

THE DALHOUSIE GAZETTE

Ora et Labora.



Dalhousie College and University.

SESSION, 1890-91.

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ORA ET LABORA.

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HALIFAX, N. S., MAY 6, 1891.

NO. 10.

The Dalhousie Gazette.

Halifax, N. S., May 6, 1891.

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attention.

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

THE Financial Editor of the GAZETTE respect-
fully asks those who have not yet paid up
their subscriptions, to do so as early as possible.

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WITH this number the present board of
editors bids the readers of the GAZETTE
farewell. It is not for us to say how
successful our efforts have been. Our readers
will have decided that point long before this.
The changes introduced at the first of the session
have only partly been carried out. Our efforts
to run departments on separate lines have not
been successful, as in some numbers either the
Law or Medical department has been conspic-
uous by its absence. But we believe the system
to be a good one, and we would recommend our
successors to have all three in every number.
As we lay aside our editorial quill, we wish the
GAZETTE continued prosperity under its new
management, and in its new form.

AS announced in a former number, it is
intended to make considerable changes in
the GAZETTE. Active committees have been
appointed, consisting of members of the old and
the new boards of editors, to make arrangements
for the next session. If all goes well, the first num-
ber of the GAZETTE for the session of 1891-92, will
appear in magazine form. The reading-matter
will not be confined so strictly as heretofore, to
College topics, but will branch out into subjects
of general interest. It is hoped that the GAZETTE
will be able to secure able contributors both among
our own graduates, and others who have not been
so fortunate. The proposed changes will necessi-
tate a considerable outlay, and we hope that all
who have not yet paid up their subscription, will
forward the amount of their arrears to the
financial manager at once.

THE College is to be congratulated upon securing the services of Howard Murray, B. A., as a lecturer in Classics. The graduating class, who had the advantage of being under his tuition, will all join in voting that Mr. Murray was a success in the tutorial classes, even when cramped by the necessities of the position. In taking charge of the honor class, as we presume he will, we feel sure that the broader field will be taken advantage of, and that those who are fortunate enough to have the opportunity of attending his lectures, will be taught to look upon the masterpieces of ancient writers as literary gems which deserve a close study for their own sake.

TUTORS Morrison and Shaw have completed their two years in the University. They have been deservedly popular with the Freshmen and Sophomores who were under them, and they leave with the best wishes of all students for their future success. Perhaps none of their predecessors have come up to them in attention to their library duties. The GAZETTE wishes them a prosperous and useful career.

WE have just received a copy of the report of the Executive of the Alumni Association. It will be found in full in another column. We have no space at our disposal to discuss the report, but we would advise all our readers to give it a careful perusal.

CONGDON'S DIGEST OF THE NOVA SCOTIA REPORTS.

We have delayed noting the appearance of this valuable work until a certain amount of experience of its practical utility, should enable us to speak with some degree of authority, as to its merits. After a considerable use of it, we have little hesitation in pronouncing it one of the best digests that have ever been made. The labor of collecting, revising, rearranging, proof-reading and indexing a volume of such proportions, cannot be adequately estimated by any one who has not been himself engaged in such work,

and it is a somewhat scandalous condition of things, that the importance and difficulty of such work are so poorly appreciated, that the author has in many cases, as we believe the case is in this instance, to be content for the most part with the consciousness that he has done an unrequited service to the profession for which he has labored, and the community that must profit by his toil.

Besides being a digest of all the reported cases, and of many cases that are practically out of print and inaccessible, the book contains a great deal of valuable information that cannot well be elsewhere obtained, and must have cost the author many a long and tedious search. It is not easy to say whether the most interesting of these items of out-of-the-way knowledge, is the list of Chief Justices and judges prefixed to the digest, or the case of petition of the inhabitants of Cape Breton, which determined the equality and annexation of the island of Cape Breton to the province of Nova Scotia. The collection of cases and dicta as to the application of Imperial law to this province, throws a flood of light on a subject very little explored, and as to which curious and alarming discoveries are every now and then made. It is a grave question whether our own legislature should not by commission take up this matter, and determine once for all, how much of the old Imperial legislation is in force in this country, and what parts of it are not in force. As the case stands now, the question is one involved in great uncertainty, and productive of endless confusion. Mr. Pollock once described English common law as chaos tempered by Fisher's digest. We might describe our system as chaos, mitigated in some slight degree by the efforts of Mr. Congdon. We regret that time and space compel us to do much less than justice to this admirable piece of work. It is one that should be in the office of every practising lawyer, and we could trust that the author's returns for the arduous work involved in its preparation, were very much greater than they are at all likely to be.

B. R.

We have been somewhat tardy in acknowledging the receipt of *Olla Podrida*, our young city contemporary from the Ladies' College. In the limited space at our disposal, we can only say that for wit, wisdom, and a sprinkling of girliness, it stands ahead of any of our exchanges from Ladies' Colleges.

ANNUAL CONVOCATION.

ACADEMY OF MUSIC,

Thursday, 23rd April, 1891, 3 P. M.

The programme of Convocation given below gives an adequate idea of the proceedings. The students in the pit were somewhat quieter than usual, notwithstanding the elaborate preparations that had been made. This no doubt, was owing to the feeling of sadness that came over them at the thoughts of parting with the members of the graduating classes. However that may be, the absence of horns, etc., was a decided improvement. Lieut-Governor Daly graced the platform with his presence, and at the repeated call of graduates and students, gave a short, interesting, and practical speech. The rest of the proceedings are found in the following programme: Opening Prayer by the President. President's Introductory Address. Degrees to be Conferred, viz. :-

Bachelor of Arts

BAXTER, AGNES SIME. Halifax.
BREHAUT, JAMES WILLIAM. Murray Harbour, P. E. I.
COX, GEORGE HASTINGS. Shelburne.
GOODWIN, EMILY MAUDE. St. John, N. B.
GRIERSON, JOHN ARTHUR. Kentville.
HUGH, DAVID DOUGLAS. Murray Harbour, P. E. I.
JORDAN, ELIJAH JOHN. Murray Harbour, P. E. I.
KENNEDY, JAMES SIMON. Pt. Philip, Cum. Co., N. S.
MCCURDY, JAMES FARQUHAR. Halifax.
MACGLASHEN, J. ARCHIBALD. New Glasgow, N. S.
MACLEAN, JOHN BROWN. Hopewell, N. S.
MCMILLAN, CHAS. EDWARD. Whycocomagh, C. B.
MCMILLAN, FREDERICK ALEX. Alberry Plains, P. E. I.
MCNAUGHTON, ELIZABETH. St. John, N. B.
MAGEE, WILLIAM HENRY. Kings Co.
MOORE, CLARENCE LEANDER. Salisbury, N. B.
MORASH, ALBERT VICTOR. Lunenburg.
MUNRO, CHRISTOPHER. Valleyfield, P. E. I.
OLIVER, A. C. LITCHFIELD. Digby.
ROBINSON, CHAS. BUDD. Pictou.
STAIRS, HENRY BERTRAM. Halifax.
THOMPSON, F. WILLIAMS. Merigomish.
TUPPER, JAMES WADDELL. New Glasgow, N. S.
WEST, THOMAS FREDERICK. York, P. E. I.

Bachelor of Letters.

MONTGOMERY, JOHN. Dalhousie, N. B.
MUIR, ETHEL. Halifax.

Bachelor of Laws.

ALLISON, EDMUND P., B. A. Halifax.
CONGDON, FRANK HINKLE. Halifax.
DAVISON, JAMES MACG., B. A. Halifax.
FAIRWEATHER, STEWART LEE. St. John, N. B.
LOGAN, HANCE JAMES. Amherst.
MCDONALD, ALLAN JOS., B. A. Little Glace Bay, C. B.
MCDONALD, JOSEPH. North Sydney.
MCNEILL, ALEXANDER, B. A. Port Hood.
PATON, VINCENT J., B. A. Halifax.
RUGGLES, NEPEAN CLARKE. Halifax.

SHAW, ALFRED ENOS, B. A. Avonport.
WHITE, THOMAS HOWLAND. Shelburne.
WICKWIRE, HARRY HAM, B. A. Canning, Kings Co.

Doctor of Medicine and Master in Surgery.

JOHNSON, ISAAC WELLWOOD. Tatamagouche.
HAMILTON, CHARLES ALFRED. Boylston.

Address to Graduates.

Master of Arts.

CROWELL, REV. EDWIN, B. A. Yarmouth, N. S.
GRANT, DAVID KENZIE, B. A. New Glasgow.

Presentation of Honours Diplomas:—Classics:—1st Rank, J. W. BREHAUT. *English and English History*:—1st Rank, J. W. TUPPER. *Philosophy*:—1st Rank, D. D. HUGH; 2nd Rank, E. J. JORDAN. *Mathematics and Physics*:—1st Rank, AGNES S. BAXTER.

Presentation of Diplomas of General Distinction:—First Rank:—C. B. ROBINSON. Second Rank:—C. L. MOORE and A. C. L. OLIVER.

Presentation of Medals:—Governor General's Silver Medal: D. D. HUGH. Sir William Young's Gold Medal: AGNES S. BAXTER. Governor General's Gold Medal: J. W. TUPPER.

Presentation of Special Prizes:—Avery Prize: C. B. ROBINSON. Waverley Prize: J. RANKINE. Early English Text Society's Prize: J. W. TUPPER. New Shakespeare Society's Prize: J. W. Logan.

Valedictory Address for Graduating Class in Arts: By J. B. MACLEAN.

Valedictory Address for Graduating Class in Laws: By ALEXANDER MCNEILL.

Addresses by J. F. Stairs, Esq., M. P., and Rev. Dyson Hague.

BENEDICTION.

The following are the RESULTS OF XMAS. AND SPRING EXAMINATIONS:

FACULTY OF ARTS.

LATIN.

FOURTH YEAR: *Class I*—Brehaut, J. W.; Robinson, C. B.

THIRD YEAR: *Class I*—McNeill, Rod. *Class II*—Johnson, G. F. *Passed*—Webster, K. G. T.; Gratz, H. G.; McDonald, A. F.; Campbell, R.; Graham, R. H.; McIntosh, D. S.

SECOND YEAR: *Class I*—Logan, J. W. *Class II*—Martin, Alb.; Ross, Hedley; McKay, T. C. *Passed*—Rankine, J.; Forbes, E. W.; Dickie, Bessie; McLean, C. A.; Murray, Lucy; Kellogg, Mary; Robinson, D. M.; Finlayson, Dun.; Ross, G. E.; McArthur, S. J.; Barnstead, A. S.; McDonald, Ida; Annand, Ed.; McKay, D. G.; Putnam, H.; Grant, R. J.; O'Brien, R. F.; Keefer, R. T.

FIRST YEAR: *Class I*—Brehaut, Er.; Gordon, A. M.; (Ross, Sophia; Gray, W. S.) *Class II*—McKay, Angus W.; Grant, Milton D.; Simpson, Frank; McPhee, Margaret. *Passed*—Fraser, Hugh M.; Putnam, James; Grant, Melville F.; Archibald, Alex. D.; Hebb, Bertha; Mackintosh, John; (Hobrecker, Clara; Bigelow, Henry;) Milligan, G. S.; Archibald, Adams; (Johnson, E. W.; Lawson, Thomas;) (Mackay, J. D.; McKenzie Ellen; Murray, Robert H.; Woodman, W.;) Smith, W. H.; Tattrie, G. P.; Macdonald, Peter; McNairn, W. W.; Yorston, Fred.; (Crawford, J. A.; McKay, W. P.; Shaw, George.)

GREEK.

