

J. H. Bell

DALHOUSIE GAZETTE.

NEW SERIES—VOL. I.
OLD SERIES—VOL. VIII.

HALIFAX, N. S., DECEMBER 4, 1875.

NEW No. 2.
WHOLE No. 72.

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NEW SERIES—VOL. I.
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HALIFAX, N. S., DECEMBER 4, 1875.

NEW No. 2.
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THE GREAT GAME.

A PLEA for a British Imperial Policy.—By Walter Millar Thorburn, B. A., H. M. Madras Civil Service.—2nd Edition.—Wm. H. Allen & Co., London.

The recording of the progress of our scattered Alumni, and of the work which they are doing in the world is one of the pleasantest duties of the GAZETTE. It is especially interesting when a first and a successful entrance into any field of labour has been made. We are happy, therefore, to be able to congratulate our readers on the position which one of our graduates has taken in the political world, by the publication of a work on British Imperial Policy—The Great Game. Thorburn, as his fellow students will remember, was, especially during the last years of his collegiate course, a strong conservative; and true to the opinions which were then formed, his book is an advocacy of the conservation of the British Empire. It is conservative however, not in the narrow sense of seeking to preserve the House of Lords, the Church of England, and other institutions which now exist, but in the wider sense of endeavouring to lengthen the cords and strengthen the stakes of the Empire, to build broad and strong foundations, that the great edifice may defy all dangers and weather all storms. Yet he doesn't make this an end. The British Empire is not a *summum bonum*. It is but a means of attaining to the greatest good of man. "The great duty of every man," he says, "is to make the most of himself and his race. * * * No man has a right to stay on God's earth, unless he tries to glorify God by fulfilling the end of his being in continual progress towards perfection. And every man who is not a beast or a brute has a divine right to 'improve' stagnation and brutality from off the face of the earth. It is not merely his right. It is a sacred duty which lies on him, as it lay on his forefathers, and will lie on his heirs from generation to generation, till the great work is

accomplished. And it is pre-eminently the duty of the man best fitted for the work by temper and training: which man is the Englishman." "The qualities of the English race are just such as pre-eminently fit it for the work which some, nevertheless, now adjure us to prosecute no further. Its enterprising spirit and steady industry make it the best developer of wild and thinly peopled regions; its religious uprightness and political talents make it the best body of managers of the progress of inferior races. No other people is comparable to it in fitness for the discharge of imperial functions." "The powers of the Anglo-Saxon race have not been given for its own insular glory and gratification. To squander the energies of an imperial people in petty local work would be an unpardonable outrage on the divine order of nature—lives sacrificed to duty are not losses to the world. They have not lived in vain. They cannot be better spent than in leading the forlorn hopes of humanity, in reclaiming savage men and dangerous lands, in sowing broadcast the seeds of good, and watering them, even though it be with English blood. That blood will speak eloquently to stir the blood of all true men who follow. On some men must lie the duty of developing that greatest good of the greatest number." Anxious for these reasons, for the safety and permanence of the British Empire, he proceeds to enquire into its present state and to seek out all "disruptive influences." These he finds to be three:—the decline of the mother country's commercial pre-eminence, the ambition of colonial statesmen, and the rise of national aspirations in India, and the object of the book is to propose a policy which shall render them harmless.

Britain's coal is limited, nor can her iron last forever, and when these chief supports are gone, greatness and power and dominion cannot long endure. "A continued diet of leeks and humble pie will soon shrivel up John Bull into the proper leanness of a decayed country gentleman

who has seen better days." "That is what will happen at least if he continues to think more of his nationality than of his imperial function." "To remain great he must make the territory of England greater, and found the United Kingdom on a wider material base by taking in new English-speaking kingdoms to be integral parts of the union; to be bone of its bone, flesh of its flesh, and nerve of its nerve. Wielding their evergrowing forces in virtue of his paternal influence, he may hope to hold the first place in the world as long as the sun and the moon endure." That sentence reveals the policy which he proposes. An empire must be established which shall always be able to supply from some of its parts the raw materials of greatness, and yet it must be so bound together by the ties of national feeling that even when the central part ceases to be the source of power, it shall, nevertheless, continue to be the source of authority. The first disruptive influence is to be met by the policy of annexation, the second by the proposed new imperial structure, and the third by a combination of both with the policy of firm but conciliatory rule.

The policy of annexation is the incorporation (by force, if necessary) in the British Empire, of such lands as are now more or less badly governed, whose internal resources or accidental position would add strength to the empire without introducing any new source of weakness, and which might be acquired without involving us in war with any of the great powers. The mode of annexation would vary of course with the present condition of the country annexed. We have begun, our author says, with Fiji; let us carry out the same policy with Tonga, the New Hebrides and other parts of Polynesia, Siam, Papua, Borneo, Madagascar, parts of the mainland of Africa (such as Egypt) Hispaniola, Hayti, Costa Rica, Venezuela, Uruguay, &c. "The present moment," he thinks is "indeed, a galaxy of golden opportunities for extending the area of internal good government and international peace. * * * Spain is barely able to maintain an equal contest with Cubans and Carlists. Italy has as yet no grounds for colonial pretensions, and if she had, could not fight for them. Brazil is not strong, and is already gorged with territory. Austria and Russia will be consenting and profiting parties in so far as concerned with our imperial operations. The attention of France and Germany is concentrated in intense mutual jealousy, and their strength all reserved

