

THE DALHOUSIE GAZETTE

HALIFAX, NOVA SCOTIA

CONTENTS.

ARTS DEPARTMENT:	PAGE
Essentials: On Composition and the University Standard	262-267
Why should I Philosophize?	27
A Suggestion for an Essay on Democracy	30
Summer Reading	31-7
Poetry	32
Should Dalhousie Provide a Ph. D. Course?	37
Long Ago	39
Library Notes	101
Sir John Algood Falch	33
The University Lists	123
The Poor Victim of Conspiracy	124
Grants	124
Personal	124

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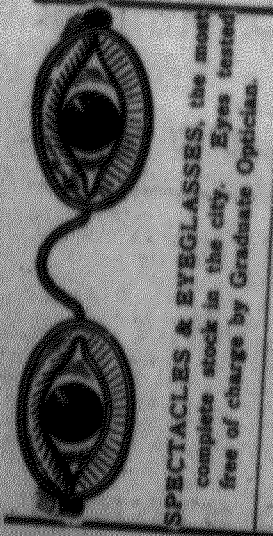
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EDITORIAL.

Convocation. CONVOCATION day passed off quietly enough. That not more noise was made is a wonder, for the boys had behind them three successive convocations on which they had not the opportunity to make noise even of the substance of a peep. It was expected, too, that the time-honored gags would be more in evidence than ever. But in the main they fell rather flat, partly because the committee that composed them lacked the essential element of humor, and partly because the process of "capping the lambs" was hurried, on account of the unusually large number of graduates. However, between the music of the tin horn and the sharp reports of paper cap pistols, a certain amount of noise was made, and with one or two exceptions the student occupants of the pit managed to get the gags applied to the proper persons.

The Largest Class in our History. PRESIDENT FORREST was able to point with pride to a graduating class larger than any one of previous years, and to the fact that every year shows an increase over preceding years, and that indications are for yet larger classes in years to come. Of the class of '97, in Arts and Science, of those who

had attended Dalhousie from the very first of their college career with the intention of graduating this year, only three failed. These three, together with two supernumeraries, constituted the plucked in Arts and Science, which faculties this year turned out a combined class of thirty-seven. In Law there were degrees conferred on fourteen, and in Medicine, on eight. We also had ten who took the degree of Master of Arts. In point of numbers, therefore, Dalhousie has every cause for encouragement.

*The Completion
of Arts
and Science '97.*

UPON looking into the matter we find that the class of '97 in Arts and Science was made up of students chiefly from the counties of Halifax, Pictou and Colchester. It is encouraging to note that Halifax city sent nine out of the ten who represented the county of Halifax, one carrying off high distinction and the Avery prize. This is in marked contrast to former years when rarely did Dalhousie rank among her graduates year by year a single citizen of this city. In point of numbers Pictou stands to the front in sending eleven, three of whom carried off high honors, and one the Sir Wm. Young gold medal. Besides these, two others who represented other counties claim Pictonian origin. Colchester sent six, of whom one carried off high honors. Cape Breton sent four, and one came from each of the following: Antigonish, California, New Brunswick, Prince Edward Island, Richmond and Yarmouth. Of the latter the students representing California and Richmond took high honors. This analysis may be of some interest, and shows distinctly which of the counties in this province are most enthusiastic about higher education.

*Something
Appropriate for
Jubilee Year.*

BESIDES making reference in his opening remarks to the growing number of students, Dr. Forrest also referred to the inadequacy of our library and laboratory equipment. He emphasized the supreme importance of education in the successful competition of nation with nation, pointing out that where Germany moves ahead of England in the industrial and commercial rivalry it is simply the result of better education. Canada, being called upon to compete with the great

republic to the south, needs to put forth some effort towards the development of universities to meet the efforts that citizens of the United States are continually putting forth in the same direction. After indicating the inestimable advantages accruing to the United States through the simple benefactions of John Harvard and Elihu Yale, he made an appeal to all patriotic citizens to help Dalhousie in the good work she is doing, but in which she is hampered for want of needed facilities. "This year throughout the empire we are to celebrate the sixtieth anniversary of the accession of our beloved queen. The question is, How shall we do it? What memorial shall we raise? What more fitting memorial could be suggested than a Victorian fund for the equipment of the libraries and laboratories of our own university?"

*For a Higher
Standard.*

THE GAZETTE, after having time and time again unsuccessfully urged the adoption of a higher college standard, now resumes its agitation. We feel that although our present standard is not a bad one, as standards go, yet it is within the range of our possibilities to make it more efficient and more in keeping with the advance of educational standards elsewhere. We note that provincial education has greatly improved in certain respects, yet the change in matriculation which the facts warrant has not been brought about; and even those changes which might be reasonably made in the college curricula have not been attempted.

*Good as
Standards go.*

WE have compared our standard with those of sister universities and we are proud to find it comparatively high. We have also learned with satisfaction that the work done by Dalhousie is held in high esteem in all the prominent graduate institutions where Dalhousians compete for intellectual distinction with the best men of the continent and of the world; and that graduates of the college by the sea are gladly and unquestioningly accepted by those institutions for their intellectual and moral worth. Dalhousie's prestige is great. The reason for it is not far to seek. By handling a small number of subjects each college session, every student has the opportunity

of being thorough. Our professors are abreast of the times. Examinations are searching and examiners more searching still, so that—we speak on the authority of those who ought to know—the thirty per cent. is as much a terror here as sixty or even seventy five per cent. in other colleges. In most things the standard is high, but advance is still possible. We believe that our standard may, with advantage, be made higher still. We want the standard raised.

*Testimony
of Freshman and
Soph.*

WHERE the curriculum at any point gives the student an opportunity to "loaf," in that point is it weak. Take a case in point. Take, for instance, Mathematics, and the testimony regarding the work of this department from Freshman and Sophomore. We boast of one of the best teachers on the continent for this branch, yet one of its most important subdivisions, namely the Calculus, is taught only to advanced students, students who are studying for honors. At the same time the work of the first year class in Mathematics is not so extensive as the work in this subject required of the matriculant by certificate, and outside of embracing a little Geometric Conics and a few new Algebraic mysteries, the work of the second year in the same subject is not much more extensive. In other words, in the class which we have under consideration, the Freshman has to do work somewhat easier than that to which he has been accustomed, and to such an extent the Freshman may indulge in slothful ease. So also the Sophomore. His work in Geometry extends but a short way beyond what he had learned before he matriculated; his Trigonometry at the same time has been largely gone over before, and is now gone into only a little more in detail; while his Algebra consists in learning only a few new principles. Moreover, if he has matriculated by A certificate into the second year, his mathematical work in the second year is entirely old with the exception of the few lessons in modern Geometry. Here, again, is an opportunity for indulgence in the pernicious habit of getting on without work. Enough has been said to show that the course in Mathematics for ordinary students is altogether too simple. Moreover, the earnest students of the University say so. We therefore think that the work of the second year could, without scruple, be largely imposed upon

the first year, and that of the second extended to include Algebraic Conics and the Calculus, and at the same time to be consistent, the standard of matriculation in Mathematics by examination should be raised to that of matriculation by certificate. It may be said that if a student wishes to study the Calculus and other Mathematical studies not embraced in the curricula of the first and the second years, he has still an opportunity in the two succeeding years of his college course to make Mathematics one of his elective subjects; but experience has shown that although the average student might so desire to shape his course, yet he feels that it is time for him to drop some of the things he has been dealing with and to push into new fields of inquiry. Extras may be referred to in this connection, but of that further on.

*The Case with
Regard to Other
Subjects.*

WITH regard to other subjects we recognize the fact that in some instances changes could be made with profit, but certainly the case of Mathematics is the most glaring one. In English which may extend over the four years if desired, but which is imperative for only two years, we have a culture course of exceptional interest. Yet the first year class is so much a matter of form that we hardly know of a single Freshman who has entered examinations with more preparation than a reading of the text, except in the case of a few poor souls who should never have aimed so high as the university at all. But the class is at foundation good, and if it embraced work in composition now done in the second year, to leave so much time there free for something else, (say a foundation in Anglo-Saxon,) and if it were more extensive and critical, could easily be in keeping with an ideal standard. The course in Philosophy is all through a good one, and this department seems to be the best developed in the college. Like the course in English, it is one which is exceedingly valuable in respect of culture.

*The Morning
Paper Hour.*

ONE thing which strikes us in examining the facts is that where the standard is poor, it is in the freshman year almost solely, and that that is due either to the fact that the work there to be done has been already done to some extent, or to the

extreme simplicity of the classes. Chemistry is another illustration of the former, it being a subject with which the freshman usually has a certain amount of acquaintance. It is an attractive subject, and one that he readily holds in his mind. But as he has already gone over the ground, over which any college first course in Inorganic Chemistry must go, he has merely a little work to do in this subject. So little ground more is it possible to cover with experiments and all in the three lectures a week for a single session, that we have known of Freshmen who have devoted the Chemistry hour to the morning paper. We think, however, that if Freshmen were compelled to take the practical class, there would be no need to complain, and this would be a decided advantage both to the professor in enabling him to teach and to the student in enabling him to go more deeply into the subject.

*Where the
Freshman Really
Works.*

OUR quarrel with the course in Modern Languages is that it does not presuppose an acquaintance with those languages. We are opposed to an elementary class in the University, and think the course, even as it is, too easy. The Freshman who takes a first Modern Language class has another "snap" But we find him really worked for the first time when he takes up the Classical Languages, and that is not because the course is a particularly hard one, but because classical education is so overlooked in the provincial system that a foundation cannot be guaranteed in one who matriculates by certificate. For grade B not even Latin is necessary, and it is possible for a student to obtain the highest grade certificate in the province without ever having turned the pages of a Latin or a Greek grammar. Dalhousie should insist on having at least a good foundation for Latin in every matriculant. Her insistence would stimulate classical study in the province, and give not only herself but the other provincial colleges a better chance for doing efficient work, for the foundation of all real education is found in the study of the classics. McGill has strengthened herself by raising the standard of classical education. Dalhousie ought not to be slow to follow her example.