FOURTH YEAR: *Class I*—Brehaut, J. W. *Class II*—Goodwin, Emily. *Passed*—McNaughton, Elizabeth; Oliver, A. C. L.; Kennedy, J. S.

THIRD YEAR: *Class I*—McNeill, R. *Class II*—Robertson, S. N.; Johnson, G. F. *Passed*—MacIntosh, J. A.; Archibald, Sarah; Macdonald, A. F.; Logan, J. D.; Johnson, J. B.

SECOND YEAR: *Class I*—McKay, T. C.; Martin, Alb.; Ross, Hedley. *Class II*—Logan, J. W.; Forbes, E. W. *Passed*—Robinson, D. M.; McLean, C. A.; Rankine, J.; Ross, G. E.; Grant, R. J.; Barnstead, A. S.; McKay, D. G.; Thompson, Willard; (O'Brien, R. T.; Murray, Lucy); McDonald, Ida

FIRST YEAR: *Class I*—Brehaut, Er.; Ross, Sophia; Fraser, Hugh M. *Class II*—Gordon, A. M.; Gray, W. S.; Mackay, Angus W. *Passed*—Grant, Melville F.; Putnam, James; Grant, Milton D.; McPhee, Margaret; Simpson, Frank; (Hebb, Bertha; Tattrie, G. P.); Mackintosh, John; Archibald, Adams; Archibald, W. D.; (McNairn, W. W.; Bigelow, Henry); (McKay, W. P.; Woodman, W.); (Smith, W. A.; Johnson, E. W.); Murray, R. H.; Milligan, G. S.; McKenzie, Ellen; Mackay, J. D.; Macdonald, Peter.

FRENCH.

THIRD CLASS: *Class I*—Brehaut, J. W.; Kellogg, May. *Class II*—Arthur, Geo. *Passed*—Fraser, J. G.

SECOND CLASS: *Class I*—McNaughton, Elizabeth; Hugh, D. D.; Goodwin, Emily M.; McCurdy, Jas. F. *Class II*—Finlayson, D.; Thomson, Jas. W.; McNeill, Roderick; Tobin, W. R. *Passed*—Grierson, J. A.; Keefer, R. T.

FIRST CLASS: *Class I*—Bakin, F. W.; McKittrick, F. J. A. *Class II*—McIntosh, D. S.; Borden, H. C. *Passed*—McDougall, Geo. D.; Yorston, Fred.; Murray, N. F.; McKeen, Geo. W.

GERMAN.

THIRD CLASS: *Class II*—Dickie, Bessie.

SECOND CLASS: *Class I*—Baxter, Agnes S. *Class II*—Tupper, J. W. *Passed*—Putnam, H.; Arthur, Geo.; Fraser, J. G.; McNutt, Elvin; Montgomery, John.

FIRST CLASS: *Class I*—Harrington, Emily B.; Archibald, Sarah E.; Fraser, Thos. M. *Class II*—Webster, K. G. T.; Robertson, S. N.; Mahon, J. A.; Hill, A. R.

ENGLISH.

THIRD AND FOURTH YEARS: *Class I*—Archibald, Sarah E.; Harrington, Emily B.; Tupper, J. W. *Class II*—Muir, Ethel; Webster, K. G. T.; Weston, Clara P. *Passed*—Stairs, H. B.; Thomson, J.

SECOND YEAR: *Class I*—Logan, J. W.; McArthur, S. J.; McKay, T. C. *Class II*—Murray, Lucy C.; Ross, H.; Arthur, G.; Ross, G.; Rankine, J.; Putnam, H.; Kellogg, May. *Passed*—McKay, D. G.; Grant, R. J.; Martin, A.; Jamieson, Harriet; Robinson, D.; Forbes, E. W.; Thompson, W.; Finlayson, D.; McLean, C. A.; Borden, H. C.; (Barnstead, A. S.; Mitchell, G. F.; Tobin, W. R.); McDonald, Ida G.; Putnam, Ella J.; Dickie, Bessie; O'Brien, R. F.; (McNutt, Elvin; Putnam, Charlotte); (Annand, E. E.; Keefer, R. F.)

FIRST YEAR: *Class I*—McKay, A. W. *Class II*—McIntosh, J.; Yorston, F.; McPhee, Margaret; McKay, J. D.; Ross, Mary S. *Passed*—(Hebb, Bertha J.; McDonald, P. M.; Smith, W. T.); Simpson, F.; McKenzie, Ellen M.; (Brehaut, E.; Hobrecker, Miss C. C.; Gordon, A. M.; Murray, H. T.); Fraser, T. M.; Fraser, H. M.; Gray, W. S.; Bigelow, H. V.; Putnam, J.; McKittrick, F. J. A.; (Archibald, Alex.; Jobb, F. L.); Woodman, W. Y.; (McDougall, G. D.; McIntosh, C. D.); (Dickson, H. C.; Putnam, Charlotte; Grant, M. F.); McKay, W. P.; Putnam, Ella J.; Archibald, Adams; Johnson, E. W.; (McNairn, W. W.; Shaw, G.); (Murray, R. H.; Grant, M. D.)

HISTORY.

FOURTH YEAR: *Class I*—(Tupper, J. W.; McRae, A. O.); McMillan, F. A.; McNaughton, Elizabeth; Harrington, Emily B.; Oliver, A. C. L.; Robinson, C. B. *Class II*—

Cox, G. H.; Stairs, H. B. *Passed*—Grierson, J. A.; Montgomery, John; McLean, J. B.; Munro, Christopher; West, T. F.; McMillan, C. E.; Muir, Ethel; McCurdy, J. F.; Goodwin, Emily; Thompson, F. W.; Campbell, D. M.; McGlashen, J. A.; Thompson, J. W.; Morash, A. V.

THIRD YEAR: *Class I*—(Campbell, R. S.; Archibald, Sarah E.); Weston, Rolfe; Webster, K. G. T.; MacIntosh, J. A.; MacIntosh, D. S. *Class II*—Graham, R. H.; Gratz, H. G. *Passed*—Mahon, J. A.; McKay, M. S.; McDonald, A. J.; Johnson, J. B.; Morrison, W. C.; McDonald, A. F.; Logan, J. D.; Fraser, T. M.

POLITICAL ECONOMY.

Class I—Oliver, A. C. L.; MacRae, A. O.; Putnam, Charlotte; Stairs, H. B.; McLean, J. B.; MacIntosh, J. A. *Class II*—Graham, R. H.; Hill, A. R.; Putnam, Ella J.; Kennedy, J. S.; West, T. F.; McDonald, A. F. *Passed*—McDonald, A. J.; Morrison, W. C.; McCurdy, J. F.; McKay, M. S.; McMillan, C. E.; Cox, G. H.; Logan, J. D.; Fraser, T. M.

ADVANCED POLITICAL ECONOMY.

Class I—Hugh, D. D.; McMillan, F. A.; Montgomery, J. A.; Jordan, E. J. *Class II*—Muir, Ethel. *Passed*—Grierson, J. A.

SENIOR PHILOSOPHY.

Class I—Hugh, D. D.; Jordan, E. J.; Robinson, C. B. *Class II*—Macrae, A. O.; Hill, A. R.; MacIntosh, J. A. *Passed*—Logan, J. D.; West, T. F.; Johnson, G. F.; Robertson, S. N.; Muir, Ethel; Maclean, J. B.; McMillan, F. A.; Gratz, H. G.; MacKay, M. S.; Kennedy, J. S.; Morrison, W. C.; Macdonald, A. J.; McMillan, C. E.

ETHICS.

Class I—Macrae, A. O.; Robinson, C. B.; Hill, A. R. *Class II*—McMillan, F. A.; Robertson, S. N.; West, T. F.; Muir, Ethel. *Passed*—Johnson, G. F.; Munro, C.; MacLean, J. B.; (McNaughton, Elizabeth; McGlashen, J. A.); Campbell, D. M.; (Goodwin, Emily; Cox, G. H.); (McCurdy, J. F.; Thompson, F. W.); Morash, A. V.; Montgomery, J.

JUNIOR PHILOSOPHY.

Class I—Murray, Lucy C.; McKay, Thos. C.; Kellogg, May H.; Mitchell, G. F.; McArthur, S. J. *Class II*—McDonald, Ida G.; (Grant, K. J.; Rankine, Jas.) Forbes, E. W.; Logan, J. W.; Ross, Hedley; Finlayson, D.; Ross, Geo. E.; (Fraser, J. G.; Keefer, R. T.; McKay, D. McG.); Robinson, D. M.; Jamieson, Harriet J.; (Arthur, Geo.; McLean, C. A.) *Passed*—Annand, E. E.; Putnam, H.; Martin, A.; O'Brien, R. F.; Parker, L. W.; Barnstead, A. S. *Passed in Logic*—Thompson, W. S.

ADVANCED PHILOSOPHY.

Class I—Macrae, A. O.; Robinson, C. B.

MATHEMATICS.

SECOND YEAR: *Class I*—Rankine, J.; Mackay, T. C.; Kellogg, May. *Class II*—Ross, G.; McDonald, Ida G. *Passed*—Grant, R. J.; Mackay, D. G.; Mitchell, G. F.; McLean, C. A.; Logan, J. W.; Forbes, E. W.; Thompson, W. S.; Barnstead, A. S.; Ross, Hedley; Annand, E. E.; O'Brien, R. F.; Keefer, R. T.; Finlayson, D.; McArthur, S. J.; Jamieson, Harriet J.; Arthur, G.; Robinson, D. M.; Murray, Lucy C.; Putnam, H. *Passed in Geometry and Mensuration*—Martin, Albert; Thomson, J. W. *Passed in Special Examination in Geometry, supplementary to Second Year*—Campbell, R. S.

FIRST YEAR: *Class I*—Gordon, A.; Ross, Mary; Brehaut, E. *Class II*—Fraser, H.; McIntosh, John; Grant, Melville; McKittrick, F. J. A.; McKay, J. D.; Dickson, H. C.; McKay, A. W.; Tattrie, G.; Simpson, F. S.; (Gray, W. S.; Putnam, H.); McPhee, Margaret. *Passed*—Archibald, Adams; Hebb, Bertha; MacIntosh, C. D.; (Johnson, E. W.; Bigelow, H.; McKenzie, Ellen;) McDougall, G. D.; Lawson, Thomas; Woodman, W.; Hobrecker, Clara; Smith, W. H.; Grant, Milton; Murray, R.; Crawford, J. C.; Yorston, F.; Archibald, A.; Parker, L. *Passed in Geometry*—Hattie, J. H.; McKay, W. P.; McNairn, W. W.

JUNIOR PHYSICS.

Class I—Bakin, F. W. M.; Weston, Clara P. *Class II*—Johnson, J. B.; Weston, R. A. *Passed*—McIntosh, D. S.; Gratz, H. G.; Robertson, S. N.; Hill, A. R.; Archibald, Sarah E.; Johnson, G. F.; Mackay, M. S.; Macdonald, A. J.; Mahon, J. A.; Campbell, R. S.; Graham, R. H.; Murray, N. F.; Morrison, W. C.; (Fraser, J. G.; MacIntosh, J. A.); (Macdonald, A. F.; McKeen, G. W.)

SENIOR PHYSICS.

Class II—Baxter, Agnes S. *Passed*—Moore, C. L.

DYNAMICS.

Class I—Weston, R. A.; Moore, C. L.; Bakin, F. W. M.; *Class II*—Weston, Clara P. *Passed*—Johnson, J. B.

PRACTICAL PHYSICS.

Class I—Moore, C. L.

ADVANCED PRACTICAL CHEMISTRY (ANALYSIS).