for the expected gratification of their mutual hatred." Annexation he justifies both on the ground of the direct benefit thereby accruing to the annexed lands, and of the indirect influence which their annexation would have on the progress of civilization in the world, by adding to the power of the great civilizer. The sentimental objection to such a policy, viz., that it would be a robber-like interference with countries already enjoying independent government, he answers by shewing that in no case would there be interference with anything worthy of the name of government. "The things to be attacked in Turkey, in Afghanistan, in Zanzibar, in Mexico, in Central and in Southern America have none of the moral attributes of a government, and therefore none of its claims to respect. They have no rights, because they discharge no duties, either to their own subjects or to foreigners. They plunder both and protect neither. They are mere conspiracies of robbers, in the East taking the shape of stable and graduated systems, in the West mere shifting gangs and cliques squabbling in the name of liberty, fraternity and equality." "Savages who cannot or will not govern themselves have no right to choose whether they will or will not be well governed by their betters." A second objection, viz., the attitude of the other great powers in view of such a policy is met by a paragraph which we have already quoted. The pacification of Austria and Russia referred to in that paragraph is achieved by the division of Turkey whereby Russia should obtain command of the Black Sea, Austria the Adriatic provinces and the Sovereignty of Servia and Roumania, while Britain would appropriate Egypt and gain possession of the shortest passage to India. It is worthy of note that the policy of supporting the misgovernment of Turkey, which Thorburn so strongly condemns, is, especially since the outbreak of the rebellion in Herzegovina, and the late resolutions of the Turkish Government in the matter of finance, gradually falling into disrepute, both in England and on the continent.

Having by the policy of annexation provided for the greatest possible addition to the elements of power which the empire now possesses, our author proceeds to consider how the various parts may best be united to form a stable and compact whole. And this he regards as possible only by means of a new imperial structure. Such a national feeling as is necessary for the binding together of so many and so various

elements is only to be obtained by giving each a share in the government of the whole and making it an integral part of the empire. The consolidation of the empire by the admission of representatives from the colonies into parliament is no new proposal. But the plan is here elaborated with more minuteness and thoroughness than ever before. He proposes that the Houses of Commons and Lords of Great Britain and Ireland become mere local legislatures, and that a single house, the Senate, be created to take council for the well-being of the empire. The Senate should consist, he thinks, of about 450 members—300 from Great Britain and Ireland, 70 from India and 80 from the smaller colonies. It will be interesting to Canadians to notice that they are excluded from representation, the author deeming it advisable that Canada should become a free state, in order that Britain may be able to treat on equal terms with the United States, which country he does not seem to hold in very high esteem. "Oh for the joys" he says "of being free to snap our fingers in the faces of the Yankees on that glorious day of emancipation!" The nature of the suffrage must differ in the two natural divisions of the empire. In those parts peopled by men of European blood it should be universal, but in the others, as in India, it must be more restricted. Even in the former, however, universality is not to be coupled with equality. The graduated suffrage our author regards as the safeguard of the empire, and therefore he defends it with all the weapons of his armoury. He does not confine himself however to general commendation, but has drawn out an elaborate system, based on experience or age payment of taxes, and knowledge. The graduation of the suffrage is to be the solvent of the great feud between aristocracy and democracy. "The advanced Tory and the Philosophic Radical can shake hands as brother Democrats. Henceforward the first must confine his denunciations to ochlocracy, and the other reserve all his invective for oligarchy. Graduated suffrage is not inconsistent with Democracy and universal suffrage is not inconsistent with Aristocracy. And to crown all Aristocracy is not only consistent with Democracy, but is a species of which Democracy is the genus. Truly Righteousness and Peace have kissed each other, and the Lion has lain down with the Lamb!"

We have devoted so much space to the more general portions of the work that we can refer

only cursorily to what is perhaps its ablest chapter—that namely, on the past and future of Indian policy. Here the author is most thoroughly at home and he speaks with so complete a knowledge of the condition of India in the past and present, that one of his critics has spoken of him as evidently an experienced India Civil Servant. Our readers, however, probably know so little of India that what he has written on this subject will be matter of admiration rather than of interest. The clear though short account of the rise of British power in the East, however, will be interesting to all, and while few will read through the pages which give a proposed new and truly scientific division of India for purposes of local government, and which bristle with geographical, ethnological and philological information, all will find pleasure in feeling themselves carried away by the strong arguments with which he defends the policy of conciliation and firmness, which must especially characterize the governing of India.

It was originally our intention after giving an account of Thorburn's book, to undertake an estimate of its worth. We have already, however, occupied too much space, and that is now impossible. We would only remark that the basis of the whole structure is perhaps not sufficiently firmly fixed, and one rises from the perusal of the book with the question still troubling him—would it after all be for the greatest good of the world that a civilising kingdom should be formed, whose source of authority would be fixed, but the source of power variable. It seems rather to be the experience of the world that he who has the power should give the word of command. And even if it were a good thing, we fear that it would be difficult to prove to the colony which at any particular time might be the source of power, that it was a solemn duty to be obedient to the motherland. Human nature would need to be purified and philanthropy take the place of self-interest as a motive power, before such a happy combination could be established and preserved for the benefit of the world. But, while the whole edifice which Thorburn has built, may perhaps not stand the storms of experience, there are beautifully hewn stones and pillars and whole colonnades which will last, and are not only beautiful but massive and strong. The graduation of suffrage, the true Indian policy and the duty of Britain as a civilizer are all argued with great ability and with an earnest eloquence which shows that the writer

really believes himself to be pointing out to a vain world the way in which it should go. For this reason one can pardon, even if one be an opponent himself, the contemptuous manner in which his opponents are treated. His eye is so fixed upon the strong points of his own system that he neither sees the weak points of his own nor the strong points of others.' The whole book is written in an exceedingly racy, and in many parts a sparkling style, whose effect is heightened by the background of stern earnestness by which it is characterized. We would advise those of our readers who desire a literary and politico-philosophical treat to obtain the book and read it for themselves.