*Remod-
the Course.*

WE advocate the abolition of the first year as it stands, and the remodelling of it entirely, incorporating into it certain of the features of the present second year. We advocate, moreover, some arrangement whereby the student can take his course in three or four years as he chooses; and to that end recommend the adoption of a standard which requires, not so many years of college life, but so many hours of class work. To the accomplishment of a three years' course, the summer term, unfortunately abolished some time ago, could be profitably applied. Whether for the purpose of shortening the course or not, the reinstatement of the summer course would be a popular thing, as many students feel that they would like to take advantage of it if it were only an established fact. But it would be unfair to expect this of already over-worked professors. However, we are glad to note that an attempt is being made to substitute something for a summer course which will assist in the attainment of a degree. This will be noticed elsewhere, and so we need not pause to consider it here.

*The Abomination
Called "Extras"*

THE abomination called "extras" is a thorn in the flesh to everyone. No one objects to spending so much time in their preparation, and no one complains of the mere nuisance of having to write in so many additional examinations. But everyone does detest the excessive worry caused by the fact that, even at the best of times, the result of an examination is an uncertain thing, and the fact that if distinction is not attained the student feels that it would have been far better to have placed all his energy on his ordinary work. Students do not object to additional work simply because it is additional work, but because they feel their first duty lies to the ordinary; and while many would like to take it for its own sake, they yet avoid it because it is liable to involve matters. So that to say if a student does not get enough from the prescribed ordinary let him take the additional, does not help matters. A large part of the additional could be forced upon the student without any injury, as he would then feel it a part of his imperative duty to which he would conscientiously apply himself. After all the system employed in the faculties of Law

and Medicine, in which class distinctions are determined by papers which examine merely on the work done in class, is fairer and more satisfactory. But even as matters stand, a large part of the unpopularity of additional work in classes instead of arrangements for teaching the additional work in classes instead of requiring it to be done privately. In this instance again the student would be inclined to regard the additional as a part of his imperative duty. The only suggestion we can offer for making such arrangements is to place over these classes students who have been over the ground and possess some of the teaching instinct. This could be done for the simple consideration of granting certain privileges. It would be preferable to abolish extras altogether, and make class distinction depend upon a paper on class work, which ought in turn to embrace at least some of the work required for additional now. If college traditions prohibit their abolition, our best suggestion for meeting the alternative is to make the work for class distinction, class work just like the ordinary.

POSSIBLY it might be well to make the distinction mark higher. It might even be wise to place the pass mark at fifty per cent. But, at the same time, we feel that a pass standard of thirty per cent. allows better latitude for making a fairer distinction between two good papers. The standard for pass to which we are already accustomed is fairer for those who make high marks, and is just as hard, in our experience, for the ordinary student to pass as the fifty per cent. standard. From our observation we are compelled to believe that it is just as little a joke to make thirty per cent. at Dalhousie as it is to make fifty or sixty at other universities where those standards are required. There is, therefore, really no objection to keeping the present standard for pass in vogue.

WE have thus laid before our readers and before the powers above what we think to be the real state of affairs at Dalhousie, and urge the adoption of a better standard as soon as possible. The present standard is just such that every year the number who enter the second year continues to

*A Higher
Pass Standard?*

*A Higher
Standard Needed
in Self Defence.*

grow greater and greater. The standard needs to be higher, too, to prevent the evil which already is befalling us of having a grade of Freshmen who should not be in any university. It is one of the evils of our school system that it sends to the universities a class of men who are too young on the average, and therefore too unappreciative. The hope of the university, we have been told often enough, is in the Freshmen. What about the class of Freshmen that has just developed into a Sophomore class? Many of its members are too young to profit to the full of college training, and although they may stand high in classes, some of them, yet, as a rule, they are not developed enough to take the utmost good out of the courses offered them. And we find in them what we must infallibly find in such men, a lack of real college spirit. Dalhousie needs a higher standard in self defence. And by all means, we say, let there be a change. Changes can be made. We leave this suggestion for a higher standard hoping that it will have effect.

WHY DO I PHILOSOPHIZE?

There is a great diversity of opinion about the value of Philosophy. Some esteem it the science of sciences, which can discover all that is worth knowing, while others regard it as an endless and fruitless war of words.

This paper is an attempt to outline in a general way its function and the results we may expect from it.

Philosophy is an attempt to understand the universe as a whole, to discover that which is permanent in the midst of change, to know that which is behind all existence—and the relation of all existence to it.

It takes all that we know from every source and asks, How can all this hang together and form one complete system? Coming closer to himself the philosopher asks "Who am I? Where am I going? and What is my relation to existence as a whole?" But, to these questions an answer is already given in the beliefs of religion. And as life is before any reflection of life, so religion and morality seem to be independent of any system of Ethics or Philosophy. Martineau says that Ethics is dependent on religion. "Ethics must either be perfected in religion or degenerate into Hedonism." The religious sense seems to be a prime faculty in man. He is as fundamentally religious as he is intellectual, and the fundamental beliefs of religion are an original part of his mental equipment. And when religion is offered to a man, he receives it not because by

a philosophical disquisition he has seen its truth, but because he knows by a process which is the savage's as well as the philosopher's. When it is presented to the philosopher he may weigh it in his balances and find it wanting, but that is because there is a quantity of philosophical dust in one side of his balance, and he has only to throw an equal quantity of similar dust on the other side to be able to give a fair judgment independent of his Philosophy. He has but to allow his moral nature to speak.

But, if this be true of religion, it is also true of theology. For, though they need not necessarily be arranged in a theological system, religion presupposes the fundamental truths of theology, which we accept rather because they are demands of our nature than because they are truly intellectual conclusions of reflection or speculation.

The savage does not invent the conception of God as a necessary explanation of what in nature is to him mysterious. But finding that conception ready made and easy of application, he uses it to explain his difficulties.

Again, in the depths of consciousness and bordering on it there is a world which cannot be analyzed, a world which eludes the grasp of the mental director. Shrouded in mystery it answers no mechanical formulæ, it can be fitted into no category yet, in the depth of the soul we feel that through this mystery lies the way to the infinite. Thus the highest in man finds satisfaction, not in the exact sciences, nor in the reasoned formulæ of Philosophy, but in the more indefinite regions of poetry, art, music and the mysticisms of religion. What can be reasoned about and formulated ceases to inspire with that indescribable feeling which is given when you reach out after that which cannot be grasped, but which you yet feel is real and true and has a home in the depth of your being. It is not by analytical or logical methods, but by the insight of inspiration, that we grasp the deeper truths of consciousness. And here we have poetry. It may come in the form of fiction, yet, there we recognize the truth that we couldn't otherwise express. Matthew Arnold says, "Perhaps we shall some day learn to make this proposition general and to say poetry is the reality, philosophy the illusion." Philosophy presents a system, poetry gives glimpses into reality. Tennyson says:

"Yet experience is an arch where thro'
Gleams that untravelled world whose margin fades
Forever and forever when I move."

And it is poetry that catches the gleams. Carlyle says:—"Of our thinking, we might say, it is but the mere upper surface that we shape into articulate thoughts:—underneath the region of argument and conscious discourse, lies the region of meditation; here, in its quiet mysterious depths dwells what vital force is in us; here, if aught is to be created, and not merely manufactured

and communicated, must the work go on. Manufacture is intelligible, but trivial; creation is great, and cannot be understood. Thus if the debator and demonstrator, whom we may rank as the lowest of true thinkers knows what he has done and how he did it, the artist whom we rank as the highest knows not, must speak of inspiration, and in one or the other dialect, call his work the gift of a divinity."

And the greatest difficulties which have baffled all logical tools are, as Carlyle again says, "Split asunder, and their secret laid bare by some winged word, winged as the thunderbolt is, of a Luther, a Napoleon, a Goethe."

Philosophy then, seems to have two rivals, each of which by its own method, reaches out towards the universal and the absolute. And each seems to be original and independent of a philosophical system. They embody the demands of our moral and æsthetic natures. But philosophy must doubt all ready made systems, and try to get back as far as analysis will carry it. The philosophic impulse demands a consistent and complete system, and the demands of the moral and æsthetic in us must yield to those of reason. And so religion may be put down as an illusion and the aspirations of poetry and art as vain imaginings.

Now for a time the system may seem complete. But a further analysis will show that even in the fact of knowledge, there is more than can be comprehended in his system. Then doubt extends from one thing to another till nothing is left but negation. For this is where a one-sided philosophy if thoroughly followed out will lead to. And the only way he can come out of that state is by retracing his steps—by acknowledging the truth of experience. Nor can he logically confine himself to the intellectual world, but he must accept the judgments of moral and practical reason as well.

Thus, we again establish the demands of religion, poetry and art. They can't be left out of the system. The philosopher must accept their various demands and yet strive to find some highest principle that will explain their interdependence. He has analyzed the conceptions of our experience, and resolved them into their prime factors in so far as it is possible. He has been a sceptic, but so thorough that his scepticism was its own death, and now though still unable to form a complete system he firmly believes in the truth of experience and in the rational demands of his nature. On him scepticism can have no effect; he is like the prairie (?) land over which the fire has passed. All his ideas go analyzed and arranged and he waits for new developments. Meanwhile every new discovery he makes will find its place in the one or other of his arranged bundles of ideas with which in due time he is going to build a complete structure.

It may be he has only taken us to Pisgah's top to view the land into which he is unable to lead us, but if there remains in us the firm faith that we shall some day reach the Promised Land, all will be well, and our philosophy is not in vain. I cannot do better than to close with another quotation from Carlyle.

"Metaphysical speculation, if a necessary evil, is the forerunner of much good. The fever of scepticism must needs burn itself out, and burn out thereby the impurities that caused it; then again there will be clearness, health. The principle of life, which now struggles painfully, in the outer, thin and barren domain of the conscious or mechanical, may then withdraw into its inner sanctuaries, its abysses of mystery and miracle; withdraw deeper than ever into that domain of the unconscious, by nature infinite and inexhaustible; and creatively work there. From that mystic region, and from that alone, all wonders, all poesies, and religions, and social systems have proceeded; the like wonders, and greater and higher, lie slumbering there; and brooded on by the spirit of the waters, will evolve themselves, and rise like exhalations from the deep."

A SUGGESTION FOR AN ESSAY ON DEMOCRACY.

The last meeting of the Philomathic for the session brought to a close by the recent convocation, was held so near examinations that a comparatively small number was present. And yet the meeting was one of the most interesting of the session, and certainly one of the most important, as it formed a sort of prelude to the formation of a course in Political Science.