Class I—Cox, Geo. H.; West, T. F.; Oliver, A. C. L.; Kennedy, J. S. *Class II*—C. E. McMillan.

PRACTICAL CHEMISTRY.

Class I—Arthur, Geo.; McIntosh, D. S.; Johnson, J. B.; McKittrick, F. J. A.; Murray, N. F.; Jordan, E. J.; Thomson, Jas. W.; Gratz, H. G. *Class II*—McKeen, G. W.

ORGANIC CHEMISTRY.

Class I—Cox, G. H.; Oliver, A. C. L. *Class II*—West, T. F.; McMillan, C. E. *Passed*—Johnson, J. B.; Jordan, E. J.; McKeen, G. W.

INORGANIC CHEMISTRY.

Class II—Ross, Sophia M.; MacIntosh, Jno.; Mackenzie, Ellen M.; Hobrecker, Clara; McKittrick, F. J. A.; Yorston, Fred'k; Brehaut, Ernest; McPhee, Margaret. *Passed*—Hebb, Bertha B.; Gordon, A. M.; Mackay, J. D.; Putnam, Jas.; Mackay, A. W.; Woodman, W. L.; Dickson, H. C.; Johnson, E. W.; Grant, Melville F.; Mackintosh, C. D.; Smith, W. H.; Crawford, J. A.; McDougall, Geo. D.; Grant, Milton D.; Gray, W. S.; Simpson, Frank; Jobb, F. L.; Fraser, Hugh M.; Astwood, J. B.; Parsons, J.; Milligan, George S.; Bigelow, H. V.; Archibald, Alex. D.; Archibald, Adams D.

BOTANY.

Class I—Goodwin, Emily M.; Mahon, J. A. *Class II*—McNaughton, Elizabeth; McMillan, F. A. *Passed*—Hugh, D. D.; Fraser, J. G.; Campbell, R. S.; McDougall, G. D.

FACULTY OF LAW.

(Containing the names arranged in the order of merit in the First and Second Class, and alphabetically in the Pass List, of Students who have passed in the various subjects.)

CRIMES.

Class I—Bennett; Woodworth; Morine; Rowlings; Payzant. *Class II*—Montgomery; Brown; March; Cameron. *Passed*—Anderson; Burns; Comben; Fulton, J. A.; Graham, B.; Grierson; Kennedy; Munroe; Puddington; Russell; Tilley.

THIRD YEAR EQUITY.

Class I—Allison; Paton; McNeill; Shaw; Thompson-Davidson. *Class II*—Ruggles; Logan; Congdon; Wickwire; Casey. *Passed*—Cahalane; Fairweather; McDonald-A. J.; McDonald, Jos.; Paper marked 59.

CONSTITUTIONAL HISTORY.

Class I—Woodworth; Bennett; Rowlings; Payzant. *Class II*—Cameron; Brown; Graham, R. H.; Munroe; Campbell; Morine; Tilley; Anderson; Comben. *Passed*—Burns; Doyle; Fulton, J. A.; Fulton, E. M.; Graham, B.; Kenny; McCoy; March; McDonald, L. X.; Puddington; Russell.

SECOND YEAR EQUITY.

Class I—Johnstone; McKinnon; Blanchard; Schurman; Sangster. *Class II*—Casey; McDonald, L. X.; Mathers;

Smith, B. S.; Trueman; Fulton, W. H. *Passed*—Bill; Blackadar; Calder; Corbett; Dockrill; Doyle; Fraser; Fulton, E. M.; Murray; McLean.

CONTRACTS.

Class I—Bennett; Woodworth; Payzant; Cameron; Montgomery; Rowlings; Morine. *Class II*—Grierson; Brown; March; Puddington. *Passed*—Anderson; Burns; Cahalane; Comber; Crowe; Fulton, J. A.; Graham, B.; Kenny; McCoy; Munroe; Russell; Tilley; Paper marked "1," no number.

BILLS AND NOTES.

White.

INTERNATIONAL LAW.

Class I—Congdon; McNeil; Shaw. *Class II*—McDonald, A. J.; McDonald, Jos.; Davidson; Logan; Paton. *Passed*—Cahalane; Casey; Fairweather; Ruggles; Wickwire.

CONSTITUTIONAL LAW.

Class I—Smith; Dockrill; Mathers; Stairs; Johnstone; Montgomery; Trueman. *Class II*—Sangster; Calder; Grierson; Fraser; Bill; Fulton, W. H.; White. *Passed*—Blackadar; Blanchard; Casey; Corbett; Doyle; Fairweather; Fulton, E. M.; McLean; McDonald, L. X.; Murray.

SALES.

Class I—Dockrill; Schurman; McNeil; Paton; Allison; Davidson; Trueman; Shaw; Fulton, W. H.; Thompson; Johnstone; Mathers; Morine. *Class II*—Casey; Wickwire; McDonald, L. X.; Bill; Murray; McKinnon; Calder; Smith; Ruggles; Fraser. *Passed*—Blanchard; Congdon; Corbett; Doyle; Fairweather; Fulton, E. M.; Logan; McDonald, A. J.; McDonald, Jos.; Sangster.

CONFLICT OF LAWS.

Class I—Schurman; McKinnon; Dockrill; Johnson; Trueman; Mathers; Smith. *Class II*—Bill; McDonald, L. X.; McLean; Casey; Fulton; Fraser; Morine. *Passed*—Blanchard; Calder; Corbett; Davidson; Doyle; Fairweather; Fulton; Murray; Sangster.

REAL PROPERTY.

Class I—Rowlings; Bennett; Schurman; Woodworth; Munroe; McKinnon; Graham; Puddington; Morine. *Class II*—Comben; March; Cameron; Anderson; Brown; McCoy. *Passed*—Burns; Crowe; Fulton, J. A.; Kenny; Payzant; Russell; Tilley; Paper marked "F2 L."

EVIDENCE.

Class I—(Mathers; Schurman;) Fulton, W. H.; Johnstone; Congdon; Calder; Casey; Dawson; Ruggles; Thompson; McNeill; Allison; Corbett; Morine. *Class II*—Bill; McDonald, L. X.; Paton; Sangster; Trueman; Dockrill; Fraser; Fulton, E. M.; Smith, B. S.; McDonald, A. J.; McKinnon. *Passed*—Blackadar; Blanchard; Doyle; Fairweather; Logan; McDonald; Murray, Joseph; Shaw; McKenzie; Paper marked "59".

FACULTY OF MEDICINE.

Primary M. D., C. M. Examination.

Drysdale, Geo. N.; Hamilton, Chas. H.; Irwin, Archer; Meyer, Edward Jas.; Turnbull, George D.; Woodworth, Percy C.

Final M. D., C. M. Examinations.

Hamilton, Charles Alfred; Johnson, Isaac Wellwood.

Degree Examinations.

ANATOMY.—Drysdale, Geo. N.; Irwin, Archer; Meyer, Edward, Jas.; Turnbull, Geo. D.; Woodworth, P. C.

PHYSIOLOGY.—Drysdale, Geo. N.; Irwin, Archer; Turnbull, Geo. D.; Meyer, Edward J.; Rice, Frank E.; Thomson, Geo. F.; McAulay, Murdoch W.; Coady, Patrick.

HISTOLOGY.—Turnbull, George D.; Rice, Frank E.; Irwin, Archer; Drysdale, Geo. N.; Meyer, Edward J.; Coady, Patrick; Morrison, W. H.

MATERIA MEDICA.—Drysdale, Geo. N.; Turnbull, Geo. D.; Irwin, Archer; Rice, Frank E.; Meyer, Edward J.; Coady, Patrick; Morrison, D. H.; McAulay, Murdoch W.;

PHARMACY.—Turnbull, Geo. D.; Irwin, Archer; Drysdale, Geo. N.; Rice, Frank E.; Meyer, Edward J.; McAulay, Murdoch W.; Fairbanks, Harry G.; Coady, Patrick; Morrison, D. H.

CHEMISTRY.—Kennedy, Jas. S.; Rice, Frank E.; Meyer, Edward J.; Drysdale, Geo. N.; Turnbull, George D.; McAulay, Murdoch W.; Irwin, Archer; Morrison, D. H.; Fairbanks, Harry G.; Coady, Patrick.

PRACTICAL CHEMISTRY.—Byers, David W. (Rice, Frank E.; Turnbull, Geo. D.); Hamilton, Charles A.; Meyer, Edward J.; Irwin, Archer; (Bethune, Donald J.; Cogswell, Wm. F.; Kennedy, Jas. S.; Macdonald, Robert J.); (Coady, Patrick; Fairbanks, Harry G.; Grierson, Geo. T.; McAulay, Murdoch W.; Morrison, D. A.; Simpson, H. O.)

BOTANY.—Hamilton, Charles A.; McKay, Katherine J.; (Chisholm, Alex. W.; Macdonald, Robert J.); (Kennedy, Jas. S.; McKay, Wm. H.; Murray, Geo. W.; Brundage, Edgar M.; (Byers, David W.; Cogswell, Wm. F.; Simpson, H. O.; Thompson, Geo. F.) Haché, Henry C.; Bethune, Donald; Grierson, Geo.

SURGERY.—Hamilton, Charles A.; Johnson, Isaac W.; Johnson, Isaac W.

CLINICAL SURGERY.—Johnson, Isaac W.; Hamilton, Chas. A.

MEDICINE.—Johnson, Isaac W.; Hamilton, Chas. A.;

CLINICAL MEDICINE.—Hamilton, Charles A.; Johnson, Isaac W.

OBSTETRICS AND DISEASES OF WOMEN AND CHILDREN.—Hamilton, Charles A.; Johnson, Isaac W.

MEDICAL JURISPRUDENCE.—Grant, Wm.; Hamilton, Charles A.; Johnson, Isaac W.; Woodworth, P. C.

ARTS VALEDICTORY.

(BY J. B. MACLEAN.)

Mr. President, Ladies and Gentlemen:

The labors of another session are over; another ordeal of examinations has been passed through; and to-day we play our part in the last scene of the fourth and final act of the drama of a College Course. The curtain is even now slowly falling; but a few moments yet remain, ere it shuts us out forever from the life that has just now been ours; and we are asked to speak a few parting words in formal farewell.

Our feelings on this occasion, are a strange mixture of opposites. Among the varied elements that compose them, we can discern an unquestionable satisfaction in having at last attained the prospective point of our four-years sojourn here. We must confess to a chafing under the yoke; and the realization of being now free from the "drill'd dull lesson," contributes in no small measure to that feeling of satisfaction. Yet withal there is sorrow, deepest sorrow, at the thought of parting with College, its professors and students, the associations that have grown up with us, and now seem almost part

and parcel of our life. The first childish happiness of Freshhood; the more intoxicating exuberance of Sophomore life; the dignity arising from conscious superiority, attaching itself to us as Juniors; and the intellectual revellings of our Senior days,—all have been ours in turn, and each successive stage had for us its peculiar charm, realized in its intensity only now when about to be dismissed forever from the realities of our life. But yet we can carry them with us as dreams of our College days. Pleasant dreams will they make for us. Pleasant dreams! but not unmixed with nightmare; for though the fetters have been broken from our limbs, Time alone will wear away the marks of our captivity, and many an escape may we yet be destined to have from the dream-born arms of the examination fiend. But even this will gradually fade from our life, and in the time to come, having memories only for what furnished us with amusement or with pleasure here, we shall contemplate this period of our life as one where Happiness reigned alone with a sway supreme.

