many kindnesses we have received at your hands.

Professors and Lecturers: The fatiguing duties of the past winter are over. For three years it has been our rare good fortune to attend your lectures, and we were dull indeed if we had failed to catch some beams of your light. Whatever may be the measure of our professional success in after life, we will never forget that from your lips we first heard the principles of law. And if we can "arrogate nothing to ourselves we can at least boast the school we were brought up in." We wish to thank you for the consideration you have shown us, and the kindly interest you have always manifested in our welfare.

Fellow-Students: I cannot be so barbarous as to weary you with a prolonged farewell, to harrow up your righteous indignation with words of profitless advice. Indeed, if I attempted to do so you would not listen. Nevertheless let me in parting entreat you to cultivate a little less regard for your own opinions a little less contempt for those of others. In human affairs many things doubtless might be reformed—many censured, yet as wisdom gains ground you will find the world not quite so wrong as you now imagine. The poet says, "Great wit to

madness sure is near allied ;" we have found you men of more than ordinary mental power, but be assured we never doubted your sanity. Many pleasant recollections cluster round the years we spent together, and chief among the ties that bind us to Dalhousie are the memories which link our lives with yours. We are truly sorry to say farewell, and if we do not tear our hair and rend our garments, reflect that grief is not assuaged by baldness, nor is forgetfulness the concomitant of a depleted wardrobe.

Fellow-Classmates : To-day we leave our College life behind. Tomorrow we enter a harder, rougher school. We have chosen to study law not as a fashionable branch of education, but as a profession by which we must live. We shall not all be great lawyers or distinguished jurists, but we may all be men of sterling character and integrity. Let us set before us "not fame—but honorable fame, not wealth—but wealth honestly obtained, not power—but power fairly gained." Now

"Must we part,
"Well, if we must, we must,
"And in that case
"The less said the better."

Citizens of Halifax, Professors, Lecturers and Fellow-Students the Class of '94 says farewell.

THOMAS v. HALIBURTON.

This celebrated case will soon come up before the Privy Council on appeal from the decision of the Supreme Court of Nova Scotia. It does not require a very bold prophet to foretell what result the Imperial Board of Appeal will arrive at, and that the Government will score a substantial triumph on this constitutional question. To the constitutional student the judgments of our own Supreme Court are far from interesting, as being a satisfactory exposition of the law on this much vexed question. One would say that they do not touch the essential principles of the case at all. The judgment of Ritchie J., which favors the validity of the impugned Act under which the defendants proceeded, is put upon the ground that, as the right to bring such action as defendant brought is a civil right (and Civil Rights come exclusively within provincial powers), and as the Act impugned took away such right of action, the plaintiff should not succeed. He thus avoids the constitutional question altogether, as to the ultra or intra vires character of the Act. Graham J., whose judgment was for plaintiff, dismisses with a single sentence the Colonial Laws Validity Act, (which, it is submitted, is most vital to the matter), the application of which, he says, is displaced by the B. N. A. Act. But the fact that the highest tribunal in the Empire is about to pronounce its authoritative decision renders all argument at this stage unnecessary and useless.

Medical Department.

WITH this issue of the GAZETTE, it again becomes our duty to chronicle the close of another collegiate session.

Taking a rapid retrospect of the past session from a journalistic point of view, we are confronted with a host of errors whose memories haunt the sacred precincts of the sanctum like disembodied spirits hovering about the banks of the Styx. But the memories are not all of this gloomy and ghastly nature. Bright ones appear and struggle for the mastery with their sombre brethren, and as daylight gains the victory over darkness, so gradually do the dark and gloomy portions of our editorial experience fade away and merge into the brightest of happy memories.

From a collegiate stand point, we can safely characterize the past session as one of the best in the history of our College. We have always been proud of our *alma mater*, but to-day without indulging in even laudable boasting we may make the assertion that the Halifax Medical College is pushing her way into the front rank of institutions of her kind. This year marks a new era in one respect, at least, since among the names of the graduating class appears that of one of the fairer sex. While we heartily congratulate the young lady upon the high distinction of winning a degree from our University and also upon the position which she has taken in the examinations, the GAZETTE does not for one instant compromise the stand it has always taken in reference to the co-education of the sexes along professional lines. During the past session, excellent courses of lectures have been given in all the branches, and the results of the recent examinations clearly prove that good faithful painstaking work has been done by professors and students alike. Whether one particular class will follow out to the letter the idea of their lecturer and denounce the Tubercle Bacillus as a myth and regard the study of Bacteriology as a delusion and a snare may be a matter of doubt.