A suggestion was also made there by Prof. W. C. Murray, which, if taken advantage of by students, will materially lighten their work. Appended will be found a course for summer reading, designed as foundation work for an essay to be handed in next October. Prof. Murray at this meeting stated that this essay would be accepted by him as one of the two or three class reports, which it is customary for him to receive from students each year, and in the event of the essay being a particularly good one would stand instead of the entire number. This will be an unmistakable assistance, as every student complains more or less of having to prepare careful essays during the session when work presses him on all sides.

Dean Weldon was the chief speaker. After Prof. Murray had compared and contrasted Canadian and Scottish university systems, and had pointed out the possible means of lightening a college course by taking advantage of courses in summer reading, which are now successfully carried on in the Scottish universities, and had prepared the way, the Dean spoke for some time on Democracy. He was chiefly concerned with the part played by

the universities in public life both in England and America, and explained that the Canadian universities do not play such a part because they are too young to lean upon. From all this he deduced the importance of such courses as could educate men to take an intelligent interest in the living and larger questions of the day. Although at present we have not the means to conduct a course in Political Science at Dalhousie, yet in course of time the means may come, and in the meantime courses of reading can be followed with distinct advantage.

Prof. MacMechan followed the Dean with a few remarks on the history of the Democratic idea, and a good-natured hint that all other studies are simply subordinate to the study of English. He made an important addition to the list of books recommended when he suggested that Matthew Arnold's *Essay on Democracy* be also placed there.

With reference to the essay and a prize offered for the best, Prof. Murray has handed us the following statement:—

The advance sheets of the Calendar contain the following: "SPECIAL PRIZE.—A prize in books of about the value of Ten Dollars is offered for competition among registered students of the Session 1896-97 for the best essay on 'Democracy, its defects and remedies.' Each essay shall bear a motto and be accompanied by an envelope bearing the same motto and the name of the writer. Essays are to be sent in to the Secretary of the Faculty of Arts on or before October 1st, 1897."

Competitors are recommended to consult Bagehot's *English Constitution*, (published by Kegan, Paul, 7s. 6d. i. e. about \$2.00.) Maine's *Popular Government*, (published by Murray, 7s. 6d.) These books are the best, but the following will be found very helpful for this purpose: Wilson's *Congressional Government*, (\$1.25.) Bryce's *American Commonwealth*, (abridged edition, \$1.75.) Leckie's *Democracy and Liberty*, (\$3.00) Godkin's *Essays on Democracy*, (\$2.00.) Matthew Arnold's *Essay on Democracy*, (published in the *Mixed Essays*, 7s. 6d.)

SUMMER READING.

Second Year English.—As a preparation for the work of this class, students are advised to acquaint themselves with the following works: Dowden, *Shakspere Primer* caps. I-V (Macmillans); Green, *Short History of the English People, Elizabethan England; Kingsley, Westward Ho!* (Macmillans, price in paper about 15 cents); Hentzner, *Travels in England*, (Ed. Prof. Henry Morley, Cassell's National Library); Macaulay, *Essay on Milton, on Bacon, on Lord Burleigh and His Times.*

Senior English.—Herford, *The Age of Woodworth*, Bell & Co., 1895. Victor Hugo, *Ninety-three.* Dickens, *Tale of Two Cities.*

Felix Gras, *The Reds of the Midi* (Appletons). Hutton's *Scott* (English Men of Letters Series.) Note. Herford is a text-book, cheap and good. Any one of the novels will be useful in giving vivid pictures of the French Revolution. Carlyle's *History* surpasses all the fiction in force and picturesqueness. M. Arnold's introductions to the G. T. S. anthologies of Byron and Wordsworth are good examples of his expository power. As knowledge of the texts is presupposed, and the amount to be read is considerable, students are recommended to familiarize themselves with the various works prescribed, before the term opens. For Browning, the one volume, "Riverside" edition (Houghton, Mifflin & Co.) is the best. All other one-volume editions consist of selections. For Tennyson, Rowe & Webb's selections (Macmillan) contains all the work read, but the one volume (complete) issued by Macmillans at \$1.75, with steel portrait of the author, is well worth having, *scripta et acta*. Anyone who can dip into Scott's *Journal*, or *Familiar Letters*, or Lockart's classical "Life," or Crabb Robinson's *Diary*, or Mahan's *Nelson*, or his *Influence of Sea Power on the Directory and Empire*, will find illumination for the first part of the course on almost every page. Kingsley's *Alton Locke*, Justin Macarthy's *History of Our Own Times*, Carlyle's essays, "Characteristics," and "Signs of the Times," Church's "Oxford Movement" throw light upon the second part. A knowledge of the French Revolution and sequelæ, acquired in some way or other, is indispensable as a back-ground for the literature of the period.

POETRY.

"Accomplishments, the fine arts, *belles lettres*—those things which constitute the efflorescence of civilization should be wholly subordinate to that knowledge and discipline in which civilization rests. As they occupy the leisure part of life, so should they occupy the leisure part of education."—*Herbert Spencer, On Education, Page 249.*

"The mere whim, the bare idea that poetry is a deep thing, a teaching thing, the most surely and wisely elevating of human things, is even now to the coarse public mind nearly unknown."—*Bagehot Literary Studies, Vol. 2, p. 339.*

The activities which employ the minds and hands of men have, by general consent, been divided into two classes. These divisions are those which are essential and those non-essential to the human race and the degree of usefulness is the ability an action possesses of enhancing the happiness of mankind, the total amount of happiness it can give. Nearly every art or study has in the course of its career been criticised as to its usefulness, and perhaps no other study has had to endure such

persistent attacks as poetry. Other branches of study, or beliefs have, as chemistry or witchcraft, been duly vindicated or vanquished, but poetry is even yet received with only a half-hearted and dubious welcome, and many even now contend that the golden age of poetry is past.

But perhaps never was there so much talk of poetry as now, when the press is crammed with Kipling and Watson (and Austin?) and when, even in Canada we are searching for our school of poetry. Yet after all, how few really believe that poetry contains in itself the true element of that necessary combination, happiness and usefulness.

Perhaps the reason that poetry is not generally believed to be a deep thing, is because the limit of poetry is popularly too narrow. Word arrangement—Language is thought to be the realm of poetic fancy, whereas poetry is co-existent with man in every undertaking in life.

The primitive savage who overcame the savage beast that sprang against him felt in the first flush of victory the poetry,—the satisfaction of courageous defence; and that pleasurable feeling, as much as dire necessity strengthened him to conquer again and even to work when necessity did not urge him. He who looks upon the midnight moon, or has noticed the sea in storm or calm, who has done a noble deed of courage, love or charity, has felt the thrill of poetry; there never was an act truly done but the doer felt a reward in his own temperament. Everything in the external world affects an emotional nature just as does every idea, every act, and those emotions thus awakened are the larger part of the essence of poetry.

But possibly this may be speaking only of physiological pleasure, not psychological enjoyment. However, mental satisfaction is a reality hard to define. But granting its existence; granting the existence of a pleasure after all physical sensation is deducted: if there be sorrow for sin and love of virtue, if there is mental enjoyment, pure and simple, then in poetry will its highest perfection be reached. The essence of poetry may, then, be spoken of as entering into every action in life and is that indescribable satisfaction which everyone has felt coming when affected by either the result of action, the observation of nature or the contemplation of mind. This is natural poetry. But music, painting, sculpture and language or word arrangement, are the converse of natural poetry—the abstract quality or poetry's representation.

Of these four mirrors, language is undoubtedly the clearest of all, because it is a more direct representative of the passions and actions of our internal being, and is susceptible of more varied and delicate combinations than colour, form or motion and is more plastic to the control of natural poetry in man. Therefore a written poem is the best form of expression for the poet, because the emotions are best expressed in it, and not only

because it is greater than its sister arts, but because a written poem, in perfection, does and must contain an impression calculated to effect and reproduce every thought, emotion and act that has yet *been* in the realm occupied by man, and, therefore poetry is not only greater than its sister arts, but greater because inclusive of them.

"The singing masons building roofs of gold."

"Now morn her rosy steps in the eastern clime,
Advancing sow'd the Earth with orient pearl"

That is a poem rightly written, and rightly read it would give the reader the feelings of hope, love, pity valour and the thousand other emotions, and accompanying feelings and ideas that float through the brain.

"Ah, happy hills! ah, pleasing shade!
Ah, fields beloved in vain
Where once my careless childhood strayed
A stranger yet to pain,
I feel the gales that from ye blow;
A momentary bliss bestow,
As, waving fresh their gladsome wing,
My weary soul they seem to soothe,
And rendolent of joy and youth
To breathe a second spring."—*Gray*.

First, then, it is evident that the true poet must be a true man, for if his poem is to be truly effective it must be an exact representation of thought and feeling,—no insincerity; and secondly, the reader can only appreciate the poem in as far as his latent ideas and feelings are awakened by his reading and a perfect poem can and will awaken in the mind ideas and feelings it has never felt before.

"Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear,
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."—*Gray*.

* * * * *

"Nor think, though men were rare,
That heaven would want spectators, God want praise,
Millions of spiritual creatures walk the earth unseen — *Milton*.

* * * * *

"Behold all ye that kindle a fire,
That compass about yourselves with sparks,
That walk in the light of your fire,
And in the sparks that ye have kindled there,
This shall ye have of mine hand;
Ye shall lie down in your sorrow."—*Isaiah*.

But as Johnson says the truths revealed by poets, are after all so in touch with our nature that when we see them we claim them as our own, denying the poet even the credit of unearthing the treasure. Therefore one cannot quote to prove this statement; for what we are now pleased to place in the realm of

certainty has after all become such only through the assurance of genius.

A poem, then, has by the vibration of metre the picturing of nature, and awakening of ideas, not only the power of restoring old forgotten memories, but also of creating new, and the remembrance of virtue, valour, truth, which it restores, and the ideas it builds up have a refining influence on the mind.

"Hark how the sacred calm that breathes around,
Bids every fierce tumultuous passion cease,
In still small accents whispering from the ground,
A grateful earnest of eternal peace."—*Gray*.

A resolution, if resolution it can be called, which enters the mind but is not acted upon, enters the mind a second time weakened and handicapped. An emotion exciting but resulting in no activity is weakened as far as power to produce action is concerned. So in the study of poetry, the many ideas and emotions, which, I believe a true poem truly read excites, if left as only ideas and emotions, are positively hurtful, not ennobling; and I could wait upon I would. The student of poetry should be an active man and the more arduous that study, the greater corresponding activity must be shown by the student; if he thinks with thoughts of valour an outlet must be found to put the valorous idea into action, if he compassionates with thoughts of mercy, he should show acts of benevolence.