MAC.

[We may add that the above review was received from one of our graduates. We had previously read the greater part of the book with the intention of reviewing it ourselves. The above however frees us from the necessity of so doing. We may nevertheless add a few observations on what seems to us the leading defect of the work.

Although the work is entitled "A Plea for a British Imperial Policy," the writer has not viewed the question from an imperial standpoint. His position is entirely insular and British. His scheme is not so much calculated for the glory and benefit of the Colonies, the world over, (though this *may* result from it) as for the peculiar advantage of the British Islands. The train of reasoning followed by him seems to be something like this. Our supplies of coal and iron are getting somewhat scant, and other nations are rising very fast to be our competitors, in the market of the world. If something be not done soon we shall sink into the position of a second Holland. The only thing we can do is to extend the area of our territory so as to secure us an empire that may defy all competition. This we shall do no matter whether pleasing to the Colonies or not. *Our* interests are paramount. Whatever is most conducive to our interests, *that* must be their duty. To shew that we are not straining the author's meaning at all by this interpretation, witness the follow-

ing extract. "To save time, they (the English ministry) may omit the formality of asking the consent of each Colonial Legislature. If saucy Colonial Governments talk loudly about constitutional rights, they ought to be shortly and sharply reminded that their constitutions are acts of the British Parliament, and that the power which has given is not yet too effete to take away." We have not space or time to argue against any such doctrine as this; we are afraid it will not make any very favorable impression on the minds of our readers. It is almost identical with the policy that drove the United Colonies to revolt a century ago. It is just the policy that all true thinkers on colonial matters have been condemning for the last half century. Any scheme for a British Imperial Policy must have a wider basis than a desire to bolster up English greatness by the young and growing Colonies.—EDS. DAL. GAZ.]

THE COLLEGE SOCIETIES.

THE Annual Students' Meeting was held in Class Room No. 2, on November 5. A large number was present. On motion J. McG. Stewart took the chair, and the meeting proceeded to appoint the Officers for the ensuing year.

Pres., Jas. McG. Stewart; Vice-Pres., W. J. Whittear; Sec. & Treas., J. H. Sinclair; General Com., F. H. Bell, H. H. Hamilton, A. Whitman.

Attention was then called to the fact that death had been thinning our ranks during the summer vacation, and it was unanimously resolved that our Com. be directed to tender an expression of our sympathy to the relatives of Messrs. E. McLean and A. H. McMillan, whose loss we are called upon to mourn.

The business in connection with the GAZETTE was then taken up. Mr. W. A. Mills, the retiring Sec. and Treas., gave in his report for the past year. The report was adopted and the thanks of the students tendered to Mr. Mills for the diligence and energy displayed by him in the discharge of his duties.

GAZETTE Staff for the coming year: Editors, Jas. McG. Stewart, F. H. Bell, J. H. Sinclair, J. McD. Scott. Fin. Com., H. H. Hamilton, Stan-

ley McCurdy, F. W. Archibald, J. H. Cameron; Sec. and Treas. I. M. McDowall.

Officers of Foot-ball Club: Pres., G. Laird, Capts., G. H. Fulton] and J. Murray; Sec. and Treas., Stanley McCurdy.

On motion the meeting adjourned.

KRITOSOPHIAN SOCIETY.—The Kritosophian Society (consisting of 3rd and 4th year Students) held its first meeting on Friday evening, Nov. 12th, when the following Officers were elected for the present Session: President, J. McD. Scott; Vice-President, J. H. Sinclair; Secretary and Treasurer, F. W. Archibald. The subject chosen for the first debate was "Maritime Union." J. T. Ross was appointed opener, and I. M. McDowall respondent. It was also resolved that every second meeting be devoted to the reading of original papers, two on each evening, and to discussion of the subjects treated of.

EXCELSIOR SOCIETY.—This Society met on the 12th ult., in Class Room No. 2, and elected the following Officers: President, John H. Cameron; Vice-Pres., E. McLellan; Sec'y, Thos. LePage; Treasurer, John L. George; Committee, Wm. Stewart, Wm. Miller, John McClure. The subject of debate for next night was then chosen and the meeting adjourned.