Our history has indeed been interesting. We were a rather remarkable class at the start, and we have been so ever since. The largest that ever entered the University, we have maintained that record throughout each successive stage until the end; and though the ravages of Time made breaches in our ranks from year to year, yet these have been partly filled. But alas! there are vacant places yet. We entered upon our Freshman year with a class of fifty, of whom thirty-three were undergraduates. To-day the "survival of the fittest" number twenty-seven. Where are the missing? Some are pressing on behind in junior years, or are in other Faculties; others have preceded us out into the battlefield of Life, and one has been gathered in by the reaper, Death.

It is an encouraging sign of the progress of the University, that for some years past there has been a steady yearly increase in the number of the graduating class. Last year's was the largest on record: ours to-day exceeds it by 10. And we trust that this will continue: that each year, as it rolls around, will bring to our Alma Mater an ever-increasing number of students. And to that end we would urge those in authority to spread more widely through the medium of the press, the superior advantages that Dalhousie has to offer. It is strange that these are so little known; but a partial explanation is found in the want of sufficient advertising. It is said that in some parts of the provinces,—yes, even of our own,—Dalhousie is almost, if not entirely unknown. There is a stream of students yearly flowing off from our very doors, which

might, possibly, be turned, or at least partly turned, this way, were the proper means used.

But I am not yet done with the graduating class. Quantity alone is but a poor criterion of excellence and could I offer nothing more as a recommendation, our claims to consideration would be but poorly sustained. Yet in the matter of quality, too, I think our class has been fully up to the average,—some enthusiastic souls ever raising it above that modest standard. I will be content, however, with placing it on a level with the others, and leave outsiders to make their own comparisons.

Not alone on account of our number, however, did we attract attention in our Freshman year as ever since, but rather from the fact that five of that number were young ladies. Of these five, four graduate to-day, one of them honoring the class as well as herself, by carrying off First Rank Honors in Mathematics and Physics,—the first lady to do so in the history of the University; and the other of the five has the prospect of graduating when Convocation next comes round.

Another circumstance is worthy of notice, and that is the peculiar relation we hold to New Dalhousie. We grew up together. While other classes, older than herself, were privileged to spend but a part of their course within her walls, we alone have spent the full four years. Old Dalhousie is to us a mere name; but New Dalhousie we have known from the beginning, for the first year of her life was also the first of ours; and we have not been wholly passive in the successes that have marked her progress since that time.

In some respects we have been deserving of adverse criticism. The most frequent charge against us has been our lack of interest in college athletics. It is only too true. From the start to the finish we have been notorious in this respect. Some few in the class have gone a good way to redeem its fair name; but, as a class, we have merited the charge. The gymnasium we systematically avoided. On a football day, *our* place was among the spectators,—outside the ropes. Our sporting enthusiasm was quite equal to the giving of a lusty "Dalhousie" yell, when occasion required, but it may almost be said to have spent itself in this, and that only on special occasions. But on the whole, our example has been worthy of imitation. If we have made mistakes,—and we have,—may our successors avoid them; our virtues, let them emulate.

Now let us again take a retrospective glance, but this time from a more general point of view.

The life of the University itself during the last few years has been most decidedly in the line of Progress. Certain changes have been made in the course within our experience, but those made prior to this now closing session have been duly referred to on former occasions of this kind. This year, however, has been marked by another, the introduction of mid-sessionals,—an innovation which demands more than a passing notice, but such we can only give it. It is, professedly, a protest against the "cramming" system, and as such was this year but partially successful, though its permanent results can not be properly gauged until it has really become a part of the established order of things.

There is another improvement that may be noted in passing, though it will not be found in the Calendar. I refer to the better understanding and deeper sympathy between professors and students that have been steadily growing of late. A brush occurred a year or two ago, the happy settlement of which, I think, has been partly instrumental in bringing this about; but whatever the cause, the fact is undeniable. It has been most encouraging to us in our various societies to see the marked interest our professors take in their workings, and the readiness with which they respond to any appeal made to them for assistance. It is due to some of them that the Philomathic Society has been organized; and, judging from the energy and enthusiasm with which they spoke at its inaugural meeting, we rest assured that it will not be through any fault of theirs, should it prove a failure. The brunt of the burden, however, must rest on the students, and its success is largely bound up with the interest they are to take in its progress. The philosophical department, I believe, has already had essays assigned for the summer, and we can but hope they will justify the good wishes we now express for the Society's further growth and well-being.

The advance sheets of the Calendar for the coming session are out, and several radical changes are to be noted. Among the improvements, we note that of a new Honor Course in English and German; then again, the addition of another optional to the subjects for the Senior Munro competition, viz., Chemistry, with either Physics or Philosophy. These changes, we are sure, will be appreciated by many, especially by the "numerically large class," after they have recovered from their late attack of Chemistry.

And in this connection is to be noted the opening of a new Faculty of Science,—the most striking addition of all. That this step is calculated to fill a conscious want, may be judged

from the very fact that I had intended advocating it, until I heard only three or four days ago, that it had already been taken in prospect. The Senate have anticipated me in this, and so I will just leave them to publish their own intentions in full, which they will do in the 2nd edition of the Calendar, to be issued shortly. I will only anticipate by saying that there are to be six or seven instructors, and that at least one new course in Science is to be opened.

I have but one reform to propose, and it is in connection with the GAZETTE. The idea is at present being entertained of enlarging it to magazine form, and of course the additional space to be filled, and the higher criterion of excellence to be adopted, would necessitate even greater attention on the part of the editorial staff than has been formerly given. That indeed was always quite an onerous task; but it will seem almost impossible to overtake the work on such an enlarged paper, if the old condition of things be continued. I would therefore renew a request—once before preferred and at that time duly rejected,—that the position of chief editor should stand in lieu of one subject in the third and fourth years. We know of other colleges, even in Canada, where this system obtains, and the journal they send out is the best proof of its successful working; and we doubt not that the education received by the editors, is fully as finished as that of the student who takes the regular course. We do not advocate radical measures; our aim is not to upset the "good old ways" of our predecessors, but we desire to keep along the line of progress and that such changes should be introduced into each department of College work as will result in its increased efficiency for training thinking men and women.

But my task to-day is the saying of farewell.

Citizens of Halifax:

In bidding you good-bye, we call to mind the various kindnesses we have received from many of you, both as individuals and as students of Dalhousie. In the latter capacity, I now formally thank you; but as those in the former reference were private in their character, it were better that their thanks also should be made in private.

But I have something more to say to you than mere farewell. Where we moderns would say "Be good," the ancient Greeks would say, "Do good." And I now combine two such ideas in one, by wishing that you may "fare well" by "doing well,"—by doing your duty to Dalhousie. She has ceased to be a stranger to you, though

long within your gates as such. Yet it is not your favor alone that she needs, but also your warm-hearted support. The wants of a growing University are known only to those who have a share in its management. Such a University is Dalhousie and her cry goes out to you. These wants, alas! are so many that I could give but a mere catalogue, were I to name them. But I need not do so. They are known in part to you, and I leave them to speak for themselves. Do well by Dalhousie and so fare well.

Mr. President and Professors:

It is with unfeigned sorrow that we bid you farewell. We owe you much: but our debt is one that could never be paid in class fees, and so we will attempt throughout our life, to pay you the balance in gratitude.

It is amusing now, in the light of the present, to review our past conceptions of you. At times, to be candid, we have looked upon you as the avowed enemies of our best interests; but we are wiser now. And if, in our thoughtlessness, or worse, our wickedness, we have put you to grief, we now ask your pardon. We forgive you for the harm—if any—you have done us, and we thank you for the good. For one and all of the kindnesses you have shewn us, we thank you. And while your human nature did occasionally come out in the class-room, yet it was in these relations particularly, that we have learned to look upon you as animated by the same hopes and fears, the same joys and sorrows as ourselves; and therefore, as friend takes leave of friend, so do we bid you farewell.

Fellow-students:

Our advice to you has been largely given in another connection, but I may repeat it here in a word,—emulate us wherein we have been worthy of emulation; strive to improve upon our failures. Doing this, you will do all.

Fellow-classmates:

We have fought the fight together, but victory is not yet inscribed upon our banners. To-day we go forth, not as conquerors in Life's battle, but as armed and ready for the trumpet's sound. The real struggle is but commencing, and upon each of us there will fall some measure of responsibility. May we be true to ourselves, true to our Alma Mater, true to our country, true to our God!

And now to all,—farewell!

"A word that must be and hath been,
A sound that makes us linger,—yet far—well."

LAW VALEDICTORY.

THE Law Valedictory was delivered by Alex. MacNeil, B. A. Our attempt to secure it for publication has been unsuccessful, as the writer would prefer that the readers of the GAZETTE should not have the opportunity of reading it. Those who have been expecting to have that pleasure must not attribute their disappointment to us.—EDITORS GAZETTE.

THE ALUMNI.

THE Alumni Association met in the College Building on the evening of April 22nd. The following officers were elected for the ensuing year:—

President	J. MCG. STEWART, B. A.
1st Vice-President	H. W. C. BOAK, LL.B.
2nd " "	W. B. WALLACE, LL.B.
3rd " "	C. H. CAHAN, B.A., LL.B., M.P.P.
4th " "	GEO. R. PATTERSON, B.A., LL.B.
	JOHN MONTGOMERY, B.L.
Secretary	HOWARD MURRAY, B.A.
Treasurer	J. A. SEDGEWICK, B.A., LL.B.
	G. W. SCHURMAN,
	PROF. MACGREGOR, D.Sc.,
Executive Committee	W. D. CAMERON, B.A.,
	GEO. CAMPBELL, M.D.,
	HECTOR MCINNES, LL.B.

The Executive Committee submitted the following report:—

To the Alumni Association of Dalhousie College and University:

The Executive Committee of the Alumni beg to report that in accordance with the recommendations of this Association, a joint meeting of the members of the Association, of the different faculties and the Governors of the University was held last spring, after the annual closing convocation, to consider the financial affairs of the College. A statement of the assets, revenues and expenditures of the University was submitted to this meeting which showed that the expenditures largely exceeded the income. A resolution was passed that an appeal for aid be made to the friends of the college, and that steps be taken to raise an endowment fund of \$50,000. Committees were appointed to consider the best means of raising this amount. The alumni were represented on these committees, and arranged with members of the Association in various provincial towns to organize public meetings and make a thorough canvass in the interests of the University. With the aid of resident members of the Association, successful meetings were held in New Glasgow and Truro, and your executive believe that a substantial sum was subscribed by friends of the college in these towns. They regret that a more persistent and organized effort was not made to raise this fund for the University. Many members of the Association residing in various part of the province have expressed their willingness to assist the Governors in their efforts to extricate the college from its present financial embarrass-

ments, and your committee would recommend that the Association take into serious consideration whether some means might not be adopted to rouse the Governors from their present apathy in this matter. Your Executive are of opinion that the above-mentioned conference of the Governors, Professors and Alumni of the University has been productive of much good, and that it would serve the best interests of the College that another such conference should be held as soon as convenient, to further discuss the important questions submitted by the Governors at the conference mentioned.

Your Executive have taken into consideration the matter of changes in the constitution of the University referred to them at the last meeting of the Association, and are of opinion, (1) that the governorships should be made tenable for terms of from three to five years only; (2) that a larger number of the governors should be men intimately acquainted with the affairs of the University; (3) that to gain this end a larger number of nominations should be entrusted to this Association, and nominations should also be entrusted to the Senate, and (4) that there should be a more equable representation of the different faculties in the Senate. The Executive would therefore recommend that the Board of Governors be requested to sanction the appointment of a joint committee consisting of committees of their own Board, of the Senate, and of the Executive of this Association to take the above suggestions into consideration and report upon them.