"And wild and high the 'Cameron's gathering rose
The war note of Lochiel, which Albyn hills
Have heard, and heard too have her Saxon foes.
How in the noon of night that pibroch thrills
Savage and shrill, etc."—*Byron*.

For here lies the difference between abstract poetry and the poetry of nature. The latter coming from action is, being a result, irresponsible, the former as a cause has a responsibility that must be shown in action, otherwise the reader of abstract poetry sinks into a hollow sentimentalist and a sham.

It will certainly be admitted, that the refinement of our physiological emotions brings about a corresponding improvement of our psychological feelings. For he who is really valorous, and is merciful must have sorrow for the wrong done and satisfaction for the right.

"But when the rising moon begins to climb
Its topmost arch and gently pauses there,
When the stars twinkle through the loops of time,
And the low night breeze waves along the air
The garland forest which the gray walls wear,
When the light shines serene but does not glare,
Then in this magic circle raise the dead,
Heroes have trod this spot."—*Byron, The Coliseum*.

It therefore follows that if poetry, where used aright, is capable of awakening our emotions to action, it is, as a natural consequence, the greatest moral force in the world; although

its teaching is not dictative. Contrast Pope's "Essay on Man" and "Il Penseroso." This is where some make the mistake seeking the moral of the poetic tale.

"Wee, modest, crimson-tipped flower,
Thou met me in an evil hour;
For I maun crush among the stoure
Thy slender stem.
To spare thee now is past my power,
Thou bonny gem."—Burns.

* * * * *
"Be it so, since he
Who now is sovereign can dispose and bid
What shall be right; farthest from him is best
Whom reason hath equalled, force hath made supreme
Above his equals."—Milton's *Paradise Lost*.

It is my opinion that the "reasoning" of the first extract is more effective than the second. A true poem instructs, but the moment it makes instruction its aim, it ceases to be true poetry, and sinks to the level of a code of morals. "Poetry strengthens the faculty which is the organ of the moral nature of man as exercise strengthens a limb."

It will now perhaps be admitted that poetry is more than an efflorescence, but it has another and more important duty to perform—the power of formulating new ideas as hinted at before, but in our scientific age, this is dangerous ground and we must be content with claiming, and resting on opinion to prove, that Shakespeare, Homer, Isaiah, Dante and Virgil have contributed more new ideas to the world than all the so-called philosophies of the ages. But let poetry rest on its claim as a moral force and it will stand as one of most useful arts in the world.

The world is what it is not for lack of practical knowledge, but for inefficient means to practise and enforce that knowledge. Poetry expands the mind to receive what is known and its influence if universally pervading to even a medium degree of intensity would bring the day sung of long ago, "When the mountains and the hills shall break forth into singing and all the trees of the fields shall clap their hands."

Now it is of course impossible for the great mass of mankind to study or even read abstract poetry, but that does not impair its usefulness. It is just as impossible for ordinary mortals to understand the known laws of electricity; but no more is it impossible for mankind at large to receive the benefits accruing from the study of poetry than from the examination of the known electrical laws.

Lastly, poetry has a claim to usefulness, because it boldly arrests the "truth" of the "unknown" and it is justified in its assertions because the reality of its statements are secretly approved in every human heart. It was Burke, I think, who says

that "poetry is the art of substantiating shadows and lending existence to nothing.

"The poets eye doth give to any nothing a local habitation and a name," sings Shakespeare. But it is a substantial nothing which poets give. "Nothing which teaches that the unknown is the only substantive; that time is but a garment and as a vesture shall be folded up.

"Of these things be certain. Wouldst thou plant for eternity, then plant into the deep infinite faculties of man his *Fantasy* (*stabis*) and heart; wouldst thou plant for a year and a day then plant in his superficial faculties, his self-love and arithmetical understanding." If there were nothing but reason in the world, and no poetry, the wheels of industry would stop to-night. 'The everlasting why with it,' hesitancy would overpower even dire necessity and man would cease to exist because life would not be worth living.

ABSUM.

SHOULD DALHOUSIE PROVIDE A Ph. D. COURSE?

The progress of higher education as represented by our College has been very gratifying. The heroes who were fighting the historic battles of our College could hardly have dared to hope that in a few years a splendid University would be thronged with enthusiastic students. The progress is too well known to need repetition here. The Faculty has still the "hearts of oak" and, in addition, the younger life of enthusiasm and consecrated genius. A question is now being discussed, and this article seeks to give it greater prominence, namely, has the time arrived for presenting courses leading to a Ph. D. degree? Looking back we note, with pardonable pride, the gradually expanding courses of study and their commendable accommodation to the needs of the present day. Courses have been almost multiplied. The practical as well as the scholastic and technical has had due prominence, and the increasing number of special and post graduate students bears testimony to the appreciation in which these privileges are held. Can there be an advance? The other degree-conferring institutions in the Maritime Provinces provide such courses, upon which, however, we offer no comment. Dalhousie has recently modified the courses for her M. A. degree, and has been doing admirable work in inspiring students with the real spirit of the higher education. An examination of the records of the American Colleges shew that many of our graduates continue their studies in this same spirit and receive their Ph. D. degree.

Had we our own graduate students at Dalhousie we would have a large, vigorous school. There can be no question regarding the value of such work. The question demanding solution is whether, with our present resources, it can be successfully accomplished at home? Several things demand attention.

One is the extra work required of the Professors. No one, knowing the work now done by our hard-working men, has inhumanity enough to suggest that their burdens be increased. Perhaps, however, the work could be arranged in such a way as to afford the Professors an opportunity of attending to it at a time when it would not be regarded as a burden, but rather as a delight. That our Professors are capable of an almost infinite amount of work is well attested by the splendid results of the session and the youthful vigor at its close. Another serious problem is a Library. We may not have enough to warrant such a decision. It must be evident that in many lines our Library is sadly deficient. Is there enough to begin any work of this kind? Students engaging in this work would provide much that is needed, and if a movement in this direction were made it would give definiteness to much now being donated and also stimulate liberality in the work of the Library.

What would be the probable result of such a course? The general conviction seems to be that it would have a good effect. We may not have resources enabling us at once to compete with the larger universities, but this decision would do much to make Dalhousie the centre of new interests. We all hope the day may come when our College will be a great University offering first-class advantages in every department to the people of the Maritime Provinces. Anything aiding in the promotion of this idea will meet with hearty response from the best friends of the higher education. If the Professors undertook additional work the new interests would be a partial compensation. The Societies of the University would be greatly benefitted by having this new element of strength, and this in itself would do much for the spirit of the higher education. It would also have a good effect on the constituency at large. The time is coming when more than heretofore the graduates of Dalhousie will be the leaders in the great interests of a very important factor in civic, political and professional life in these provinces. The conditions of life are such that soon our best men must be specialists, and it is desirable that as far as possible this work be done at home. If Dalhousie is to be true to the spirit and purpose of a great University, the higher education and force of our own best life must permeate the whole social organism. Courses, as here suggested, would help in the attainment of this great aim. These would do much for our graduates. Many would avail themselves of the opportunity of continuing their work in Dalhousie who otherwise would not go abroad. Some have already expressed themselves as desirous of taking advantage of such a course. It is probable that a Ph. D. course of high standing, equal to the best elsewhere, would meet with enthusiastic reception, if not at first with many students.

There are other considerations which need not be noted here

as this article is only suggesting the subject for discussion. The time will never come when such a course could be organized with idle professors waiting for students, with an empty time table, with a full library and a throng of students demanding admission. The great courses of study are the result of years of thought and experiment, and before we can present the finished plan we must lay the foundation, build gradually, and be willing to see the day of smaller things. It may be possible to make a good beginning, and if this could be successfully accomplished it seems reasonable to believe that new interests would be awakened and new forces begin to operate, which would eventually make our College a greater power for good, and our constituency more enthusiastic in its support.

GRADUATE.

LONG AGO.

The Macwig boarding house was on Brunswick Street. It was genteel. Students, clerks and one civil service man made their homes there. Among the students was one George Wishart, thin, wiry, hardworking, never weary and never known to spend five minutes in any kind of amusement. He went to bed regularly at 11 o'clock, and was up as regularly at 5 o'clock. From 5 to 6 he spent in devotions,—beginning with singing a whole Psalm. He then read and prayed, audibly. His singing was original. He heeded neither melody nor harmony and was a law to himself. Occasionally he raised his voice very high, and as it went up the scale it became thin and thinner till it ceased to remind one of a man's voice and suggested the music which we sometimes try to check with such handy projectiles as bottles and boots.

The civil service man was not sweet tempered. His sweetheart had jilted him and he thought the world very bad, cold and dark, and life not worth living. He used to read English newspapers till late at night, and when he had finished the papers he would take up a bound volume of Chambers's Journal and devote himself to it till after the solemn midnight hour. He dearly loved his morning sleep, for it brought him reprieve from his sorrows. But the devotional music in the adjoining room would waken him and he could not slumber again. The reading and praying did not mend matters. At times he would doze and dream and then imagine himself surrounded by cats and regaled by a cat concert. One morning when he was duller than usual, he wakened the whole house with his shouts of "scat," followed by frightful assaults upon his neighbor's door with his heavy winter boots. Macwig sprang out of bed shouting fire, fire. Old Jock, the watchman, happened to be passing

and seeing lights in the windows and hearing the racket he too took up the shout, fire, fire! There was a wild rush of men to the place in an incredibly short time. But happily everything quieted down. Mrs. MACWIG that day implored the devout young Wishart to hush his melodious notes, and even to read and pray in subdued tones. He consented to do so, but with an intimation that some judgment would fall on Jackson, the unreasoning civil service man for his blindness of heart. And sure enough judgment trod on the heels of offence. Jackson had been in low spirits for some time, ever since Mary Ann Brown had jilted him. He neglected to take exercise. He often wished himself dead. He had not been eating green apples; but all the same the very next night he felt as if he had consumed a peck of August apples in July. He had a pain. He howled, but the pain kept getting worse. He was sure nobody ever had such a pain before. The noise he made was quite as doleful as the service of praise to which he had objected so vehemently in the morning. Maybe this was the fulfilment of Wishart's prophecy, and also a judgment for wishing he had been dead. Wishart heard his cries and proffered aid. "Shall I run for a doctor?" "It is too late: I can't stand this two minutes, one minute; ugh! Pray for me." Wishart had some knowledge of medicine and knew what was the matter. "Are you sorry for your ungodly behaviour this morning,—for you see now the swift judgment that has come on you?" "Yes, awfully sorry. Forgive me. What shall I do! The pain is awful." "Do you solemnly promise to go to bed at proper hours, and never to find fault with your neighbor's devotions?" "Yes, yes; anything. This pain. Oh!" Wishart rushed to his own room for a moment, mixed some powders, made the tortured man drink a pint of cooling foaming liquid, tumbled him into bed, rubbed him till he was warm and asleep. In a few hours he waked up better than for a long time and was profuse in his thanks to his psalm-singing neighbor. He never again found fault; and indeed he didn't need to,—for Wishart mended his ways and took care not to make his devotions an offence to his neighbors.