In a private letter one of our graduates says:

We visited the Trossachs, Lochs Katrine and Lomond, Dumbarton, Tarbet, Inverary, Loch Awe, Oban, Fort William, Ben Nevis, and thence hied us across the Spean Valley to the Highland Railway. We did not do much walking, owing to the Lochs to be crossed and the limited time at our disposal; however, our legs took us 100 miles in the first 5 days. One of our best days experiences was Ben Nevis. Up we went in the midst of a thick fog, I grasping my sturdy staff of English oak (Slept Jacobus). We saw nothing, we were wetted to the skin, our shoes were reduced to pulp, one of us tumbled into a burn, and the other two missed the summit by 150 feet. We descended to Glen Nevis and got back to Fort William by a circuitous route. Highland hotels make extravagant charges. At Argyle Arms Hotel, Inverary, we sat down to dinner; the only thing remarkable about the meal was its price, for we had to pay about \$1.30 each. We left that hotel sadder and wiser, for we had paid a penny a bite.

Our Exchanges.

THE *College Herald*, Lewisburg, Pa., contains in its November number an editorial entitled "A Popular Error. We clip the following sentence, "Instead of a gymnasium being a necessary part of a university, it is a superfluity, and an evil, inasmuch as it causes a large expenditure of money which makes no return." We give little value to the statement. We believe, however, that gymnastics may be carried too far. The paper is well conducted.

After a careful comparison we are inclined to give the *Harvard Advocate* the first place in our list of exchanges. We have before us the numbers for November 5th and 19th. The former contains a very severe criticism, apparently well deserved, upon a book called "The Keys of the Creeds." The *Advocate* thinks that at the opening of the Academy Theatre, "there should be an attempt to reproduce as exactly as possible the Antigone of Sophocles, as it was represented at Athens," and says that "if it is successful it would be a great honor to the College." We think so too. We shall say nothing about the poetry of this number. The issue of the 19th has an article entitled "An Evolutionist's idea of Harvard," the writer of which draws a very dark picture of "the typical Harvard student." He writes well. No fewer than five columns are devoted to the condemnation of compulsory attendance at morning prayers. Happily we have no such absurdity here.

THE *College Olio*, Marietta, Ohio, is a large paper. It criticises motives, and thinks the practice of wearing mourning absurd. An article called "Rhetorical Morals," contains some very useful directions to young writers.

THE *Hesperian Student*, University of Nebraska, contains more reading matter, we think, than any other of our College exchanges. We wish we could speak as favourably of its quality as of its quantity. There are some good things in it, especially in "Scraps from my Note Book."

THE November number of the *Qui Vive*, Shurtleff College, Ill., is better than any we saw of it last winter, though there is still, in the editorials, a reprehensible tendency to "gush." For example: "Varied emotions furnished fanciful scenes of existence in enchanted regions of unreality." The verses entitled "A Message," are above the average.

THE *College Times* comes from Heidelberg College, Ohio. An article on the "Pass of Thermopylae," contains the following remarkable statement:—When the Spartans saw on every side the bristling ranks of steel, they placed their backs upon them and fought until the last man fell." No wonder they all died! The military skill of the Spartans has evidently been greatly exaggerated. We can save their reputation only by supposing that the flight of the Persian arrows was so thick as not only to intercept the rays of the sun, but to bring on a total eclipse. The *Times* contains two or three very good articles, but the poetry is below the average.

We wish we had space for all our exchanges, but as we must leave some over for next issue, we have taken them in order as they lay in our basket.

DALHOUSIE GAZETTE.

HALIFAX, N. S., DECEMBER 4, 1875.

EDITORS.

J. MCG. STEWART, '76. J. H. SINCLAIR, '77.
 F. H. BELL, '76. J. MCD. SCOTT, '77.
 ISAAC M. McDOWALL, *Secretary.*

THOSE who were present at Convocation last Spring will remember a suggestion thrown out by our worthy Professor of Mental Science to the effect that the course of study should be extended to five years, and that the last two years of the course should be given up, in great part, to the study of philosophy. The Board of Governors has not seen fit to adopt this suggestion, and we by no means intend to challenge the wisdom of their choice. In these days of hurry and bustle, especially on this side of the Atlantic, four years are quite as much as can be snatched from the importunate clutch of business or professional duties. Were an additional year's study demanded of aspirants for a College Degree, many a youth who even now hesitates long before making up his mind to attend College, would never resolve to absent himself so long from the world of active life. Nevertheless, in spite of this, we are of opinion that Professor Lyall's suggestion was deserving of more notice than it has received. There is a real defect in our system of education, and though Dr. Lyall's remedy may not be the best attainable, it is none the less incumbent upon us to seek out some solution of the difficulty.

The evil may be shortly stated as being an excess of instruction and a deficiency of original thinking. The end and aim of all Collegiate Instruction, as we have all heard time and again, is not to impart positive knowledge, but to discipline the mental powers, and particularly the reasoning faculty. But too often, as we all know, the former is fully attended to and the latter comparatively neglected. The name of education is perverted to represent a process the exact opposite of the word's etymological signification,

and which, instead of being a "drawing forth," could be far more aptly characterized as a "stuffing in." Now in this respect Dalhousie is, we feel assured, no worse than the majority of Colleges the world over. At the same time any candid observer will feel certain that all is not as it should be, even in our *Alma Mater*. With the great staples of a College curriculum—classics and mathematics—we have no fault to find. If a student does but perform his work in these fairly and honestly, eschewing cribs and mathematical keys, he must strain to the utmost almost every faculty of his intellect. In fact it is this quality above all others, that convinces us that the classics and mathematics will always retain the proud position that they have so long held as chief among the intellectual appliances whereby the mind is disciplined and invigorated.