Among other facts, our readers have this session been given to distinctly understand the true status of the GAZETTE as a journal devoted to the interests of Arts and Law with a Medical

Department as a caudal appendage, but perchance evolutionary changes may not have ceased, and though we are not yet in a position to say what the future may bring forth, we may gently hint to our readers that at the opening of a new session either by an amputation or by a process of tissue grafting, some alteration will be made in the appearance of this homely but necessary member of the journalistic frame.

We cannot lay aside the pen without extending our thanks to our contributors, to whose kindness we are indebted for much that has appeared in these columns during the past session. And now our task is done, reverently we place the well-worn quill to eternal rest; *Requiescat in pace*. Sadly, slowly and not without a pang we arise from the rough uncushioned editorial stool murmuring with Byron as we depart from the journalistic Holy of holies;

“Twere vain to speak, to weep, to sigh;
Oh more than tears of blood can tell
When wrung from guilt's expiring eye,
Are in that word—Farewell!—!Farewell

PASS LISTS.

FINAL M. D. C. M. EXAMINATIONS.

Cogswell, William Forlong; Dechman, Andrew Arthur; Hamilton, Annie Isabella.

PRIMARY M. (ALPHABETICAL ORDER) D. C. M. EXAMINATIONS.

Dechman, Andrew Arthur; McDonald, John Clyde; *McEwen, Henry Emanuel; McKay, Katherine Joanna; *McKay, William Alexander; *Minard, Ralph Waldo; Moore, Ernest Fraser; *Murray, Duncan; *Murray, George William; *O'Brien, Robert Faulkner; Olding, Clara Mary; *Smith, Frederick Forbes; *Williamson, Samuel W.

1ST YEAR.—Bentley, Robie Dugwell; Dorman, Oscar Chipman; Grierson, Robert; Harvey, Frederick Charles; Jost, Arthur Cranswick; McRae, William Ross; Roy, John James.

CLASS LISTS.

(IN ORDER OF MERIT.)

JUNIOR ANATOMY.—Bentley, Robie Dugwell; Hemmeon, James A. M. (equal); Grierson, Robert; Harding, Ernest Stanley, (equal); Jost, Arthur Cranswick; Roy, John James; Daly, James; Harvey, Frederick Charles; Morton, Angus McDonald; Gates, Charles Randall; Payzant, Henry Allison, (equal); Dorman, Oscar Chipman; McRae, William Ross.

JUNIOR CHEMISTRY.—Bentley, Robie Dugwell; Bissett, Ernest Eugene; Dorman, Oscar Chipman, (equal); Daly, James; Roy, John James, (equal); Morton, Angus McDonald; Gates, Charles Randall; Grierson, Robert; Harvey, Frederick Charles; McRae, William Ross, (equal); Payzant, Henry Allison; Jost, Arthur Cranswick.

BOTANY.—Bentley, Robie Dugwell; Harvey, Frederick Charles; Dorman, Oscar Chipman; Jost, Arthur Cranswick; Roy, John James; O'Brien, Robert

*Not including *Materia Medica*.

Faulkner; Daly, James; Grierson, Robert; Harding, Ernest Stanley; Payzant, Henry Allison; Bissett, Ernest Eugene; Sutherland, George R.; Gates, Charles Randall; McRae, William Ross; Morton, Angus McDonald.

HISTOLOGY AND EMBRYOLOGY.—Bentley, Robie Dugwell; *O'Brien, Robert Faulkner; Harvey, Frederick Charles; *McKay, Katherine Joanna, (equal); Grierson, Robert; Roy, John James, (equal); McRae, William Ross; Dorman, Oscar Chipman; Jost, Arthur Cranswick; Bissett, Ernest Eugene; Hemmeon, James A. M.

SENIOR CHEMISTRY.—McKay, Katherine Joanna; Smith, Frederick Forbes; Williamson, Samuel W., (equal); McEwen, Henry Emanuel; Olding, Clara Mary; McKay, William Alexander; Murray Duncan, (equal); O'Brien, Robert Faulkner; Slaughenwhite, Stephen; Minard, Ralph Waldo. *Supplementary*.—Farrell, Edward Dominick.