Your Executive having learned that a Faculty of Pure and Applied Science has been organized with the co-operation of leading engineers and other persons in this city, that it has been arranged to offer several scientific courses including courses in civil, mechanical and mining engineering, that while the proper organizing of such a faculty involves a large expenditure, no fund are available for that purpose, would express their great satisfaction with the important step which has been taken, and would recommend the Association to vote as large a sum as possible from their funds (or \$110.00) to assist in defraying the initial expenses of the Faculty.

Your Executive were ordered at the last annual meeting of the Association to recommend some better method of perpetuating the memory of the late Professor DeMille and Professor McKenzie than that of granting medals, and after careful consideration of this matter, they would propose that the moneys devoted to this purpose by the Association be expended in adding to the Arts Library books in the departments of English Language and Literature, and Physics, and in increasing the supply of apparatus in the laboratory belonging to the department of Physics.

For the first time in the history of the Association, rules 25-27 of the constitution, for the election of a President were brought into operation. Fifty-six ballots were returned to the Secretary and after computation of the number of votes for each candidate, according to the above-mentioned rules, J. McG. Stewart was found to be the successful candidate.

The report elicited a spirited discussion on various points, and was unanimously adopted.

ACKNOWLEDGMENTS.

Prof. Johnson, Prof. Lawson, D. K. Grant—\$5; Dugald Stewart, D. C. Fraser, Rev. J. K. Bearist, J. McG. Stewart, Prof. John Waddell, G. B. Macleod—\$2; H. Putnam, Miss Harrington, Dr. Lindsay, C. F. McWilliam, J. A. Grierson, Miss M. Stewart, Rev. Thos. Stewart, E. D. Johnson, Rev. J. D. McGillivray—\$1 each.

NOTES AND COMMENTS.

AT the last Arts students' meeting, held on Saturday evening, April 18th, the following students were elected editors of the GAZETTE for the next session: Sarah E. Archibald, '92; K. G. T. Webster, '92; A. F. Macdonald, '92; J. W. Logan, '93; T. C. McKay, '93; P. M. Macdonald, '94. John A. MacIntosh, '92, had been previously elected financial manager.

THE officers of the Arts students' meeting for '91-'92 are as follows: *President*, R. H. Graham, '92; *Sec'y-Treas.*, D. M. Robinson, '93.

A MEETING of the Alumni Association was held in the College building, on the evening of Wednesday, 22nd April. Although the attendance was not as large as was expected, the meeting was interesting. Much important business was transacted, intended to further the interests of the University. The executive seemed to think that the joint-meeting of Alumni Senate and Governors had been productive of good results, and it was therefore decided to ask for another such meeting to be arranged as soon as possible. The claims of the new Science faculty were presented and recognized. A considerable part of the surplus funds was devoted towards getting that department in working order. Power was given to the executive to treat with the class of '91 in reference to spending some money in advertising the College and its advantages more widely. The expressions of opinion on this point were very strong. All were agreed that Dalhousie is not so well-known as its merits deserve. A step forward was made in sanctioning the formation of sub-Alumni associations in the different provinces. If the experiment proves a success, in due time these and the head association will form a closer union, and carry on the work for which they are intended conjointly.

HOW NOTICES ARE EVOLVED IN A PROFESSOR'S MIND.—A certain professor in a certain university, found it necessary to put a notice on the bulletin board. The following is the *first attempt*.

FIRST YEAR

Students can have the

Second attempt.

FIRST YEAR

Students will receive their Exercise-books by applying to the Janitor.

Third and final form.

FIRST YEAR

Exercise-books can be had on application to the Janitor.

AT a special "general students' meeting" held in the College building on April 22nd, the report of the delegates sent to confer with delegates from the other Maritime Universities, in reference to the formation of an inter-collegiate lecture bureau, was received. The delegates met at Windsor, and after mature deliberation, decided on a basis of union to be submitted to the students of their respective Universities. Our students adopted the report of our delegate, Mr. MacRae, unanimously. He and Mr. Schurman were appointed permanent members of the bureau, and were empowered to complete the organization on the basis adopted by the meeting. The bureau is to consist of two members from each college. The aim is to secure the services of first-class lecturers, each of whom will deliver at least one lecture at the different colleges. The GAZETTE hopes to be able to get a report from our member of the bureau before going to press. [Since writing the above the constitution adopted by the bureau has reached the GAZETTE office. It is impossible to give a full account of it as this issue is about to go to the press. Dalhousie's delegates have made a very satisfactory arrangement and express their confidence in the success of the bureau. As yet only Acadia and Dalhousie have joined in, but provision has been made in the constitution for the admission of any university or academy at any time. No doubt both Mt. Allison and University of N. B. will join heartily in the scheme.]

FORM and ceremony do not make a University. It is not necessary for students to wear gowns to ensure success in college work. The less paraphernalia in connection with commencement exercises the better. The people of Halifax could not be deceived by such outward show. They can recognize the good work Dalhousie is doing in their midst, and when the time comes, they will show their appreciation of it in a substantial way.

Do our graduates know how much they can do for their *Alma Mater*, during the summer months. Scattered as they are over the Maritime Provinces, having opportunities to meet with young and old, can they not do much to bring the advantages of Dalhousie to the attention of every parent who is thinking of sending his son to college, and of every young man who is

anxious to go, not where he will receive a degree in the shortest time, and with the least work, but where he will receive a thorough course, leading to a degree which can only be attained by diligent application? It is needless to point out Dalhousie's advantages. Every graduate knows them. Let all join in making a thorough canvass during the summer months. If this is faithfully done by all, next session's freshman class will exceed the "numerically large" class of the past.

NEXT session's third and fourth year English class should be attractive. Here is the course:

Scott: Waverley, Marmion. *Byron*: Childe Harold. *Wordsworth*: Poems, selected and edited by Matthew Arnold. *Tennyson*: Rowe & Webb's selections. *Browning*: My Last Duchess, Lost Leader, Andrea del Sarto, The Bishop Orders his Tomb, Epistle of Karshish. *Ruskin*: Sesame and Lilies. *Carlyle*: Sartor Resartus.

History of Literature: Oliphant.

For Distinction. A thesis on a subject assigned by the instructor.

Such a course as the above will surely fill the class-room to overflowing, and increase the number of general students to what it was in the sessions of '82-'83, '83-'84, '84-'85. Professor MacMechan briefly states the plan of the course as follows:

"The object of this course is to complete the study of Eighteenth Century and Elizabethan Literature, by linking it, on the one hand with Chaucer and, on the other, with the literature of our own day. The completed course is intended to furnish the student with an outline picture of English literature from Chaucer to Tennyson."

This outline, meagre as it is, helps to form an idea of what may be expected by those who take the class. Some special means should be adopted to call the attention of the citizens of Halifax to this excellent course.

In the preceding paragraph attention has been called to the outline given by the English professor of the scope and aim of the third and fourth year English class. It is a mistake that this is not done more fully in all subjects. People who are not accustomed to University calendars, can make very little out of the dry facts put down as they are in our calendar. It is necessary to know that the professors intend to take up the study *e.g.*, of "Tacitus' Agricola" or "Moliere's L'Avare," or "Modern History from 1555," but such a bald statement will not attract the attention of any except the students who are compelled to take the class, or those whose previous training has rendered them capable of understanding and appreciating the advantages to be derived from a study of such works. An outline of the way in which it is proposed to treat the subject, appended to the statement as it appears in our calendar, would be a great advantage to students of the senior classes in deciding upon elective studies, and would be of incalculable benefit to those who cannot follow the intricacies of a calendar. The GAZETTE does

not propose this as an original idea. It was suggested by the perusal of the course in Classical Philology at Harvard College. To show how much can be done in this way a quotation is given below, which describes the method in which the course will be treated by the professor.

The course consists of

Lucian (selections). — Demosthenes (Philippics) — Lyric Poets (selections). — Euripides (Alceste). — Aristophanes (Peace). — Reading at sight.

Then the following description of the course is given:

"In the choice of authors to be read in this course and in determining the manner of instruction to be given, regard has been had to students who may not be able to read Greek under instruction beyond the Sophomore year. Others, however, may pursue the course with advantage. It continues the study, begun in the Freshman year, of oratory and the drama, and introduces the student to Greek martial, erotic, satiric, and occasional poetry, and to Lucian's satiric dialogues. The class will be expected to prepare carefully in advance the lesson assigned, so as to be able to read the Greek aloud with understanding, and to translate it into idiomatic English. The instructor will satisfy himself by occasional tests that the lessons are faithfully and regularly prepared. In lectures, passages of especial textual or grammatical difficulty will be explained, and such treatment of the metres of the plays and lyrics will be given as will enable the student to read aloud intelligently. But, above all, the various works will be considered as pieces of literature and the connexion of the thought, with historical and mythological references and antiquities will receive peculiar attention. Brief accounts of the writers and their place in literature will be supplemented by courses of reading marked out for the class in various histories of literature. There will be constant practice in translation at sight to develop the student's power of reading independently of commentators."

A comparison of this interesting description of the work done in class, with the bare announcement of text-books, will convince any one of what an advantage it would be if the compilers of our calendar could be induced to add such information. This illustration has been taken because it was nearest at hand. The same point could be emphasized by a similar quotation from any other department.

ANOTHER method of accomplishing the object mentioned above, has been proposed,—the publication of a popular edition of the calendar. The governors have been approached on this subject, but with no success. The arguments urged on behalf of this method are the same as those hinted at above. People generally cannot understand the way in which our calendar is compiled. They do not know where to look for any desired information. The pamphlet is scarcely interesting enough to invite a perusal from first to last. As a rule, even those who have the calendar in their possession, lay it to one side, without getting any idea of the advantages that are referred to (not described) within its pages. A story is told of a Roman Catholic citizen who thought his son would not be allowed to enter the University. The writer can remember having received a calendar when he was contemplating entering upon a University course. A careful study failed to reveal all the intricacies of the four years' studies. The assistance of a senior student from the University was needed to help unravel the tangled web. Of course it

is all clear now, and there seems to be no reason why it should not have been easily understood then. But it was not, and the experience of the writer will be the experience of many, into whose hands the calendar will fall during the coming summer. A popular edition of the calendar is the best means of solving the problem. Lying before us is such a pamphlet, giving a description of everything in connection with Harvard College. The pamphlet comprises fifty-six pages. Compressed in this space is the substance of their large calendar, presented in a readable style. The pamphlet is interesting, as giving a clear idea of life at Harvard. It reads, in parts, almost like a novel. Full accounts are given of the necessary and unnecessary expenses. Full directions about boarding and lodging are found. Prizes, scholarships and fellowships are attended to. Short popular descriptions of every course are given, with no special reference to text books and dry details. In short, any information that a person, who knew little or nothing of Harvard, would desire to get, is presented in an interesting and readable style. Such is what we want, to bring Dalhousie to the front. Such is what the governors have refused to do. Such is what the alumni and "class of '91" should do with their joint fund for advertising purposes. If this cannot be done, then the next best thing is to add a clear outline of the work of the classes to the list of subjects and text books in the calendar.

THE PHILOMATHIC.

A meeting of the Executive Committee took place in the College Wednesday morning, 22nd inst., at which reports of the progress of the Society were handed in. The committee is glad to be able to state, that the professors have given very valuable suggestions; while the students have entered heartily into the work along the line proposed. Already papers, to be kept in view during the summer, have been promised, in Local History, Literature, Philology, and Natural History. This is very gratifying, and it is to be hoped that no pains will be spared to make these papers as interesting as possible.