But with the rest of the subjects that go to make up the usual course of study the case is far otherwise. We refer to the Sciences, Mental and Natural, and, though in a much less degree, to Rhetoric and History. Not that these subjects are incapable of exerting a most beneficial influence on the intellect, but because under the present system of instruction, only a small portion of that influence ever operates on the mind of the student. Not that any fault whatever is to be found with the Professors; the blame, if any, attaches to the students themselves. The difficulty is this, that at present almost the only faculty exercised by these studies is the memory. Take the mental sciences; let any candid student answer whether all the study he bestows on these be not the committing to memory as much as he can of his notes taken from the Professor's lectures. Of course there are exceptions, but we believe we are right in affirming that not more than one student out of a dozen ever thinks for himself upon any of the moot points of Psychology, Metaphysics or Ethics. The *dicta* of the lecturer are simply taken down and stored in the memory ready to be produced on the day of examination. This is certainly very far from what it should be—very far from what our Pro-

fessors desire. Yet how can it be remedied? A remedy of a certain kind is provided by the essays required to be written during the Session upon certain of the subjects discussed. But these do not, and cannot, provide any effectual remedy; and it is to point out their comparative inefficacy and worthlessness that we have written this long preamble.

The reasons of this uselessness of the present Essay System are chiefly the following: First, the essays do not add one jot or one tittle to the student's standing in the University. Let him spend days and nights in consulting authorities and in patient investigation of his subject—the most that he can hope to obtain is a few vague terms of general commendation from the Professor in class; while in the Spring he has to witness the honors and the public testimonial carried off by some student, who, without one thought on the subject, or the consultation of one authority, has given all his time to memorizing his notes. Could any system be better adapted to foster cramming and to repress all original thought? The same criticism applies in great part to the essays required in the Rhetoric course. We know an instance where the prize was taken by a student who had not written a single essay throughout the Session! Can any one wonder, when so little importance is *apparently* attached to the essays by the powers that be, that these essays are treated with corresponding neglect by the majority of the students?

Second, the pressure of other work during the Winter Session. Unless a man possess facility of expression beyond the powers of nine-tenths of Dalhousie students, to write an essay worthy of a good subject and of himself, during the hurry and pressure of a six months' session, is next to an impossibility. The importunate classics and mathematics swallow up time and energy piece-meal, and even then cry like Oliver Twist for "more." Professor Lyall seems aware of this, for he generally allots his subject for essay a few days before the Christmas holidays. The remedy is as bad as the disease. We want

the whole of our holidays for recreation and the revision of the work already gone over. Many of us have been engaged all summer in teaching or office-work, and to give up the holidays with all their round of Christmas festivities, to reading and writing on some heavy Psychological or Metaphysical subject, requires an enormous amount of self-sacrifice. Accordingly not half the essays *are* written in the holidays. The greater part are hurriedly scrawled off on some odd Saturday morning before the holidays begin. The notes of the Professor's lectures are shovelled together in such language as comes most readily to hand, and, without reading a page on the subject, without spending half an hour in silent thought, the student hands in what he is pleased to call an "essay," feeling that he has got rid of a disagreeable task that was of very little good in itself, and would never bring him any reputation or honor. In short, to repeat what we have said above, the study of the mental sciences is at present little better than wholesale cramming.

The remedy for this unfortunate state of things seems quite apparent.—Put off the Logic and Metaphysic essays to the Summer vacation, make them compulsory on all students, and give a respectable prize for the one that displays the most ability and research. This, we think, would meet nearly all the difficulties that occur under the present system. It would afford ample time for study, thought and careful composition. It would ensure an essay from each member of the class. And finally it would secure for the writer of the best essay the reward to which he has as good a claim as the prizeman in any other branch to *his* laurels. This whole matter of the Summer vacation and its use, or rather its abuse, may come up for discussion at another time. At present we will only throw out this suggestion. The Summer essay might be so chosen as to make a certain amount of reading necessary, by allotting as a subject an account of the writings and doctrines of some eminent philosopher. We may just notice here that care would be neces-

sary in choosing an author whose works, or the most important of them, can be readily obtained at low prices.

With regard to the Rhetoric less is to be said than the other kindred subjects. The regular fortnightly essays of the course supply the want in great measure. Still, even here something might be done by allotting some literary subject to be written upon during the summer vacation. Moreover, any one with the interests of good writing at heart might do a great benefit to the class by giving a special prize to the best series of fortnightly essays written through the course by an under-graduate. The subjects of the fourth year—Ethics, Political Economy, and History—of course cannot be classed with those of the other years. We must, therefore, dismiss them for the present; hoping, however, to say a word or two upon them at some future time, when we intend taking up the subject of post graduate essays.