PRACTICAL CHEMISTRY.—McDonald, Blanche; Dorman, Oscar Chipman; McKay, Katherine Joanna, (equal); Smith, Frederick Forbes; McEwen, Henry Emanuel; McKay, William Alexander; Williamson, Samuel W., (equal); McDonald, William Huntley; Murray, Duncan, (equal); Olding, Clara Mary; Daly, James, Minard, Ralph Waldo; O'Brien, Robert Faulkner; Slaughenwhite, Stephen, (equal).

MATERIA MEDICA AND THERAPEUTICS.—McKay, Katherine Joanna; Olding, Clara Mary; Slaughenwhite, Stephen. *Supplementary*.—Moore, Ernest Fraser; Dechman, Arthur Andrew; McDonald, John Clyde.

SENIOR ANATOMY.—McEwen, Henry Emanuel; Moore, Ernest Fraser; Williamson, Samuel W.; Olding, Clara Mary; O'Brien, Robert Faulkner; McKay, Katherine Joanna; Smith, Frederick Forbes; Murray, Duncan; McKay, William Alexander; Minard, Ralph Waldo.

PHYSIOLOGY.—McEwen, Henry Emanuel; Smith, Frederick Forbes; Williamson, Samuel W.; O'Brien, Robert Faulkner; Murray, Duncan; Olding, Clara Mary; McKay, Katherine Joanna; McKay, William Alexander; Minard, Ralph Waldo; Slaughenwhite, Stephen.

SURGERY.—Cogswell, William Forlong; Dechman, Andrew Arthur; Hamilton, Annie Isabella.

CLINICAL SURGERY.—Cogswell, William Forlong; Dechman, Andrew Arthur; Hamilton, Annie Isabella.

MEDICINE AND PATHOLOGY.—Cogswell, William Forlong; Dechman, Andrew Arthur; Hamilton, Annie Isabella, (equal).

CLINICAL MEDICINE.—Cogswell, William Forlong; Hamilton, Annie Isabella; Dechman, Andrew Arthur.

OBSTETRICS AND DISEASES OF WOMEN AND CHILDREN.—Hamilton, Annie Isabella; Cogswell, William Forlong; Dechman, Andrew Arthur;

MEDICAL JURISPRUDENCE AND HYGIENE.—Hamilton, Annie Isabella; Cogswell, William Forlong; Dechman, Andrew Arthur.

VALEDICTORY.

W. F. COGSWELL, M. D. C. M.

Mr. President, Ladies and Gentlemen;

I have been appointed to say a few words on behalf of the graduating class in Medicine this afternoon. You have already listened to the classical address of the Arts and the learned and philosophical production of the Law. To make the dose for the afternoon palatable and effective all that is now required is a few plain, blunt words from the Medicals. Although we as Medicals can hardly claim to have been Dalhousie students during the

*Not including Embryology.

past four years, yet by virtue of an arrangement which has been effected, whereby students who have taken a full course at the Halifax Medical College are, after passing the necessary University examinations, entitled to the degree of M. D. C. M. from the University, we are to-day adopted into this happy family and are now entitled to all the privileges of the sons of Dalhousie. We are thus the blessed offspring of two Colleges; Halifax Medical College by birth—Dalhousie by adoption. The relationship which now exists between the two colleges is close, but we hope and trust that it may soon become still closer, until they are finally merged into one great University; a trinity, Medicine—Law—Arts, different in substance, but equal in power and glory. That this union may be speedily brought about, it is only necessary for some patriotic and liberal-minded Nova Scotian to step forward and immortalize his name by putting the financial conditions of the College upon such a basis as to enable her to throw to the winds the government grant, for the receiving of which it is necessary for them separately to exist. Montreal points with pride, and justly so, to her medical schools,—the creation of her own citizens. Are there not in Halifax some Sir Donald Smiths Stephens, Redpaths or McDonalds? Surely our own college is not less deserving of aid. We are proud of Dalhousie College. The degrees which she confers are respected and honored wherever she is known, and her fame is more than Continental; but we are by no means ashamed of our own Medical College. For some years we have been nurtured and strengthened by the condensed milk of medical lore as secreted by our professors. By recent and thorough examination they have pronounced us fit to be weaned, and to-day we are thrust out upon the chill cold world each to struggle for an existence. But we would be ungrateful in the extreme, if we did not cherish feelings of respect and affection for that benign mother which brought us into the medical world. Our college is yet young, just cutting her wisdom teeth in fact. We have on the stage here to-day not only the men who acted as accouchers at the birth of the college, but also those who furnished the very germ from which she was developed. It cannot but be a source of pride and satisfaction for them to know that their efforts have been crowned with such signal success. In 1868 the College was founded with fourteen students in attendance and five professors to instruct them in the mysteries of medicine; to-day, 26 years later, sees the close of the most successful session of her history. Last year some important changes were made in the college curriculum, which on the whole have been very satisfactory. The college term was lengthened from six to seven months. Instructors have been appointed in Practical Medicine and Embryology. Important changes were made in the division of classes in Primary as well as Final subjects. Less attention has been paid to didactic instruction than heretofore and more to practical work. Excellent