As it is very desirable that the work of the Society should begin as soon as College opens, some papers should be ready at that date. Every student can do something during the summer for the Society. Very great facilities are offered during the vacation for the collection of historical relics, natural history specimens, rare books, etc., in the various parts of the country; and many, perhaps all, of these, will be of value to the Society.

SIR JOHN THOMPSON.

THE CANADIAN MINISTER OF JUSTICE.

(From the "Green Bag.")

The most distinguished statesmen of Canada at the present time are, with very few exceptions, members of the legal profession. In Parliament that profession predominates in numbers and ability; and debarring Sir Richard Cartwright, all the able debaters are lawyers. It is not surprising, therefore, to find in the House of Commons, engaged in the exciting strife of politics, the flower of the Canadian Bar. Of the lawyers in the House, four stand distinctly in advance of their brethren in point of professional ability and eminence. They are Sir John Macdonald, the Premier of Canada, whose name is a household word in his own country; Hon. Edward Blake, a former Minister of Justice, and more lately the leader of the Liberal party in Canada; Dalton McCarthy, the intellectual leader of the section known as the "equal rights" party; and the subject of this sketch, the Hon. Sir John Thompson.

Sir John Macdonald and Mr. Blake have been in public life since the Dominion of Canada was organized, and Mr. McCarthy since 1876; but Sir John Thompson, the youngest of the four, entered the House as late as 1885. His experience in Parliament is embraced in a small number of years, yet to-day he stands unrivalled as a parliamentary debater, and is recognized as the keenest intellectual force on the Conservative side. No public man has risen so rapidly in Canadian politics, and none owes his rise more directly to his rare mental gifts and exceptionally high character.

John Sparrow David Thompson was born at Halifax, Nova Scotia, Nov. 10, 1844. His father was for a time connected with the public service as Queen's Printer and superintendent of the money-order system, and the future minister was two or three years a reporter of the debates in the local legislature of his native province. These circumstances no doubt influenced the young man in his choice of a career. After taking a course in the common schools and Free Church Academy at Halifax, he began the study of the law at an age when most young men who look forward to professional life are sophomores or juniors at the university. In 1865, just as he attained his majority, he was admitted to the bar of Nova Scotia.

His early years at the bar were years of hard and constant struggle, but in this time habits of thought and work were formed, which were afterward more useful in responsible posi-

tions. Mr. Thompson was not long in making a reputation for himself as a practitioner, and he soon began to cope with the leaders of the Nova Scotia bar; they were all his seniors, but they found him no unworthy adversary.

In 1877 the Fishery Commission under the Washington Treaty sat at Halifax, and Mr. Thompson was associated with the late R. H. Dana, Jr., as counsel for the American Government. A few months later in the same year a vacancy occurred in the representation of Antigonish County in the local legislature. The Conservatives were then in opposition, and they took advantage of this vacancy by nominating Mr. Thompson, their strongest available man. He was triumphantly elected, and in the session following added a great deal to the debating strength of his party. In 1878 a general election took place, and Mr. Thompson again stood for Antigonish, and was this time returned by acclamation. The Liberal government was overthrown, and the Conservative leader, Mr. Holmes, was called upon to form a new Government. The position of attorney-general naturally fell to the young member for Antigonish, who was again returned by acclamation by his constituency after his acceptance of office.

During his incumbency—from 1878 to 1882—the Attorney-General was instrumental in passing some very useful legislation, such as the Municipal Corporations Act, which gave local self-government to the counties of the province, and an act looking to the consolidation of all the provincial railways. Mr. Holmes retired from public life in 1882, and Attorney-General Thompson succeeded him as premier. A general election followed, and while the new premier was again returned, his party met with defeat at the polls, and gave way to a Liberal government. A few months later, to the great acceptance of the bar, Hon. Mr. Thompson was appointed Judge of the Supreme Court of Nova Scotia, which position he occupied until 1885.

As a judicial officer he added to his already high reputation: His thorough knowledge of law, his ceaseless industry, and his unerring judgment, made him the most esteemed judge of the province. Nor did he confine himself while on the bench to the routine of his office. The Judicature Act, which became law in 1884, and greatly simplified the practice of the Superior Courts, was drafted by him; and in the midst of other labors he found time to deliver a course of lectures on Evidence before the students of Dalhousie Law School.

About 1885 events began to develop which led to Judge Thompson's recall to political life. A rebellion had taken place in the Canadian

Northwest, and was suppressed. Louis David Riel, the leader of the revolt, was captured, tried at Regina, sentenced to death, and hanged. The Liberal politicians who, up to the time of Riel's execution, had taken no side, or perhaps more properly speaking, both sides, as to the expediency of that act, began to array themselves in opposition to the government on that question, and soon joined hands with the "national" leaders in the Province of Quebec, where many people regarded the rebel leader as a martyr, in denouncing the execution as impolitic, cruel and unchristian. The provincial elections, too, went in favor of the Liberals. The Government's Northwest administration was weak, and the governor of the territories, Mr. Dewdney, was harsh in his treatment of the people under him. Altogether it looked ominous for the government; and when the house would meet, the administration had no man to pit against the eloquent leader of the opposition, Mr. Blake, who was preparing a strong attack on the government. In this crisis, some of the Nova Scotia Conservatives represented to the Premier that the services of Judge Thompson were necessary; and accordingly in September, he was appointed Minister of Justice and Attorney-General, and sworn in as a member of the Privy Council of Canada. It seemed a rash experiment for a political leader in such a crisis to summon to his assistance a young man who had never before sat in the House of Commons, and whose reputation was up to that time only provincial. But the result amply justified the choice.

Before the parliamentary session of 1886 was far advanced, the great Riel debate began. Member after member took part in the discussion, and the idea was somewhat general that the government could not long survive this debate. On the 19th of March Mr. Blake rose, and began his arraignment of the administration. He was the ablest man in his party, admittedly the leading lawyer in the House. He had hitherto been without a rival as a master of legal fencing. He was at his best, and had a subject peculiarly suited to his tastes. He made a most vigorous onslaught on his opponents; and when he concluded his great speech, the Minister of Justice moved an adjournment of the debate, which gave him the right to open in reply on the following Monday. The occasion had now arrived when Mr. Thompson's career was to be made or marred. He had to rescue his party or go down with them. On Monday he began his speech, and was not half an hour on his feet when it was recognized that a most keen and powerful debater had entered the ministry. Calm and dignified in delivery, severely logical in argument, he spoke for five

hours, effectively repelling every attack made on the government, and by that speech took his place as the best debater in the Conservative party. From that day to the present his career has been one succession of triumphs. This great speech, it is admitted, saved the government from defeat. A general election took place in 1887, and the Minister of Justice was again elected for Antigonish, and his government sustained at the polls.

Hon. Mr. Thompson was sent to Washington while the Chamberlain-Bayard treaty was in negotiation, as legal adviser to the British plenipotentiaries, and prepared the legal brief for them. It is understood that he and the Hon. Mr. Bayard drafted the treaty. For these distinguished services he was knighted in 1888.

In the session of 1889 one of the finest debates ever heard in the Canadian House took place over the Jesuits' Estates Act. Sir John Thompson defended the course of the government, and his speech in reply to Mr. Dalton McCarthy, was probably the finest effort of his life. As a masterly legal argument it surpassed the speech on the Riel question, and brought the government out of another crisis.

It is not necessary to mention in detail the many useful statutes which have become law under the supervision of Sir John Thompson. Last winter two important measures—the Bank Act and the Bills of Exchange Act—became law. The Copyright Act, which protects the interests of the Canadian publishers, was passed in 1889, but has not as yet become operative on account of the opposition of the British Government. In connection with this subject, Sir John Thompson went to England in 1890, to confer with the home authorities; and the argument on behalf of the Canadian Government was made in a very able memorandum addressed to Lord Knutsford, Secretary of State for the Colonies.

The recent death of Sir Barnes Peacock has given rise to a discussion of the claims of Canada to representation on the Judicial Committee of the Privy Council, the final court of appeal for the colonies. The idea of appointing a Canadian seems to meet with a fair measure of approval both in Canada and in England; and Sir John Thompson is mentioned as the probable choice, if a Canadian be appointed. He is certainly the Canadian best qualified for the position. His former experience on the bench, his ability as a lawyer, and his judicial temper and bearing would fully warrant his appointment. But whatever be determined in that matter, there is little doubt of the important part Sir John Thompson will continue to act in his country's affairs.

WORDSWORTH.

A CRITICISM:—BY PROFESSOR LYALL.

(Continued from last number.)

The "Idiot Boy," is a type of the idiot boy in many a town or village in England and Scotland. We know not how it is in this part of the world. The mother is generally more attached to that child than any other member of the family. Notwithstanding in this particular case Betty Foy employs her child on an extraordinary errand for such a messenger—to bring the doctor from the town in an emergent case of sickness, which is not exactly explained:

Old Susan Gale, it seems, is sick,
Old Susan, she who dwells alone,
Is sick and makes a piteous moan,
As if her very life would fail.

And Betty's husband's at the wood,
Where by the week he doth abide,
A woodman in the distant vale;
There's none to help poor Susan Gale,
What must be done? What will betide?

Betty Foy bethinks her of her poor boy, and resolves to send him, proud even of his competency, as she fondly flatters herself in the particular emergency,

And Betty from the lane has fetched
Her pony, that is mild and good;
Whether he be in joy or pain,
Feeding at will along the lane,
Or bringing faggots from the wood.

Thus mounted, the poor boy sets out on his embassy, proud on his part to be entrusted with such a message. He has not gone far, however, before in the very exultation of the moment, forgetting his errand and everything else, he drops the reins, and lets fall the "green bough" he held in his hand for a switch, and allows the pony to proceed at his "own sweet will." In such circumstances the pony, as every sensible pony would, makes his way leisurely to the nearest pasture we suppose, which happens to be in the neighbourhood of a roaring waterfall. There the pony feeds unheeding of the hours, and there the poor boy sits unwittingly of the danger, and "of moon and stars taking no heed." And yet, who will say so? Who knows what is passing in that otherwise vacant mind, "the form of beauty smiling even at his heart?" It is more likely, and the poet seems to think so too, for, describing the various surmises that pass through the mind of the mother, who, anxious about her boy, had set out in quest of him, he says:

"Perhaps, and no unlikely thought!
He with his pony now doth roam
The cliffs and peaks so high that are,
To lay his hands upon a star,
And in his pocket bring it home."

Whether this be so or not, the mother, too glad to find her boy safe where there was so much danger, but where the boy himself apprehended none, exclaims:

"Oh! Johnny, never mind the Doctor;
You've done your best and that is all,
She took the reins when this was said,
And gently turned the pony's head
From the loud waterfall."

Returning homeward whom should they meet approaching them but Susan Gale herself?

"The pony, Betty, and her Boy,
Wind slowly through the woody dale;
And who is she betimes abroad,
That hobbles up the steep, rough road?
Who is it but old Susan Gale?"

And here we have another instance of the effect of imagination upon the physical frame.

"Long time lay Susan lost in thought;
And many dreadful fears beset her,
Both for her messenger and nurse,
And as her mind grew worse and worse,
Her body it grew better.

"She turned, she tossed herself in bed,
On all sides doubts and terrors met her,
Point after point did she discuss;
And while her mind was fighting thus,
Her body still grew better.

"Alas! what is become of them?
These fears can never be endured,
I'll to the wood.' The word scarce said,
Did Susan rise up from her bed,
As if by magic cured.

"Away she goes up hill and down,
And to the wood at length is come;
She spies her friends, she shouts a greeting,
Oh, me! it is a merry meeting
As ever was in Christendom."