THE manner of conducting our Public Schools has of late years been much improved. Many steps have been taken in the right direction, but there is still a long journey before us. We need not say that the success or failure of a school depends to a very large extent upon the teacher. Among the great host who set themselves up as instructors of youth, we occasionally find one who has tact enough to teach. The fact that a teacher is popular does not always indicate that he does his work well. The preacher, who, before a prejudiced audience of his own sect, can prove that the "Great Beast" spoken of in the Revelation of St. John is none other than the Pope of Rome, as well as the priest who can demonstrate to the satisfaction of his own people that the "dogs and sorcerers without the gate" are all Protestants, are both sure of large audiences and loud applause. But is any one justified from this to conclude that these men are able ministers of the New Testament, rightly dividing the word of truth? We think the

teacher's fame often rests on no better foundation. Will it not hold good in many sections of our Province that the teacher of somewhat less than moderate ability, who is willing to be all things to all men, who is "constant at routs, familiar with a round of ladies," and prepared at any time to assure every parent that his child surpasses all the rest, can occupy an exalted position in the estimation of the people, and command the highest pay? Nor is a first class license in all cases an index of a man's ability. The Council of Public Instruction must occasionally "lay careless hands on skulls that cannot teach and will not learn," and send them abroad through the country certified to be what they are not. The people should be capable of judging. One very good mark of such a character is that he offers to work cheaply. The teacher who is willing to engage for half pay, generally does not deserve any more. He may deceive others, but he is quite capable of forming a fair estimate of his own worth. The failure of such a man does not disappoint us, but it is to be regretted that there are many, who are possessed of good teaching ability, and yet have no real success. We think this often arises from the fact that the teacher mistakes his true position, and instead of being the compass that guides the ship, he is the tug-boat that drags it along. There are two acknowledged modes of imparting instruction. The one endeavours to direct the pupil in the exercise of his powers, and to make him think, and act for himself; the other ignores the fact that the scholar has a mind of his own, proceeds on the principle that he is a place for stowing away the ideas of other people, and hands him over to the tender mercies of some mental stevedore called a teacher, whose chief business is to see that the "cramming" is carefully done. It expects him to exercise unshaken faith, but never asks him to think.

As a result of the two systems, two kinds of scholars are produced. The former is calculated to give us men of thought and action, men whose minds have not only been developed to a large

extent, but stirred to activity, and who are likely to become "laborers of the mine rather than of the mint;" the latter is almost certain to give us "bookful blockheads ignorantly read," men who have swallowed one mess after another without the least opportunity for digestion, until the stomach has totally refused to act, and they are sent forth into the world the victims of the worst of all diseases—mental dyspepsia.

Much has been said and written, of late years, on this most important of subjects, but with little or no effect. The old system still stands a very Gibraltar in our midst. Tell it not to the departed spirit of Pestalozzi! Whisper it not to the shade of Forrester! yet it is an undisputed fact that, after all the light that has been thrown on this subject, and all the opportunities we have had for improvement, parents and teachers are still almost unanimous in agreeing that the great object of sending children to school is that they may learn tasks by rote. The teacher is supposed to be a man who dispenses knowledge just as a physician does medicine. The dose may be very disagreeable to the scholar, but it is for his good, and he must take it. Any one who wants an illustration of this will not have to visit very many of our schools in order to find it. True enough, the pupils are quick with their pencils; ask them the interest of a certain sum for so many days, at a given rate per cent., and they find the answer very readily. They all understand how to multiply by double the rate per cent, and the number of days, and divide the product by 73,000; but most likely there is not one in ten who can give you an intelligent reason for what he does. Such a state of things should not be tolerated. This matter is important, and should interest every Nova Scotian who has a care for the future of his country.

The great question before us at present is, how can this be remedied? In this case, we fear that the disease has become chronic, and cannot be remedied by ordinary means. Of one thing we feel certain; if young Nova Scotia is

to be taught to think in school, the whole system at present in vogue requires to be changed.—Above all we would press home the fact that the teacher makes the school. Place a staff of energetic, thorough educationists at the head of our school system, and the needed reforms will soon follow. The men who would occupy such an important position require special training. When we want a watch repaired, we take care to find an experienced workman, but any teacher is good enough to give our children their first lessons. The pupil will be, to a very large extent, what his instructor is. Alexander took lessons from Aristotle; the illustrious scholar was none the less great because he had a great teacher. It is, therefore, of vital importance that the very best teaching ability be employed.

We have men in the profession now who are doing good work. Let us not drive them into the ranks of some other profession, or away to some other Province, by refusing to give them a fair return for their labour. We think that our Colleges should exert a greater influence than they do over our school system. It has been laid down as a principle that education begins at the top and works downward. Why is it not so with us? The reason evidently is that we have too many pinnacles, too many starting-points, none of which are elevated enough. The greatest rivers have their sources in the highest mountains. We want, therefore, the assistance of some mental Titan to uproot all those little peaks and pile them together, and thereby give us an eminence from which streams will flow to refresh and gladden the plain beneath. We will then be able to place our educational affairs under the care of men who are far in advance of those they teach, men who have "drunk deep of the Pierian spring" themselves, and consequently know how to point others the way thither.

THE School of Science in the Museum has been affiliated with the Halifax Medical School. This is a step in the right direction. It supplies

one of the chief wants of our Province in the matter of education. As the men who have taken it in hand are men of energy and talent as well as of the requisite knowledge we hail the attempt with feelings akin to joy, and with every confidence in its future success. The Inaugural Address was delivered at 4 o'clock yesterday afternoon by Dr. Honeyman, whose name and attainments are too well and widely known to need any praise from us. We hope to be able to give a brief outline of the lecture in our next number.

THE Professors' scholarships have been won this year by Messrs Isaac McLean and George McQueen.