models and plates have just been imported from Germany which will be of great service in the study of that most important and difficult of subjects, Anatomy. These, with other changes indicate that the Faculty intend keeping the College abreast of the times.

Last year the College sustained a loss when Dr. Morrow, Professor of Physiology, tendered his resignation, but judging from the reports of the class in Physiology and from the results of the recent examinations we are inclined to believe that his mantle has fallen upon the proper shoulders.

During the past session, the medical students have adopted a few innovations. For the first time in the history of the College they held an "At Home." This, although got up in a hurry, was on the whole, a success. Then again, they sent a man to Montreal to represent the College at the annual dinner of the undergraduates of the McGill University. The Students' Medical Society was never in a more flourishing condition and it took upon itself a new function—that of conferring degrees. Perhaps the most important event that has transpired in our College was when with all the pomp and gusto of a university, our Society conferred the degree of B. F. upon our august and dignified Janitor, the choice and master *spirit* of the age.

I find that to be orthodox, I must say something about the class that is to-day let loose on an innocent and unsuspecting public. As you see we are not very bulky either individually or collectively, but I would be betraying the trust that is to-day imposed upon me, I would be unmercifully treading upon the traditions of the past, I would be considered a heretic of the most malignant type, did I not state what has been stated at every convocation since convocations existed that "What we lack in quantity, we excell in quality."

The typical medical student is in the eyes of the general public a typical devil. He is the personification of all that is bad. In fact there appears to be a close association between the ideas suggested by medical students and those suggested by the terms grave yards and dark nights. On the other hand the medical profession is heralded as the noblest of professions. Those who minister to suffering and dying humanity are pictured as the grandest of men. In the public mind there appears to be as much difference between a medical student and a medical practitioner as there is between evil and good. From this we must assume that to-day we are stepping from darkness into light, changed in the twinkling of an eye.

The graduating class to-day, is the remnants of a class of twelve that started on the road to the medical profession five years ago. Some have fallen by the way-side, others from choice or necessity have concluded to complete their course at another college. One who started with us four years ago and who graduated with honors last Spring from an American college, after settling down

to practice was seized with that fell disease, the cure for which has so long baffled the profession. After a short illness passed over to the other side,

"Where the microbes cease from troubling
And the phagocyte doth rest."

It was with deep regret that we learned of the death of one of our former classmates, Dr. Geo. Grierson.

The graduating class this year differs in one respect, at least, from all preceding classes in the possession of a female. One-third of us is a female. Doctress Hamilton stands to-day the first female graduate from the Halifax Medical College. She has behind her an eminently successful student's career and we trust that before her lies a large field in which she may exercise those qualities of pluck, determination, energy and general ability with which she is so largely endowed. Our best wishes go with her and we hope that she may have *patients and long-suffering in abundance*.

Professors and Instructors: To-day our relationship as students and teachers is severed. We thank you one and all for what you have done for us. Our interests have evidently been your interests, and our welfare your deep concern. We shall always cherish feelings of gratitude, respect and esteem for you. We give you the parting hand reluctantly—Good-bye.

Fellow Class-mates.—I cannot do better than quote to you the words of Sir Ashley Cooper, "You are entering on a difficult and noble profession. Your success depends on three things—first, a thorough knowledge of your profession; second, an industrious performance of its duties, and third, the preservation of your moral character. Without the first, knowledge, you do not deserve to succeed; without the second, industry, you cannot succeed; and without the third, even though you do succeed, success can bring no happiness."

Citizens of Halifax:—We have received many acts of kindness from you, for which we are deeply grateful, our time for recreation being very limited, we have not worried you as much as have the Arts and Law, for which you ought to be deeply grateful.—Farewell.