There was no gymnasium assessible to students in the days of long ago, and indeed they had so much work to grapple with that the thought of gymnastics would not greatly bother them. Jacob Green and James Slack were very large men who ought to have been engaged in heavy manual labor; but they were students. One Saturday morning in April they felt their need of exercise. So they walked from the North End down to Horse Shoe Island. After a dip in the cold waters of the Arm they thought it would be profitable to try which would excel in the long jump. The exercise warmed and interested them. A spirit of generous rivalry fired their bosoms. For a long time each excited the other. At last Jacob put forth a stupendous

effort. It was a memorable leap and distanced all that went before. But, alas, our greatest triumphs are apt to be marred by some untoward circumstance. Jacob's garments were rather tender from the long winter's wear. They seemed to laugh at his victory, for they parted in many places, parted vast and hopeless distances, in every most inconvenient locality. The demolition of the old chaise was not more astounding. With unanimous consent the covering of every limb and of the huge central corporation responded to the shock. Poor Jacob was thunderstruck. His fellow athlete had nothing to spare for him. The two sat long in counsel. They tried a covering of spruce boughs, but so large a quantity would be required that the idea had to be given up. They picked up some boards by the shore; but these were worse than the spruce boughs. They were at a distance of two miles from their boarding house, and there was no way of dodging behind fences or hiding behind trees all the long and dreadful journey. They at last meekly made up their minds to remain in the vicinity of Horse Shoe Island till they could make their way homeward under the kindly shadow of the night. The air was cold in the afternoon and quite bitter in the evening, but Jacob murmured not. He reached home unnoticed and hastened into bed where he remained of necessity all day Sunday and the first half of Monday till his garments were repaired by his benevolent landlady.

LIBRARY NOTES.

Bibliotheca a Dallusia valde desideratur. MECANIUS. *Opusc.* l. xvi, c. iii.

BRavo '96!—This class has decided to present the college with the famous new edition of the Jesuit Relations. This will be a perfect store-house of information about our country. The first four volumes deal with old Acadia. Somebody ought to give us the new Parkman. We have no Parkman, and Little Brown's new issue is to be not only well printed but finely illustrated. The old was barely passable.

NEW BOOK SHELF.—Our acquisitions are few but still they trickle in, month by month. They ought to be displayed somewhere, so that the students could see them before they are buried in the presses. If they are few, they will advertise our poverty; if many, they will encourage others to go and do likewise.

SHAKSPERE'S HISTORICAL PLAYS.—The receipts from this course amounted, after all deductions, to \$267 and some cents. About one hundred has been expended, bringing in about 123 volumes. The buying power of the balance is threatened with a reduction of one-fifth by the new tariff. Let us hope that the old privilege will be restored.

SIREADH AIRGEAD FALAICH.

In the course of my reading I recently fell in with the following innocent tale which I translate for the amusement and it may be for the edification of GAZETTE readers; as even collegians, freshmen and graduates, have been known to *gear* themselves with weapons and the indispensable *life-water* and in true hero fashion set forth on the fascinating quest for hidden gold. I am aware that I place myself in an unfavorable light when I say that in the original the story is exceedingly well told, so well that I have yet to meet the fortunate one who speaks the rich language of Eden, that can bear or read the tale without feeling the merrier for it. But alas! in passing into another language the naive little thing feels forlorn and loses well nigh altogether that keen irresistible humour which smiles roguishly from its every line.

The Gaelic is a homogenous language. One of its characteristics is its massiveness. Every adjective is pregnant with a multitude of subtle distinctions. However, as in probably all translations, the light, delicate shades elude one who endeavours to transfer the picture to another canvass. So it is here. Yet blame neither me nor any little adopted nursling—our object is to please. Let my Saxon readers image the situation; and let my more highly blessed Celtic comrades supply from their knowledge of the dear heather tongue the sad deficiencies which they sooner than others will detect in my version of this sad catastrophe.

In general the rendering is as literal as was deemed consistent with intelligibility.

A number of years ago there lived in this neighbourhood a kind and hospitable man, genial, witty and entertaining in his remarks, a dweller-by in every way desirable. A little attention paid to his conversation would convince you that he was possessed of a considerable degree of information, although his education had been hurried, but—if the whole truth must be told, a portion of his speech was sapless and unnatural.

Once upon a time, he summoned his neighbour in great haste sending him word that he had a matter of importance to discuss with him. The neighbour, a kindly, sympathetic soul obeyed, as quickly as nature would permit, fearing that his presence was, as indeed happened to be the case, urgently needed. Scarcely was he seated than the other told him of a

dream which he had *seen* three nights in succession, and which had made an exceedingly strong impression on him. He asserted vehemently that he was awake part of the time, at least, and that he actually saw the man who had so strangely shown himself. When the dream was told, in accordance with what had been revealed to him, he insisted that his neighbour should go with him—four in the company—to dig in the side of a hill by the seaside and that by digging there of gold and silver would be found enough to make them rich men as long as they lived.

This his neighbor *granted*—agreed to do; a big chariot and two horses were found; they *geared*, provided themselves with spades, pickaxes and crowbars; took with them four bags, a box in which was a number of *life-water*—whiskey bottles and bread and cheese sufficient.

When the night darkened, the heroes moved from the castle and pleasantries and diversion were with them. A journey of twelve miles was before them, and they made up their minds to be as jovial as could be. When they had advanced about a mile, Hector spoke in the words that follow:

"Bhean an taighe 'ghaoil an fhortain
Aiseag a nall dhuinn am botull
Olaidh sinn gu sunndach deoch dheth
Gus gach bochduinn a chur dhinn."

And so the *health-drink*-dram was sent around, bread and cheese after it, thus they persevered till they reached their destination a little after midnight.

Then all sprang out of the chariot making as little noise as possible. They deemed it advisable to pull the fence down so that the horses and carriage could be taken away from the road and placed in a small glen between two hills where they would be safe, out of the sight of strangers that might come by and where besides they would be conveniently near the gold. When the horses were put up, well fed and made comfortable, Donald spoke in the words that follow:

"My good friends be composed and attend to a *little* which I am about to utter; for a number of the company do not yet fully know what has brought us hither.

"Some little time ago, in a *sleep dream*, there came to me an army officer in gorgeous apparel; golden buttons on his clothes, golden bands on his *head covering* and others on the sleeves of his coat; his face clean of beard excepting a band that ran across between his nose and his mouth.

"He bade me journey to yonder hill where I would see three white stones in the surface of the ground each about the same distance apart. He directed me to measure from each one to the middle, and to make a hole there. He informed me that, when we had dug about three feet, we should find a small old

iron anchor, beneath that an old rusty sword, a little below that a copper vessel about the size of a nail keg with a thin slab of stone on top, and that there was of gold and silver in it enough to make us rich forever.

"When you reach the anchor and old sword peradventure you shall hear much unnatural noise, and may be you shall see a boat full of soldiers under arms coming towards the shore; but do not fear, let every man be awake and as each comes out of the boat be at him with spade, pickaxe or any other convenient weapon. Thus shall we stand our ground and it shall go well with us.

"When we get the gold we shall put it in the bags, take it with us, hide it at home and in time we shall send one of the company with the gold to have it coined anew in a foreign land. When the messenger returns the gold shall be shared as much and as much to each.

"Ye shall take care that not a word be spoken from start to finish, for, if a word be said, we may return empty as we came."

So it was. Donald went forward, each following him *weapon* in hand. They reached the hill and, though the night was dark, Donald did not experience any difficulty in pointing out the three white stones. This was the first proof that there was any form to Donald's language. One of the company paced the ground, found the spot, and immediately set to work.

The lads worked cheerily, but the anchor they did not see, nor did they hear any unusual noise. Although they had now reached a depth of three feet they had not lost hope at all; the earth and stones were coming out of the hole right merrily, and as one became exhausted another took his place.

The pit was now about four feet in depth and some of the heroes were becoming weary. One went down, but no sooner had his foot touched the bottom than he sprang suddenly out with a dreadful cry and without waiting to speak a word took to his heels. Others of the company sprang forward to see what was wrong and, on looking, saw, in the bottom of the hole, two eyes flaming like fire and moving noiselessly from side to side. Quickly away leaped one, the rest closely following never paused until they reached the carriage. One hero maintained that the eyes were as large as a horse's eyes, another claimed that they were somewhat smaller, but whether they were big or little there was not in all the country silver or gold enough to make one of them set his foot in the hole again.

With the greatest dispatch the horses and carriage were made ready and the company returned home, but to this day no one has been found to say who put the cat into the hole.

Fhuair mi a' naidheachd airachdail so anns a paiper ciatach ud a Mac-Talla. Gu mu math e theid leis.

THE UNIVERSITY LISTS.

Below is the first authoritative publication of the University Lists. Examination results published in the city newspapers are usually inaccurate on account of the first drafts which the reporters receive having names omitted from them, owing to papers being mislaid, and for other reasons. Also the hurry and bustle of daily journalism is liable to get names misspelled and sometimes utterly distorted. The following, however, can be relied upon, having been placed in our hands as thoroughly accurate. No doubt the pluggers of last session will find much satisfaction by referring to them; and the remiss ought to consult them for inspiration. We arrange them in the order in which departments occur in the College calendar.

DEGREES AND HONORS CONFERRED AT CONVOCATION.

BACHELOR OF ARTS.