These scholarships are competed for at the Matriculation Examination, and entitle the holders "to free attendance on all the classes of the under graduate course as long as they maintain a first or second rank at the Sessional Examinations." Apart altogether from the inducement which the liberality of our professors has thus supplied, we think that every young man who comes up to the college to study, should come with all the preparation which the opportunities at his command can afford. There are few things which a student regrets so much throughout his college course as the idleness, or negligence, which has prevented him from previously mastering the elements, at least, of Greek and Latin. It entails on him during the first two years an amount of drudgery which hard work, even when united with ability, can scarcely ever entirely overcome. Our remarks are not confined to undergraduates. They apply with even more force to general students. These can derive but little benefit from the classes they take at college, if they are not well grounded in those elements which many of them seem to consider unimportant.

On behalf of the students, we acknowledge, with thanks, the receipt of the *Contemporary Review* from Professors Macdonald and DeMill, and of *Blackwood's Magazine* from Professor Johnson, for the use of the Reading Room.

WE have been informed that there are 30 students in attendance at the Medical School. This is very encouraging, and even remarkable when we take into account all the circumstances of the case. These medicals (we mean the Faculty) had faith in their undertaking, and there is added to their faith energy, and to their energy ability, and to their ability pluck.

THE number of students already enrolled is ninety-six. There were 89 Arts Students last winter, and as the medicals are not with us this term, the increase of 7 is very satisfactory. Our college has been growing steadily in numbers since its commencement, and is as efficient in every way as the present state of Academic Education in the Province can allow.

THE *Christian Messenger* finds fault with Professor Macdonald, for not impressing upon his hearers in Argyle Hall the fact that Mr. Schurman is a student of Acadia College. We do not propose to defend the professor, both because we think the charge altogether unfounded, as our readers can see for themselves, and because we know that he is well able to perform that duty for himself. But as the *Messenger* has coupled our name with its attack on the address, we feel bound to say something. We have much pleasure then, in informing our readers that Mr. Schurman, the present holder of the Gilchrist Scholarship, is a student of Acadia College, and has we believe, attended that institution for three years. Both in his case and in that of Mr. McGregor, we think the *Messenger* will allow that the chief credit of their success is due to the gentlemen themselves. But we have no jealousy of Acadia College, as we have no fear of its advocates. Let the *Messenger* say all it can in favour of Acadia, let the *Wesleyan* say all it can in favour of Sackville, let the Episcopalians swear by Kings, and the Roman Catholics by St. Mary's and St. Francis Xavier; we can join in their rejoicings at the success of these institutions. What we want is a Provincial

University. We wish to see all the energy and talent, whatever it may be, which is at present divided and to a great extent wasted among six small colleges, united in one Central University, which would have an influence and standing in the world of Higher Education, and which would be far more beneficial as well as less expensive to the people of this province than the present thriftless and wasteful system.

DALHOUSIE STUDENTS AT EDINBURGH.—We have often had the pleasant duty of chronicling the success of old students in the further prosecution of their studies. At the University of Edinburgh the names of Dalhousie students appeared no fewer than fifteen times in the list of prizes and certificates last year.

E. Scott, B. A. '72, took a high prize in Hebrew in the Free Church College.

Jas. McD. Inglis carried off 4 prizes and a £100 bursary in the Established Divinity Hall.

Aeneas Gordon has taken his M. A. degree.

John Stewart, besides winning the medal in Physiology, Robert J. Blanchard and Alfred Harvey have all taken high places in their medical studies.

James C. Herdman, B. A., of Class '74, who is well known to readers of the GAZETTE, has distinguished himself by carrying off several prizes in the Divinity Course, including one in Hebrew.

Dallusiansia.

A JUNIOR who is apt at finding comparisons was heard to say lately that trying to keep pace with our Professor of Modern Languages, reminds him of the beetle in the Persian tale who, when a little grease was placed on his nose, started with all his speed in pursuit of it, and kept going on and on *ad infinitum* without gaining the prize.

A POETICAL Soph while sitting in his study room the other night with his *poney* in one hand and his original text in the other was heard to exclaim,—Thus am I double armed. My bane and antidote are both before me.

PROF.—What is the difference between *homo* and *vir*? Freshie:—"Homo is a man of either sex and"—here he was interrupted.

A FRESHMAN spells wharf w-o-r-f-f. Such are the demoralizing effects of the study of Old English.

Notes on Education.

A YOUNG lady Miss Evelyn Chapman, took the first prize at the recent state collegiate oratorical contest at De Moines.

THE Texas Legislature has fixed the compensation of public school teachers, at ten cents per day for each pupil in actual attendance.

THE trustees of Wesleyan University, Middletown, have resolved to celebrate the Centennial by the addition of \$500,000 to the endowment of the Institution.

IN the Boston Teachers' School of Science the Lectures are free to the teachers in the public schools and are well attended.

THE Messrs. Stewart of New York have given to Princeton Theological Seminary in 13 years over \$200,000. Over 120 students have been admitted to Princeton this year.

AMHERST has 334 students this year, half of whose tuition fees are paid by Scholarships and prizes, besides the universal reduction to one-half the whole cost by the general endowment of the University.

THE Faculty of Queen's College, Birmingham, lately resolved by a vote of 9 to 3 that they could not receive women as students in medicine, and so the College Council have unanimously decided not to admit females to the classes.

THE average income of the Teachers of the Irish National Schools (as set down in Parliamentary returns) is £43 per annum; ranging from £18 to £52 for males, and from £16 to £30 and £40 for females, trained in an Institution similar to our Normal School. Fancy the President of one of our county academies receiving as a *high* salary \$250 per annum.