Students in General:—Our worst wish for you is that you may soon be here in our places.—Good-bye.

RECIPROCAL REGISTRATION.

In a previous issue of the GAZETTE, reference was made to the matter of a reciprocal registration for the Maritime Provinces. The report of the conjoint committee has been adopted by the Medical Boards of Nova Scotia and New Brunswick, and will probably be adopted also by the Medical Board of P. E. Island. The Province of Manitoba has also signified her willingness to

fall in line with her sister Provinces in this respect. Through the kindness of Dr. Lindsay we are enabled to give our readers an outline of the report presented by the conjoint committee of the several Provinces. This committee, consisting of representatives appointed by the legally constituted Medical bodies in the Provinces of New Brunswick, Prince Edward Island, and Nova Scotia, recommend:

I. That the establishment of Reciprocal Registration is in every way advisable being consistent with the maintenance by the Medical Boards or Councils of a satisfactory standard of Medical Education, and further, because it is believed that it will prove of great advantage to our profession generally.

II. That while Reciprocal Registration is to be secured with the least possible amount of disturbance in the Acts or Regulations governing the practice of Medicine and Surgery in the three Provinces; it is recommended that the Regulations or By-Laws of each Medical Board or Council and if necessary the Medical Act itself in each Province be so modified as to secure uniformity in the requirements relating to persons beginning Medical Study, to the Medical Curriculum, to Professional Examinations, and to Graduation.

III. It is therefore further unanimously recommended by this conference, that each Province shall insist upon the following:

(1.) The passing of the Preliminary or Matriculation examination in all cases before beginning or entering upon the course of Medical Study.

(2.) The adoption of a uniform standard of Matriculation Examination.

(3.) The elimination of the year with a registered Medical Practitioner from constituting any part of the Medical Curriculum, and the requirement in all cases of a four years graded collegiate course, of four Sessions of not less than 6 months each.

(4.) That the Medical Curriculum shall include satisfactory and sufficient courses of lectures and instruction in Anatomy, Practical Anatomy, Chemistry, Practical Chemistry, Physiology, Histology, Materia Medica, Pharmacy, Therapeutics, Surgery, Medicine, Obstetrics, Diseases of Women and Children, Medical Jurisprudence, Hygiene, Pathology, including Bacteriology, together with evidence of attendance for a period of not less than 12 months upon the Practice of an approved General Hospital.

(5.) That proof be required that the candidate previous to Graduation or obtaining a Diploma, has passed satisfactory examinations in the various subjects of the above Curriculum, and that the examinations have been conducted, and the Diploma granted by a Medical School, College, University, or Licensing Body which itself requires, a four years' graded course as above appointed.

(6.) In cases where the Certificates, etc., submitted do not fulfil these requirements, that the applicant be compelled to complete what is deficient, and attend the necessary classes, etc., pass the required examinations and obtain a Diploma, as specified in last, or complete the Curriculum as above, and then pass the examinations prescribed by the Board or Council before its own examiners.

(7.) That a person registered in one Province and wishing to remove to another, be required to bring from the Province he is leaving a certificate showing that he is at that time a legally qualified Medical Practitioner of such Province, and that no charge of a criminal or professional nature is pending against him. That on presentation of these credentials alone, the applicant be registered on payment of the usual registration fee.

(8.) That the requirements as to the Medical Curriculum prescribed in Sects. 3—6 above be enforced in reference to all persons beginning study after January 1st, 1895.

(9.) That the privileges of Reciprocal Registration be open to all persons whose names may be on the Register of either Province at the date of adoption of the terms of this agreement as well as to those who shall subsequently be registered.

(10.) It is further recommended in reference to the examinations conducted under each Council or Board, that there be one set of Examiners for the Preliminary, and one for the Professional Examinations in each Province, and that these Examiners shall prepare the questions, and value the answers of candidates. Local supervisors may be appointed for the convenient conduct of the examinations.

(11.) Finally, with a view to extending still further the benefits of Reciprocity in Registration it is suggested that the Secretary of this Conference be requested to address a circular to the Medical Councils of the other Provinces, and also to all the Canadian Colleges asking that representatives be sent to the next meeting of the Dominion Medical Association to be held at St. John, N. B., in August, 1894, in order to discuss fully the possibility of bringing the whole Dominion into line on this matter.

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