Archibald, Herbert Thompson	MacKay, Alexander Leonard
Austen, Minna May	McKay, Ira
Burchell, Charles Jost	MacLean, Lauchlin A.
Cameron, Ira William	McLean, Stewart Clifford
Clarke, Harold Marston	McOdrum, Donald
Cook, Daniel George	Maxwell, George Herbert
Coffin, Robert Lewis	Maxwell, Ruth Ellen
Cumming, Melville	Millar, James Ross
Cummings, Edward	Murray, John Tucker
Dakin, William	Nicholson, John William Angus
Denoon, Alexander Hugh	Reid, David McKeen
Faulkner, Ebenezer Ross	Ross, Arthur
Fisher, Arthur Franklyn	Shaw, Percy James
Forbes, William	Shinner Harry Robert
Grant, Mary Sibella	Thompson, Margaret
Hattie, Robert McConnell	Waddell, William Henry, Jr.
Hetherington, Eva Florence	Wilkie, Florence Annie.

BACHELOR OF LETTERS.

Crockett, Albert Edwin.

BACHELOR OF SCIENCE.

Archibald, Ebenezer Henry. Blair, Alexander David.

DIPLOMAS OF HONORS.

Archibald, Herbert Thompson, *High Honours in Classics.*
 Cameron, Ira William, *High Honours in Mathematics and Mathematical Physics.*
 McLean, Stewart Clifford, *High Honours in Mathematics and Mathematical Physics.*
 McKay, Ira, *High Honours in Philosophy.*
 Murray, John Tucker, *High Honours in English and English History.*
 Nicholson, John William Angus, *High Honours in English and English History.*

DIPLOMA OF DISTINCTION.

Austen, Minna May, *Great Distinction.*

GRADUATE PRIZES.

Sir William Young Gold Medal—Cameron, Ira W.
Avery Prize—Austen, M. May.

BACHELOR OF LAWS.

Aiken, Travers Donaldson, B. A.
 Ferguson, William McMillan
 Gunn, Alexander Donald, B. L.
 Knight, James Arminius
 McKay, John William
 MacKenzie, Alexander George
 McKinnon, John Lauchlin, B. A.
 McPhie, Stewart
 Morrison, Frederick Augustus
 Morrison, John Stropie Metzler
 Moseley, Edgar William
 O'Donoghue, Richard, B. A.
 Phalen Robert Francis
 Vernon, Gilbert Hugh.

DOCTOR OF MEDICINE AND MASTER IN SURGERY.

Bentley, Robie Dugwell, B. A. (Acad.)
 Bissett, Ernest Eugene
 Brown, Martha Wywan
 Dorman, Oscar Chipman
 Fraser, Alexander, B. A. (Dal.)
 Gates, Charles Randall
 Grierson, Robert, B. A. (Dal.)
 Payzant, Henry Allison.

DEGREE OF MASTER OF ARTS.

Archibald, Alexander, D., B. A.,—By Examination in History (English and French History, 1648-1897.)
 Butler, George Killam, B. A.—By Examination in Classics (Thucydides and Herodotus.)
 Forbes, Edgar William, B. A.,—By Examination in Philosophy.
 Foster, Arthur Hayward, B. A.,—By Examination in Philosophy.
 Frame, David Annand, B. A.,—By Examination in History (English and French History 1648-1897.)
 McIntosh, Charles Daniel.—By Examination in History (English and French History 1648-1897.)
 McNairn, William Wallace.—By Examination in History (English and French History 1648-1897.)
 McKay, Mary Alexandra, B. A.,—By Examination in Classics (Latin and Greek)
 McLean, Laughlin Hugh, B. A., (Queens.)—By Examination in Philosophy.
 Smith, William Henry, B. A., B. D.,—By Examination in Philosophy.

CLASS LISTS.

FACULTIES OF ARTS AND SCIENCE.

LATIN.

Fourth Year.—Class I.
 Archibald, H. T., Nicholson, J. W. A.,
 Austen, May, Shinner, H. R.

Class II.
 Faulkner, E. R., Millar, J. R.,
 Wilkie, Florence A.

Passed.
 Cummings, E., Grant, Mary S.,
 Thompson, Marg't, Hetherington, Eva,
 Brodie, W. S., Morton, J. R.,
 Maxwell, Ruth E., Maxwell, G. H.

Third Year.—Class I.
 Macrae, D. A., Crowe, H. S.,
 Munro, Henry, Grant, C. F.,
 Doull, John, McKenzie, J. B.,
 Hockin, J. G.

Passed.
 Campbell, D. McD., Kennedy, Elizabeth
 Logan, Bessie, Rankine, Jas. M.,
 Carmichael, G. W., Murray, N. G.,
 Archibald, Eugenie, O'Brien, M. A.

Passed the Christmas Examination.
 DeWolfe, Margaret.

Passed the April Examination.
 Corston, J. R.

Class I. (Special.)
 Lewis, Bessie.

Second Year.—Class I.
 Thompson, C. A., Murray, A. H. S.,
 Anderson, J. H. A., Routledge, A. W.,
 Johnstone, M. S., Lindsay, C. F.,
 Campbell, Jessie B.

Class II.
 Mackenzie, G. N., Baird, J. W. A.,
 Messenger, R., McKay, Annie,
 McKenzie, G. W.

Passed.
 McIntosh, P. D., Fisher, J. A.,
 Ross, G. M., Fultz, G. W.,
 Farquharson, W. O., McIntosh, G. C.,
 Ramsay, J. A., Cumming, A.,
 Anderson, C. W., Mackenzie, Janie,

Class II (Special.)
 Lewis, Bessie.

Second Year.—Class I
 Thompson, C. A. Campbell, Jessie B.

Class II.

Farquharson, W. O., Johnstone, M. S.,
 Ramsay, J. A., Anderson, J. H. A.,
 Borden, L. E.

Passed.

Ross, G. M., Forbes, G. E.,
 Glover, B., Cummings A.,
 McIntosh, P. D., Fisher, J. A.,
 Mackenzie, Janie L., Mackay, Annie,
 Richardson, Loie, Cunningham, W. A.,
 Mackenzie, G. N., Macleod, A. M.,
 Moody, Georgina, Outhit, W. E.,
 Rice, Grace E., Fisher Frank,
 Keith, Donald, Chase Margaret,
 Burriss, Grace D.

Passed the Christmas Examination.
 Mackenzie, L. B.

Passed the April Examination.
 Morrison, Agnes L., McLeod, J. C.,

First Year.—Class I.
 Ramsay, E. H., Macdonald, W. L.,
 McKinnon, D. H.

Class II.

Macleod, E. A., Grant, Mary S.,
 Archibald, Eugenie, Ross, J. S.

Passed

Rankine, John, Cunningham, A. R.,
 Simpson, Ruth, Main, C. O.,
 Mair, Catherine, McDonald, Ewen,
 Blanchard, M., Ross, D. C.,
 Smith, A. A., McKenzie, D. W.

FRENCH.

Third and Fourth Years.—Class I.
 Grant, Mary S., Archibald, Eugenie,
 Anderson, C. W., DeWolfe, Maggie.

Class II

Cook, A. D., Mackinnon, W. T.

Passed.

Hetherington, Eva, Crockett, A. E.

Second Year.—Class I.

Macrae, D. A., Routledge, A. W.,
 Lawlor, Gertrude, Worsley, P.,
 Baird, J. A., Messenger, Ralph.

Class II.

McKenzie, G. W., Hobrecker, Alma,
 Burgoyne, S. J.

Glover, B., Barnes, J.,
 Moody, Georgina, Richardson, Loie,
 Forbes, G. E., McKenzie, L. B.,
 Rice, Grace E., O'Brien, C. W.,
 Borden, L. E., Burriss, Grace D.,
 Macleod, A. M., Fisher, F.,
 Hebb, A. M., McDonald, A. J.,
 Black, W. A., Chase, Margaret H.,
 Outhit, W. E., Morrison, J. W. G.,
 Keith, D., McLeod, J. C.

Passed the April Examination.
 Cunningham, W. A., Macdougall, A. L.,
 Morrison, Agnes L., Ross, A.

First Year.—Class I.
 Macleod, E. A., Weldon, Joseph,
 Ramsay, E. H., Ritchie, John,
 Macdonald, W. L.

Class II.
 Worsley, P., Main, C. O.,
 Henderson, Geo., Blanchard, M.,
 Bentley, J. S., Ross, J. S.,
 Simpson, Ruth, McKinnon, D. H.

Passed.

Ritchie, J. Norman, McKay, Nora,
 Rankine, John, Smith, A. A.,
 Douglas, Edgar, Wood, T. C.,
 Mair, Catherine, Flemming, Ethel,
 Hebb, T. C., Lynch, George,
 Read, Edith, Chisholm, Maud,
 Cunningham, A. R., Donovan, W. E.,
 McKenzie, D. W., McKean, J. A.,
 McDonald, Wm., Smith, C. F.,
 McDonald, Ewen, Fleming, Nanna.

Passed the April Examination.
 McEwen, W. E. Mackay, A. M.

GREEK

Fourth Year.—Class I.
 Archibald, H. T., Austen, May.

Class II.
 Shinner, H. R., Millar, J. R.,

Passed.

Faulkner, E. R., Wilkie, Florence A.

Passed the April Examination.
 Morton, J. R.

Third Year.—Class I.
 Macrae, D. A., Doull, John,
 Crowe, H. S., Grant, C. F.,
 Munro, Henry.

Class II.

Sedgewick, W. H., Hockin, J. G.

Passed.

McKenzie, J. B., McIntosh, F. H.,
 Campbell, D. McD., Kennedy, Elizabeth
 Logan, Bessie M., Murray, N. G.,
 McKay, Kate W., Rankine, Jas. M.

Passed.

Black, Walter A., O'Brien, C. W.,
Ritchie, J. W. P., Fisher, A. F.,
Barnes, James, Cordiner, C.,
Fleming, James, Henderson, G.,
Ritchie, J. N., Morton, J. R.,
Sutherland, Edith.

First Year.—Class I.

Anderson, B. C., Weldon, Joseph,
Lewis, Bessie.

Class II.

Lozan, Bessie M., Fleming, Nanna,
Read, Edith McG.

Passed.

Campbell, D. M., McKenzie, A.,
Wood, T. C., Zwicker, F. G.,
Smith, C. F., Lee, B. H.,
Chisholm, Maud, Flemming, Ethel,
Lynch, G., Forrest, G. M.,
Donovan, W. E., Mackay, A. M.,
Douglas, Edgar.

GERMAN

Fourth Year.—Class I.

Maxwell, Ellen, Thompson, Marg't.

Third Year.—Class I.

Hobrecker, A ma.

Second Year.—Class I.

Austen, May, Lawlor, Gertrude.

Passed.