Such is the story, and it will be allowed that there is some poetry in it. It and the other piece, "Peter Bell, the potter," are instances of a peculiar idiosyncrasy of Wordsworth's mind—a tendency to look at things on the two sides, the grave and the gay, the serious and the comic, and to see these blending in one, inseparable to the mind contemplating them. There is a sort of "aside" in these narratives of Wordsworth; we might almost imagine a kind of grimace on the face of the poet; he intends to be serious but he cannot help being comic: the humour is of a dry and subtle kind, somewhat sardonic, but kindly withal. There is a profound philosophy too in some of the turns of thought, which was of the very essence and texture of Wordsworth's mind. The poetry of many of the allusions an'

thoughts is exquisite: they are like veins of gold in a seam of quartz, rich gems in a rude matrix. Take for example the description of Peter Bell:—

"He, two and thirty years or more,
Had been a wild and woodland rover;
Had heard the Atlantic surges roar
On farthest Cornwall's rocky shore,
And trod the cliffs of Dover.

"And he had seen Caernarvon's towers,
And well he knew the spire of Sarum;
And he had been where Lincoln bell
Flings o'er the fen his pondrous knell
A far renowned alarm;

"At Doncaster, at York, and Leeds,
And merry Carlisle had he been;
And all along the Lowlands fair,
And through the bonny Shire of Ayr;
And far as Aberdeen.

"And he had been at Inverness;
And Peter, by the mountain rills,
Had danced his round with Highland lasses;
And he had lain beside his asses
On lofty Cheviot Hills.

"And he had trudged through Yorkshire dale,
Among the rocks and winding scars,
Where deep and low the hamlets lie
Beneath their little patch of sky
And little lot of stars.

"And all along the indented coast,
Respattered with the salt-sea foam;
Where'er a knot of houses lay
On headland or in hollow bay;—
Sure never man like him did roam!

"As well might Peter in the Fleet,
Have been fast bound a begging debtor;
He travelled here, he travelled there;—
But not the value of a hair
Was heart or head the better.

"He roved among the vales and streams,
In the green wood and hollow dell;
They were his dwellings night and day,—
But nature ne'er could find the way
Into the heart of Peter Bell.

"In vain, through every changeful year,
Did nature lead him as before;
A primrose by a river's brim
A yellow primrose was to him
And it was nothing more,

"Small change it made in Peter's heart
To see his gentle panniered train
With more than verbal pleasure feeding,
Where'er the tender grass was leading
Its earliest green along the lane.

"In vain through water, earth, and air,
The soul of happy sound was spread,
When Peter on some April morn,
Beneath the broom or budding thorn,
Made the warm earth his lazy bed.

"At noon, when by the forest's edge
He lay beneath the branches high,
The soft blue sky did never melt
Into his heart; he never felt
The witchery of the soft blue sky!

All this is serious enough surely, and yet it has its comic side. A mind of so hard a grain as to be impervious to all the appeals of nature :

" A primrose by a river's brim
A yellow primrose was to him,
And it was nothing more."

" The soft blue sky did never melt
Into his heart; he never felt
The witchery of the soft blue sky!"

provokes laughter while it excites pity. But Peter was an interesting character. By a course of circumstances, which we need not recount here, and for which the machinery of the poem itself must be consulted, Peter became the subject of a change not uncommon among the lower population of England, especially the north of England, with the mining districts of Cornwall and Wales. Thrown in upon himself he bethinks himself of his past life; he recalls his many misdeeds; "he had a dozen wedded wives;" and his conscience is sore troubled. Just when he is thus exercised, passing a chapel by the wayside he hears the voice of a preacher proclaiming in earnest tones forgiveness to the guiltiest, and urging to repentance. Peter hears the words of expostulation and entreaty, and becomes a changed man. Some further experiences, for which again we must refer to the poem itself, work further changes upon Peter's heart. It becomes softer under the humanizing influences; it receives a new impress; and like the vessels under the fires of his own ceramic art takes the mould which the great moulder designs for all. He would call into His service.

There is profound philosophy in the piece blended with quaint humour. The humour sets off the philosophy, the philosophy enhances, or gives point to the humour. The lessons of philosophy may be best taught sometimes when humour points the moral. There is deep insight into the springs of action, and set in a framework of poetical imagery, these are brought out into striking relief; and the whole performance has a moral in it which impresses itself upon the heart, or commends itself to the mind of every reader.

The poems "Ruth," "The Thorn," "The Female Vagrant," "Her Eyes are Wild," touch upon some of the saddest and most tragic experiences of human life, and they do this so delicately, and with such skill in the management of the poem, that you recognize the art of the true poet, while you acknowledge the power and pathos in the very simplicity of the composition. The story is the same with that of Hood's "Bridge of Sighs," only it is connected with rural, while Hood's is connected with town life. Wordsworth's poems, accordingly, have the

finer setting, Hood's are draped in deeper and more sombre colours. Wordsworth's verses have all the poetry of the accessory and conspiring circumstances to give them effect; the poetry of Hood is in the deep tragedy of the incident itself. In one of Wordsworth's compositions there is a deeper tragedy hinted at, or implied, than belongs to Hood's, tragic as it is; there is the fate of an infant as well as that of the mother involved; the mother becomes a wild and raving maniac, whom it is dangerous to approach in her fiercer moods; in Hood's piece the fatal plunge into the cold dark river, contains the climax of the story, and harrowing as it is, it is not so harrowing as the other, softened though that may be by the rural imagery and tender touches of which the composition admits, and which the poet knew so well how to employ.

Among the ballads we would instance further—"Repentance, a Pastoral Ballad," "The Pet Lamb," "The Star-gazers," "The Reverie of Poor Susan," "The Power of Music," "The Wishing Gate," and we stop here because we must stop somewhere. These are all instances of the interest which the different phases of humble life possess to the mind of the poet. Whatever interests the humblest interests him; it is the more likely to do so in proportion as the poor are the subjects of more unsophisticated emotion than those raised above them in station. More conventional feeling comes into play as we rise in the social scale. It is either the lowest or highest in rank that affords subjects for poetry. The higher ranks can afford to be unsophisticated, and the vicissitudes that overtake them often present the most picturesque effects. The lowly are unsophisticated, and their condition is already picturesque, or affords picturesque positions for description. Wordsworth is the poet of humble life—chiefly of rural life; and yet "The Horn of Egremont Castle," "Song of the Feast of Brougham Castle," "Artegall and Eildure," "The Armenian Lady's Love," show that he can touch the lyre as deftly on these more ambitious themes as the most courtly of the poets. Wordsworth by no means descends so low as Hazlitt makes the Lake Poets, as a class, do; and while he loves his lowly themes, he can raise himself on loftier wing to the very highest flight of poesy. He need not fear his pinion, it will not melt in the empyrean; it will sustain him at any elevation. Some of his odes are instances of this. It was not for want of power that he sought these lowlier subjects; it was because he really preferred them as themes for his muse. We might sight his verses "To the Sons of Burns," on "Rob Roy's Grave," "Ellen

Irwin, or the Braes of Kirtle," "To a Highland Girl," as examples of the same predominating tendency in the poet to one class of subjects above all others.

Wordsworth is essentially a descriptive poet. His love of nature makes him so. He cannot help himself. He could not refrain from paying homage to the aspects of nature, as these met his gaze or solicited his admiration, while, like a true artist, he takes great pleasure in transferring them, not to his canvas, but to his page. Wordsworth, to use an expression of his own, sees "more into the life of things" than do most other poets. He makes them speak. He gives them a voice. He interprets their language. The soul of nature meets his soul; he brings out the thought that is in a scene, or an object. Everything has a meaning in itself or by association. Wordsworth at once penetrates to that meaning, and embodies it in the most felicitous language. Witness his "Lines composed a few miles above Tintern Abbey," his "Memorials of a Tour in Scotland," his "Sonnets," "Memorials of a Tour on the Continent," with many a noble passage in the "Excursion," are plentifully scattered throughout his works. We cannot quote, for we would hardly know what to select as the most illustrative of the poet's peculiar faculty. Most of his subjects being taken from rural life, he is often descriptive when he is not directly or purposely so. Description is the setting of his compositions—their outward framework, the vehicle of higher designs than most poets propose to themselves. The noblest moral thoughts and reflections are frequently conveyed or find utterance in this way. Apart from such thoughts and reflections, a poem would be to Wordsworth an idle thing—would not fulfil the function of poesy at all. To him the poet's vocation is very high, and it must be admitted to be so if we take Wordsworth himself as an example of his own canon. Therefore it is that his poems are so profitable to be read, and are a study to all who can peruse them aright, or in the same spirit in which they were written. Wordsworth lived for poetry. It was to him like a profession. He gave himself to it with the same devotion that a priest assumes his sacred vestments, or a prophet of old donned his rougher habiliments. Milton speaks of the poet "with his singing robes about him." Wordsworth hardly wore robes, but he certainly clothed himself with poetry as with a garment.

The identification of Wordsworth's poetry with all that is high in principle and great and noble in character and action, is seen in the frequent allusions to distinguished names and illustrious deeds in history, while the spirit of

devotion that breathes throughout the poems, makes them read in many places like a psalm. The sonnets, in this respect, are like a firmament studded with stars. Witness for example, the Sonnets "On the Extinction of the Venetian Republic," "To Toussaint L'Ouverture," "Milton thou should'st be living at this hour," "Great men have been among us," "To Clarkson," "Höffer," "Feelings of the Tyrolese," "Hail, Zaragoza." The sonnet is a favourite style of composition with Wordsworth, and seems especially suited to his peculiar genius. He has undoubtedly made it the vehicle of very noble thoughts and fine imaginings. Some beautiful analogies are from time to time struck out, as the mind, with its collected powers, has the chance given it by some favouring subject of embodying itself in that form. The function of Imagination to bring ideas together that seemed to have but little connexion, is finely seen in the address to a ruined castle:

" Relic of Kings! Wreck of forgotten wars!
To winds abandoned and the prying stars,
Time loves thee!"

Also in these lines:

" How clear, how keen, how marvellously bright,
The effulgence from yon distant mountain head,
Which, strewn with snow smooth as the sky can shed,
Shines like another sun—on mortal sight
Uprisen, as if to check approaching night,
And all her twinkling stars."

And again in that apostrophe to the moon:

" With how sad steps, O moon, thou climb'st the sky,
' How silently, and with how wan a face!
Where art thou? Thou so often seen on high
Running among the clouds a wood-nymphs race!
Unhappy nuns, whose common breath's a sigh,
Which they would stifle, move at such a pace!"

The "Address to Kilchurn Castle, on Loch Awe," exhibits the same faculty of Imagination, which brings ideas the remotest from each other near in a pleasing and interesting unity.

" Child of loud throated war! the mountain stream
Roars in thy hearing; but thy hour of rest
Is come, and thou art silent in thy age;
Save when the wind sweeps by and sounds are caught
Ambiguous, neither wholly thine nor theirs.

What art Thou, from care
Cast off—abandoned by thy rugged Sire,
Nor by soft Peace adopted; though in place
And in dimension, such that thou might'st seem
But a mere foot-stool to your Sovereign Lord,
Huge Cruachan.

Yet He, not loath, in favour of thy claims
To reverence, suspends his own; submitting
All that the God of Nature hath conferred,
All that he holds in common with the stars,
To the memorial majesty of Time
Impersonated in thy calm decay!"

Wordsworth transfuses himself over the external scene; the feelings which are his he

ascribes to it as if it were animated, and could be possessed of the same feelings which actuate himself. A fine instance of this occurs in the reference he makes to the influence which nature had over him when yet a youth:

"But for the growing youth
What soul was his, when from the naked top
Of some bold headland, he beheld the sun
Rise up, and bathe the world in light! He looked—
Ocean and earth, the solid frame of earth
And ocean's liquid mass, beneath him lay
In gladness and deep joy. The clouds were touched,
And in their silent faces he could read
Unutterable love."