Personals.

GEORGE McMILLAN, a graduate of last year, is studying Theology at Queen's College, Kingston.

JAS. SMITH, a soph. of '74, is teaching in his native place, Upper Stewiacke Village.

ALEX. MCLEOD, B. A., of class '75, is studying Divinity, at Princeton.

JAS. SUTHERLAND, a soph. of last year, is teaching the Classical Department of Pictou Academy.

F. W. O'BRIEN, a soph. of '74, has deserted us and become a disciple of Aesculapius. He is pursuing his studies in the Halifax Medical School.

JAS. A. McKEEN, B. A., of Class '73, who has been teaching in St. John, N. B., has returned and is attending the Theological Hall in this city.

JAS. McLEAN, a soph. of last year, is teaching the First Department of the New Glasgow High School.

HECTOR M. STRAMBERG, B. A., of Class '75, is Teacher of Mathematics in the Fredericton High School,

Literary Notes.

GAMMA.

THE Pilgrim's Progress has been translated into Japanese.

A "Life of John Knox" from the pen of Mr. Fox Bourne will soon be published.

"THE Inn Album," a new poem by Mr. Robert Browning, is now in press.

CHARLES Reade is said to be writing a new novel, "The Queen of Conaught."

THE author of "Ginx's Baby" is writing a temperance story to be called the "Devil's Chain."

WE shall soon have a new history of the Crimean War, by the French Academician, M. Rousset.

A NEW dramatic poem, based upon Greek Mythology, is about being completed by Mr. Swinburne.

FAC-SIMILES of forty Ancient Charters will be issued about Christmas by the Trustees of the British Museum. Most of them refer to the Ninth Century.

THE Marquis of Lorne's Poem "Guido and Lita" is receiving general commendation, though considered the work of a gentleman of leisure rather than that of a poet.

A NEW psychological and philosophical magazine entitled *Mind*, will be issued in England for the first time in January, 1876. Spencer, Lewes and many other well-known authors will contribute to the first number of this journal, the very name of which is a scientific creed.

MILTON'S *L'Allegro* and *Il Penseroso* have been translated into French by Mr. John Roberts, M. A., of Cambridge. This attempt, hazardous indeed for any man, in an Englishman bordered on the reprehensible. But Mr. Roberts shews himself an accomplished French scholar, and in *L'Allegro* has been wonderfully successful. In *Il Penseroso*, however, he has failed, but failed in a task in which it is believed that no man, not even Voltaire himself, could have succeeded.

A NEW work on the "Origin and Progress of the Italian Language," has just been given to the public, by R. Palumbo. Written in faulty English, and giving but little that is new upon the Ancient Languages of Italy, it cannot be considered a valuable work. His theory as to the origin of Italian is also old; namely, that it has resulted from the fusion of the various dialects of the country, including Latin.

THE very excellent History of England by Mr. Green published a few months ago has now a competitor in a work by the Rev. J. Franck Bright, M. A., entitled "English History for the use of Public Schools." The first volume embraces the period from 449 to 1485. Two more volumes are to follow. The plan of the work is similar to that of Mr. Green's,—the constitution, the social condition, and the foreign relations of the country, being treated far more in detail than was formerly usual in a school history.

Miscellaneous Notes.

GAMMA.

M. Doré, the greatest living Biblical Artist, is now engaged on a painting representing "Christ's Triumphant Entry into Jerusalem." The size will be 30 feet by 20 feet.

DR. G. Buhler is now searching the libraries of India with the expectation of discovering new works in Sanskrit, or what would be about as valuable, new assistance for interpreting the old ones.

THE death has been announced of Dr. Bleek, whom every student of language knows as the author of the "Comparative Grammar of the South African Languages." He died in Africa where he had spent most of his life.

DR. Thudichum's analysis of a thousand brains gives this result: Water 80 per cent.; Albumen, Phosphorus, Nitrogen and Cholesterin 20 per cent. All the Albumen was in the insoluble form.

ATTENTION has lately been called to the necessity of having dry, covered places for storing coals. M. Varrentrau, after careful and repeated experimentation, says that coals, especially bituminous kinds, by exposure to wet lose nearly half their heating power, or five times as much as they would if properly stored.

SAMUEL Haughton, author of a work on "Animal Mechanics," says that he has "proved that the strength of the lion in the fore limbs is 69.9 per cent. of that of the tiger, and that the strength of his hind limbs is only 65.9 per cent. that of the tiger;" and that "five men can easily hold down a lion, while it requires nine men to control a tiger. The lion is in truth a pretentious humbug, and owes his reputation to his imposing mane." Thus is treason spoken against His Forest Majesty.

TO AN EMPTY BOTTLE FOUND IN A WOOD.

O, emblem of the silent dead—
The body here the spirit fled,
What joys to thee have oft been wed,
What sorrow,
As by the sun the rain is bred,
To-morrow.

Thou find'st thy couch on desert moss,
How like thy man in joy and cross,
The more thy fill the more thy loss,
Yet reck not;
For thou art whole, p'raps he with jaws,
Or neck not.

But if thy loss were as his gain
And gradually thy strength did wane,
Like moisture making field and plain
Bloom gaily—
Why then ye'd both be saved much pain,
So Vale.

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