Burgoyne, S. J., Fay, J. B.,
Maxwell, G. H., Crockett, A. E.,
Hebb, A. M.

First Year.—Class I.

Stewart, Elizabeth, Crowe, H. S.,
Anderson, B. C., Watt, A. W.

Class II.

Fleming, James, Murray, A. H. S.,
Hebb, T. C.

Passed.

Mackinnon, W. T., Burrows, L. R.,
Forrest, G. M., Cordiner, C.,
McKenzie, A., Doull, John.

ENGLISH.

Senior.—Class I.

Murray, J. T., Nicholson, J. W. A.

Class II.

Hockin, J. G.

Passed.

Cummings, E., Wilkie, Florence A.
Kennedy, Elizabeth, Maxwell, R. Ellen,
Hattie, R. M., Thompson, Marg't,
Hetherington, Eva, Rankine, J.,
Shinner, H., Ross, A.,
Maxwell, G. H.

Second Year.—Class I.

Routledge, A. W., Outhit, W. E.

Class II.

Burris, Miss G. D., Keith, D.,
Messenger, R., Richardson, Lois,
McKenzie, G. N., Johnstone, M.M.S.

Passed.

Fultz, G., McKay, Miss A.,
Hobrecker, Miss A. Barnes, J.,
Lawlor, Miss G. L. Ramsay, J. A.,
Fisher, J. A., Anderson, C. W.,
Farquharson, W. O. Lee, B. H.,
Thompson, C. A., Macaskill, J.,
McKenzie, Miss J. McIntosh, C. C.,
Campbell, Miss L. B. Burgoyne, S. J.,
Anderson, J. H. A. Moody, Miss G. M.,
Morrison, J. W. G. Macdougall, A. L.,
Chase, Miss M., Glover, B.,
Black, W. A., Forbes, G. E.,
Cumming, A., McLeod, A. M.,
Murray, A. H. S. Sutherland, Miss E.
Hebb, A. M., Cordiner, C. A.
Rice, Miss G., McKenzie, L. B.
Baird, J. W. A. Ross, G. W.
Borden, L. E., Cunningham, W. A.
McKenzie, G. W., Fisher, F.

First Year.—Class I.

Ritchie, J. W. A. Henderson, G.

Class II.

Flemming, Miss E. Ramsay, E. H.
MacLeod, E. A. Simpson, Miss R.
Gordon, Miss K. McDonald, W. L.
McKay, N. K.

Passed.

Main, C. O. Weldon, J. W.
Smith, A. A. McDonald, W.
Read, Miss E. Wood, T. C.
Fleming, Miss A. Anderson, B. C.
Fleming, J. M. Ross, J. S.
Rankine, J. McKenzie, A.
Ritchie, J. M. McKenzie, D. W.
Ferguson, J. A. Hebb, T. C.
Bentley, J. S. Forrest, G. M.
Mackean, J. A. Lynch, G. J.
Chisholm, Miss M. Cunningham, A. R.
McKinnon, D. H. Douglas, E.
Mair, Miss F. C. McDonald, E.
Worsley, P. G. Zwicker, F. G.

HISTORY AND POLITICAL ECONOMY.

Fourth Year History.—Class I.

Nicholson, J. W. A. Burchell, C. J.

Class II.

Austen, Minna M. Denoon, A. H.
Murray, J. T. Shinner, H. R.
Cummings, Edw. Coffin, R. L.

Passed.

Forbes, William, Dakin, W.
Fisher, A. F. Wilkie, Florence.
Maxwell, G. H. Reid, D. M.
Grant, Mary S. Morton, J. R.
Hattie, R. M. Maxwell, Ruth E.
Clarke, H. M. McKay, A. L.
McOdrum, D. McLean, L. A.
Waddell, W. H. Hetherington, Eva.
Faulkner, E. R. Brodie, W. S.

Third Year History.—Class I.

Sedgewick, H. Hockin, J. D.

Class II.

Archibald, Eugene, Wood, George.

Passed.

McKinnon, W. T. Dickie, E. E.
Cumming, Melville, Murray, R. P.
McKay, Katie, Carmichael, G. W.
Logan, Bessie M. Kennedy, Elizabeth
Read, H. R. McKenzie, J. B.
Ross, W. A. Campbell, D. McD.
Colquhoun, J. G. Ross, D. C.
Murray, N. Corston, J. R.
Noble, J. D. Morrison, W. A.
Crowe, H. S. O'Brien, M. A.
McDonald, D. J. Burrows, L. R.
DeWolfe, Maggie, Rankine, J. M.

Special Examination.

Lewis, Bessie B.

Advanced Political Economy.—Class I.

Hattie, R. M. Crockett, A. E.
Cumming, Melville.

Class II.

Maxwell, G. H.

Passed.

Brodie, W. S.

Political Economy.—Class I.

Shaw, P. J.

Class II.

McKinnon, W. T. Munro, H. F.
Wood, George, Cummings, Edw.
Shinner, H. R.

Passed.

Colquhoun, J. G. Faulkner, E. R.
Ross, Arthur, McLean, L. A.
Read, H. R. Waddell, W. H.
McKay, Ira, Dickie, E. E.
Carmichael, G. W. Corston, J. R.
Blanchard, A. B. Hetherington, Eva.
Buchanan, M. Maxwell, Ruth E.

PHILOSOPHY.

Advanced.—Passed.

McOdrum, D. Coffin, R. L.
Cumming, M. Clarke, H. M.
Reid, D. M.

Moral.—Class I.

McKay, I. Austen, May,
Blanchard, A. B. Sedgewick, W. H.

Class II.

Coffin, R. L. Murray, J. T.
Archibald, Eugene, Cumming, M.
Cummings, E. McOdrum, D.

Passed.

Denoon, A. H. McLean, L. A.
Reid, D. M. Ross, A.
Clarke, H. M. Grant, Mary S.
Faulkner, E. R. Macdonald, A. J.
Shaw, P. Thompson, Marg't,
Burchell, C. J. Cook, D. G.
Forbes, W. Crockett, A. E.
McKay, Katie, Fisher, A. F.
Morrison, W. A. Murray, R.
Hattie, R. M. Dakin, W.
Mackay, A. L. Macdonald, D. G.
Ross, D. C.

Passed April Examination.

Woodill, Lena.

Senior.—Class I.

Blanchard, A. B. Mackintosh, F. H.
Sedgewick, W. H. Ross, W. A.

Class II.

Read, H. R. Faulkner, E. R.

Passed.

Noble, J. D. Murray, N. G.
Doull, John, Dakin, W.
Morrison, W. A. Macdonald, D. G.
Corston, J. R. Murray, R.
Colquhoun, J. G. Ross, A.
Buchanan, M. Crockett, A. E.
Carmichael, G. W. Wood, G.
Murray, R. P.

Junior.—Class I.

Farquharson, W. O. Hebb, A. M.
Paired, J. W. A. Anderson, J. H. A.
Mackenzie, G. N. McLeod, A. M.
Outhit, W. E. Anderson, C. W.

Class II.

McKenzie, G. W. McIntosh, C.
Chase, Margaret, Johnstone, M.
Thompson, C. A. Hobrecker, Alma,
Ramsay, J. Messenger, R.
Ross, G. M. Cumming, A.
Macdougall, A. L.

Passed.

*Lawlor, Gertrude, Cook, A. D
*Glover, B. Fisher, J. A.
*Burris, Grace. *Macaskill, J. J.
*McIntosh, P. D. *Mackay, Annie,
*Mackenzie, Jas. Morrison, J. W. G.
Campbell, Jessie, Cunningham, W. A.
*Borden, L. E., Forbes, G. E.

*Took additional work.

Mackenzie, L. B. Keith, D.
Fisher, Frank. Rice, Grace,
Richardson, Lolo. Black, W. A.
Sutherland, Edith. Moody, Georgina,
O'Brien, C. W. McEwen, W. H.

EDUCATION (THEORY AND HISTORY).

Class I.

Grant, Mary S.

Class II.

Thompson, Marg't, Cummings, Ed
Wilkie, Florence, Blanchard, A. B.

Passed.

McKay, Ira, Dakin, W.
Brown, C. W. Brodie, W. S.
Howell, Laura, Clancy, Beatrice,
Burrows, L. R.

THEORY OF EDUCATION.

Class I.

Theakston, Frances.

MATHEMATICS.

Advanced—Partial Course.—Class I.
McKay, T. C.

Passed.

Blair, A. D.

Second Year.—Class I.

Messenger, R. Thompson, J. A.
Baird, J. W. A. Moody, Miss G.
Lawlor, Miss G. Fultz, G. W.
Murray, A. H. S. McKenzie, G. W.
Barnes, J.

Class II.

Farquharson, W. O.

Passed.

Ross, G. M. Stewart, Miss E.
Cumming, Allison, Fisher, J. A.
Hebb, A. M. Morrison, J. W.
Forbes, G. E. Fisher, F.
Ramsay, J. A. Lee, B. H.
Anderson, J. H. A. Burris, Miss G.
Lindsay, C. Campbell, Jessie B.
McLeod, A. M. Cunningham, W.
McKenzie, G. N. McIntosh, C.
Mackay, Miss A. Hobrocker, Miss A.
Richardson, Miss L. Chase, Miss M.
Cordiner, C. A. Glover, B.
Outhit, W. E. Black, W. A.
Mackenzie, Miss J. Keith, D.
Kent, H. H. Burgoyne, S. J.
McIntosh, P. D. Macdonald, A. J.
O'Brien, C. W. Anderson, C. W.

Passed in Geometry.

Macaskill, McKenzie, L. B.
Johnstone, Rice, Miss G.
Sutherland, Miss E.

Passed in Trigonometry and Algebra.
Borden.

First Year.—Class I.

Anderson, B. C. Bentley, J. S.
Hebb, Flemming, Miss E.
Ramsay, E. H. Fleming, J.
Simpson, Miss R. McKinnon, D. H.
Read, Miss E. Macdonald, W. L.

Class II.

Weldon, J. McKenzie, A.
Ritchie, John, Forrest, G. M.
McKenzie, D. W. Douglas, E.
Chisholm, Miss M. Worsley, P.
Rankine, J. Mackay, Miss N.
McLeod, E. A. Ritchie, Norman,
Main, C. Wood, T. C.
Cunningham, A. Ross, J. S.

Passed.

Smith, A. A. Macdonald, W.
Mackay, A. M. Blanchard, M.
Mair, Miss C. Donovan, W. E.
Macdonald, E.