The "gladness and deep joy" are his, but he transfers them to the earth and ocean; the "unutterable love" was in his own soul, or in the heart of God, but he read it in the clouds when touched with light. This transfusing power of imagination is a very active one; it is one which we are ever ourselves exerting, but it is only the poet who possesses it in the highest degree, and it was especially prominent in Wordsworth. The doctrine of a pre-established harmony had perpetual illustration in his poetry. Nature and his mind were like two time-pieces which beat in unison—the hands on the dial of each did not point a second astray. In storm and calm, in cloud and sunshine, in every varying mood, they were as one. This is the beauty of the "Excursion," Wordsworth's longest poem, and the "Prelude"—the introduction to the other—which was intended to trace the progress of the poet's mind from the time of youth onward to his matured manhood. The subtlest shadowing of a scene, an object or a circumstance is faithfully given. It is himself he is describing in the "Excursion" as well as more directly and confessedly in the "Prelude." It is his own mind that is portrayed, and he is doubly represented in the former of these poems, for he is the third party in the drama, while the principal interlocutors are the "Wanderer" and the "Solitary." It has been said that Wordsworth is destitute of the constructive faculty, as shown by the plan of the "Excursion," and the characters he has chosen for his purpose in that poem. And there is ground, perhaps, for the criticism. The "Pedlar," or "Wanderer," is a somewhat awkward personage to pitch upon to give utterance to such remarkable wisdom as that of which he is made the mouth-piece. But we remember that a common street-porter was the founder of the Alexandrian school of philosophy, and we think of him

"Who walked in glory and in joy
Following the plough along the mountain side."

And why might not a pedlar, who has peculiar opportunities of gathering wisdom, and extending his acquaintance with human life and manners,

be chosen as the oracle of the trio who are made the spokesmen of the poem. But it is a small matter to object to, for whoever are the characters of the piece, their utterances are to be taken for what themselves are worth, and not to be estimated by the parties who utter them. The fourth book of the poem, "Despondency Corrected," contains undoubtedly some of the noblest passages within the compass of English poetry. "The Pastor" and the "Churchyard among the Mountains," we are inclined to think, are a happy idea to introduce us to the varied experiences of life in the very scenes where the poet himself had his dwelling, among the Cumberland Hills. It is delightful to have the scenery of such a district of England brought so graphically before your view, and to follow the incidents so graphically portrayed, to the graveyard itself—to the narrow house appointed for all living. There are noble outbursts from time to time on such subjects as civil freedom—religious faith—the Church of England,—it had not then shown the proclivities Romeward which it has done since—education—the moral virtues—all social amenities. There is perhaps too much of preachment—something too much in the sermonizing style—but who would, from such an objection, consent to part with those noble passages, which are certainly somewhat out of the run of ordinary poetry? As well obliterate, for the same cause, the whole of Young's "Night Thoughts," the "Task" of Cowper, or those magnificent passages in the "Paradise Regained," in which the Saviour maintains the high claims of religious principle against the great Tempter. The poet takes this mode of proclaiming the great truths he inculcates, and who shall quarrel with him? You never fail to pick up some gem of thought which would never otherwise have taken shape or form. The high-toned character of "the grey-haired wanderer" is itself a moral lesson which we would not willingly forego. Sentiments of the widest liberality, united with unbending integrity of principle, pervade the poem. The passage in which the origin and growth of the Greek mythology are given, is one of great beauty, and there is a spirit of charity even towards these erring myths—or which we might otherwise characterize as idle fables—"delirationes," Cicero calls them—which it were not without its use to imbibe and cherish. A faithless and mechanical age and spirit he most of all deprecates, above all things denounces; and he would welcome any creed rather than such a state of mind as that in which "soul is dead and feeling hath no place." The "Excursion" is a poem which cannot be read without the utmost benefit both to mind and heart, while the imagination and

the taste will also be correspondingly improved. I envy not the heart and mind that would not derive profit from the perusal of such a poem.

Wordsworth is a great moral instructor. If he has not always written with a moral aim, his writings have always a moral tendency. His simplest ballads have a moral influence, while his greater poems rise to the sublimest heights of moral teaching. We might quote passage after passage illustrative of this, but it were better for every one who can be induced to do so by the advice of another, to peruse the poems for himself, when he will find the recommendation neither ignorantly nor unadvisedly given.

Wordsworth shows himself equal to the most difficult achievement of the poetic faculty, the Pindaric Ode. Different from briefer lyric, it involves conditions which only the few have mastered or been able to surmount. It has a much wider sweep than the ordinary ode; its latitude of thought is much greater, while the links of connexion throughout are feebler, more remote and more arbitrary. The transition from theme to theme may be the most unexpected, and in this very unexpectedness may consist much of the beauty of the particular thought or thoughts. In "The Thanksgiving Ode," "The Ode on the Power of Sound," and "The Intimations of Immortality," these conditions are strikingly illustrated, while the compositions are characterized by great originality, great compass of thought and power of imagination. The last named ode, especially, absolutely takes you by surprise by the originality of its conceptions and the beauty of its ideas.

"Laodamia" is a noble classic poem of which the composition may be said to be almost faultless. The magnanimity of Protesilaus is finely contrasted with the affection of Laodamia, and while the one imparts a certain elevation to the tone and character of the composition, the other gives a trembling tenderness which almost quivers under the burden of emotion.

Three other poems are especial favourites of our own: "Yarrow Unvisited," "Yarrow Visited," and "Yarrow Revisited." There is a playfulness of imagination, and appositeness of reflection, finely suited to the respective ideas of the three pieces. The ballad style of border song is finely imitated, while the rhythm of the composition is almost perfect.

"The Eclipse of the Sun, 1820," seen on the Continent, has always struck us as a singularly happy composition. It contains an analogy which I have always regarded the subtlest that could well be imagined. Comparing the figures on Milan Cathedral:—

"All steeped in this portentous light,
All suffering dim eclipse."

to the visages of the angels on the news of man's apostasy: these again

"Darkening like water in the breeze,"

a double analogy—the poet says:—

"Thus after man had fallen (if aught
These perishable spheres have wrought
May with that issue be compared)
Throngs of celestial visages,
Darkening like waters in the breeze,
A holy sadness shared."

What could surpass the subtlety of thought in the idea of a shadow passing over the faces of the angels on the receipt of such tidings? The effect of an eclipse quietly stealing over the figures which crowd the Cathedral at Milan, saints and angels as well, is precisely realized to you in thought, by the comparison. The subtlety of Wordsworth's mind could not be more strikingly exemplified.

We would but weary our readers by continuing our subject further. If anything we have said will have the effect of leading them to the perusal of Wordsworth, or a greater appreciation of his poetry, we shall have our reward. Perhaps, too, something may have been effected in the way of general criticism, and enabling the reader to form a more correct idea of what poetry is, what it may be, and what it ought to be. We are glad of the opportunity of expressing our own high idea of the poet whom we have had the boldness to bring to our critical tribunal.

Personals.

THE GRADUATING CLASS.

The annals of the class of '91 will appear in the first number of the GAZETTE next session. The following is intended to give an account of their intentions for the summer:

BAXTER, AGNES SIMS, is thinking of pursuing a post-graduate course in her chosen subject at some American University.

BREHAUT, JAMES WILLIAM, will remain in Halifax for a part of the summer, and will perhaps make an attempt to secure Grade A.

COX, GEORGE HASTINGS, will most likely spend the summer at his home in Shelburne. His future course is a mystery, but report has it that he will return to his Alma Mater to study for M. A.

GOODWIN, EMILY MAUDE, says she is going in for a good time. As a preparatory step she left for Boston on the Saturday following Convocation.

GRIERSON, JOHN ARTHUR, will study in a law office in Kentville. He will return to the law school next session.

HUGH, DAVID DOUGLAS, has secured a school in his native province. Next winter may find him pursuing his studies abroad.

JORDAN, ELIJAH JOHN, and his friend Tom left the city for his home in Annapolis on Monday last. He is anxious to find out how little study will secure Grade A.

KENNEDY, JAMES S., has been showing an inclination to study medicine during the past two sessions. He also is aiming at a Grade A. License.

McCURDY, JAMES FARQUHAR, expects to be a preacher some day. He will spend the summer at Scotch Settlement near Moncton.

MCGLASHEN, JOHN ARCHIBALD, after many oscillations finally found rest in the class of '91, where he saw he would have the best company. John was always ready to organize a tramp or a skating party, or anything in which the ladies could be included. He goes to Port Mulgrave for the summer.

McLEAN, JOHN BROWN, the valedictorian of the class, will serve his apprenticeship in the mission field at Arichat. John B. is an artist not to be despised. Grip would be fortunate in securing his services.

McMILLAN, CHARLES EDWARD, goes to Annapolis to teach the "young shoots how to idea." He attained such success in the same field last summer, that his lady pupils presented him with a volume of poems.

McMILLAN, FREDERICK ALEXANDER, is a very uncertain quantity. It has been rumoured of late that Freddy intends to don the white surplice and mount the pulpit of some church of England.

McNAUGHTON, ELIZABETH, will no doubt spend the greater part of the summer with Miss Goodwin. May they both have a good time.

MACRAE, ARCHIBALD OSWALD, intends to come up for honors in Philosophy next spring. He therefore did not graduate with his class-mates. He is still of us, however, for he would naturally scorn the idea of being called a member of the class of '92. May success attend him.

MAGEE, WILLIAM HENRY, will continue to teach at the Normal School in Truro. Everybody who understands all the circumstances, is satisfied that William Henry deserved more than he got on Convocation day. His eye is on a foreign university.

MOORE, CLARENCE LEANDER, was one of the quietest and most unobtrusive members of the class. It is said that the *St. John Sun* will be made more newsworthy by his assistance. The credit of Dalhousie is safe in Clarence's hands.

MORASH, ALBERT VICTOR, will rest at his home in Lunenburg for a while, after which he will probably go to a mission field.

MUIR, ETHEL will no doubt like her lady class-mates enjoy a good time during the summer. The best wishes of all the class go with Miss Muir. None will forget the pleasant evenings spent at her home.

MUNRO, CHRISTOPHER will take charge of the North-West Arm Mission. It would be discourteous on our part not to invite him to call at our *sanctum*, as we did his predecessor.

OLIVER, ALLYN CUSHING LITCHFIELD, &c. will remain in Halifax. He intends studying for Grade A. It goes without saying that he will be successful.

ROBINSON, CHARLES BUDD will be found at his home in Pictou. He will, no doubt, spend some time in getting a firmer grasp of the political situation of the Dominion, and of all the provinces.

STAIRS, HENRY BERTRAM will study law in a city office. He still retains the office of manager of the *GAZETTE*, a position which he has filled with credit to himself, and advantage to the *GAZETTE*.

THOMSON, FENWICK WILLIAMS will pound a pulpit in some part of the county. He did not leave his address at our office.

TUPPER, JAMES WADDELL, will take up his abode in Dartmouth for the summer. His future course is uncertain, but visions of a post-graduate course are running through his mind.

WEST, FREDERICK THOMAS will remain in the city at the Cambridge House. He will instruct the youth, and study for Grade A.—*Omnes semper floreat.*

WE regret to announce the death of J. P. ADAMS, Law Freshman of '89-'90. No particulars have reached us. During that session he was assistant financial manager of the *GAZETTE*. He subsequently gave up the study of law to enter the ministry.

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