Passed in Geometry.

Henderson, G. Zwicker, F. G.
Ferguson, J. A.

Passed in Algebra.

Fleming, Miss N. McKean, J. A.

PHYSICS.

Advanced Mathematical (as ordinary
class).—Passed.
McKay, T. C.

Senior.—Class II.

Cameron, I. W.

Passed.

Morrison, H. T. Blair, A. D.
Watt, A. W. Shaw, P. J.
McLean, S. C. Archibald, E. H.

Junior.—Class II.

Fultz, G. W. Sedgewick, W. H.
Hockin, J. G. Lindsay, C. F.
Ross, W. A.

Passed.

Barnes, J. Blanchard, A. B.
Murray, A. H. S. Rankine, J. M.
Watt, A. W. Wood, G.
McKenzie, G. W. Grant, C. F.
Cordiner, C. Burgoyne, S. J.
Carmichael, G. W. Corston, J. R.
Crowe, H. S. McKay, Katie
Campbell, D. M. Murray, N. G.
Baird, J. W. A. Logan, Jessie M.
McKenzie, J. B. Crockett, A. E.
Read, H. R. Noble, J. D.
Archibald, E. Colquhoun, J. G.
Macdonald, D. J. Dickey, E. E.
Mackintosh, F. H. DeWolf, Maggie
Lee, B. H.

Passed Spring Examination.
Lewis, Bessie.

Practical.—Passed.

Cook, A. D. Macdonald, W. A.

Advanced Practical.—Passed.

Archibald, E. H. McKay, T. C.

Advanced Mathematical (Partial
Course).—Passed.

Blair, A. D.

Applied Mechanics.—Class II.

Blair, A. D.

Spring Examination.—Passed.

Macdonald, W. A.

ENGINEERING.

Hydraulic.—Class II.

Morrison, W. P. Blair, A. D.

Passed.

Macdonald, W. A.

Municipal.—Class I.

Morrison, W. P. Macdonald, W. A.
Blair, A. D.

CHEMISTRY.

Inorganic.—Class I.

Anderson, B. C. Forrest, G. M.
Munro, H. F. Weldon, J.
Zwicker, F. G.

Class II.

Ritchie, J. N. Ritchie, J. W. P.
Henderson, G. Mair, Catherine F.
Bentley, J. S. Read, Edith M.
Cunningham, A. R. Flemming, Ethel.

Passed.

Blanchard, M. Douglas, E.
Ramsay, E. H. Smith, A. A.
Mackean, J. A. McDonald, W.
MacLeod, E. A. Worsley, P.
Fultz, G. W. McKinnon, D. H.
Main, C. O. Mackay, A. M.
Cordiner, C. A. Simpson, Ruth
Fleming, J. Wood, T. C.
Macdonald, W. L. MacKenzie, D. W.
Hebb, T. C. McKenzie, A.
Millar, J. R. Chisholm, Maud
O'Brien, M. A. Mackay, Nora
Rankine, J. McDonald, E.
Ross, J. S. Fleming, Nans

Passed at Christmas Examination.

Smith, C. F. McQueen, N.

Senior Practical.—Class I.

Millar, J. R.

Class II.

Watt, A. W. O'Brien, M. A.

Passed.

McLean, S. C. MacKinnon, W. T.
Fay, J. G.

Junior Practical.—Class I.

MacRae, D. A. Waddell, W. H.
Cumming, M. Cordiner, C. S.
Munro, H. H. DeWolfe, Marg't.
McKay, Katie.

Class II.

Burgoyne, S. J. Lee, B. H.

Passed.

Campbell, R.

Advanced Practical (Inorganic).—
Class I.

Lindsay, C. F. Murray, A. H. S.

Advanced Practical (Organic).—Class I.

Cook, A. D.

ORGANIC CHEMISTRY.

Class I.

Lindsay, C. F.

Passed.

McKenzie, J. B.

SENIOR CHEMISTRY—(Medical Faculty.)

Class II.

Cook, A. D.

MINERALOGY.

Class II.

Blair, A. D.

Passed.

Macdonald, W. A.

BOTANY.

McKay, Ira Shaw, P. J.

FACULTY OF MEDICINE.

JUNIOR ANATOMY.

Reynolds, James Forbes, A. E.
Pratt, Nelson Taylor, F. W.
Ernst, V. S. } Braine, L. B. W. }
Salter, O. R. } Cooke, A. P. A. }
Braine, W. B. } Mathers, R. A. }

Giovanetti, L. J. Dymond, W. A.
McNeil, A. J. } Buckley, A. F.
Pennington, J. W. } Gillis, E. Y.

Supplementary.

Almon, W. B. Trenaman, L. G.

HISTOLOGY.

Pratt, Nelson }
 Pennington, J. W. }
 Taylor, F. W. }
 Giovanetti, L. J. }
 Ernst, V. S. }
 Forbes, A. E. }
 McNeil, A. J. }

JUNIOR CHEMISTRY.

Ernst, V. S. }
 Braine, W. B. }
 Reynolds, James }
 Cordner, C. A. }
 Gillis, E. Y. }
 Taylor, F. W. }
 Pennington, J. W. }
 Braine, L. B. W. }

Supplementary.

Farrell, L. P. }
 Almon, W. B. }

BOTANY.

Millar, J. R. }
 Salter, O. R. }
 Braine, W. B. }
 Reynolds, James }
 Braine, L. B. W. }
 Cook, A. D. }
 Ernst, V. S. }
 Pratt, Nelson }
 Cameron, S. H. H. }
 Forbes, A. E. }
 Taylor, F. W. }

SENIOR ANATOMY.

Atkinson, E. P. }
 McLean, M. T. }
 MacKay, J. St. C. }
 Munroe, J. G. }
 Almon, W. B. }
 Forrest, W. D. }

PHYSIOLOGY AND EMBRYOLOGY.

Atkinson, E. P. }
 Munroe, J. G. }
 MacKay, J. St. C. }
 McLean, M. T. }

Supplementary.

McDonald, E. M. }
 *Farrell, E. D. }
 *Physiology only.

SENIOR CHEMISTRY.

Munro, J. G. }
 MacKay, J. St. C. }
 Atkinson, E. P. }
 McMillan, C. E. }
 Almon, W. B. }

Supplementary.

McDonald, E. M. }
 Dickey, H. L. }

PRACTICAL CHEMISTRY.

MacKay, J. St. C. }
 Atkinson, E. P. }
 Millar, J. R. }
 Armstrong, T. E. }
 Munroe, J. G. }
 O'Brien, M. A. }

MATERIA MEDICA AND THERAPEUTICS.

Brehm, R. A. }
 Thompson, Alfred }
 Archibald, M. G. }
 Ma Donald, Daniel }
 Morton, A. McD. }
 Forrester, W. D. }

MEDICAL JURISPRUDENCE AND HYGIENE.

Brehm, R. A. }
 Thompson, Alfred }
 Archibald, M. G. }
 Morton, A. McD. }
 Buckley, A. F. }
 McDonald, Daniel }

PATHOLOGY AND BACTERIOLOGY.

Bentley, R. D. }
 Fraser, Alex. }
 Grierson, Robt }
 Brown, M. W. }

OBSTETRICS AND DISEASES OF WOMEN AND CHILDREN.

Fraser, Alex. }
 Bentley, R. D. }
 Grierson, Robt. }
 Brown, M. W. }

SURGERY, OPHTHALMOLOGY, ETC.

Fraser, Alex. }
 Grierson, Robt. }
 Bentley, R. D. }
 Payzant, H. A. }

Supplementary.

Slauenwhite, S. S.

MEDICINE.

Grierson, Robt. }
 Dorman, O. C. }
 Fraser, Alex. }
 Gates, C. R. }

Supplementary.

Ross, Alex.

CLINICAL SURGERY.

Gates, C. R. }
 Grierson, Robt. }
 Payzant, H. A. }
 Bissett, E. E. }

Supplementary.

Slauenwhite, S. S.

CLINICAL MEDICINE.

Dorman, O. C. }
 Fraser, Alex. }
 Grierson, Robt. }

THE POOR VICTIM OF CONSPIRACY.

SCENE I: STUDENT'S STUDY.

Student (excited)—“Zounds! but I am discomposed. To be thus treated! How are the mighty fallen! Fined for having aided and abetted those benighted rascals from Quinpool in their pranks. I do not, *cannot*, deny the fact, but is that any reason why I should be thus molested. Who am I? Am I not come from that grand and glorious Picton, the land of *Munros* and *Mackays*? Am I not an honour student in classics! And am I not of the same name as our late lamented benefactor! Never have I thus been pulled before. No! I am the victim of conspiracy. But come! Methinks she'll be at the Laboratory. I'll away and tell and perchance some comfort I may receive. She alone can fairly note this act of mine! (Exit.)

SCENE II: THE LABORATORY.

Student (alone)—“Thus doth the penalty turn outside my purse. Two dollars fine! ah me, too much! Would that I had been elsewhere the rather; And ten days cut off. Foul fiends! Who tempted me to deeds of such content. 'Zounds on them all. I'll seek some fairer clime. (Enter two lady students.)

(smiling)—“How now wherefore hast thou tarried; These fifteen minutes patiently have I On your arrival waited.”

1st Lady—“The best and last So say the wise together always come. Your pleasing smile I know hath forgiveness.”

2nd Lady—“The Prof. is now in work so let us chat; Hard by the door we stand; come and assist.”

Student—“My soul is vexed sore. Heard you not the news? Because I talk so much, they look stern vengeance. A fortnight from my classes am I free, But worsen still two whole real dollars fine.”

1st Lady—“Ye gods! The 'dons' are rather strict Why should a youth so fair thus suffer ill? Our both hearts yearn in tender pity thus.”

2nd Lady—“Philosophy, the stern comforter of wrong, Has nothing in't for grievous pains like this. And while my heart is willing my efforts fail.”

Student—“But that is naught. My reputation gone! My dignity crushed! The splendid fabric reared Has by one single deed, fallen to earth.” (Goes out.)

2nd Lady—“Thus hath the pontiff singed the brat. O, this deliberate fool! When he doth choose, He has the wisdom by his wit to lose.”

(RE-ENTER STUDENT.)

1st Lady—“O, noble youth! O, excellent man!”

Student—“Sweet maiden! I am the victim of conspiracy. But here's the Prof. My locker I must seek.

(Whispering)—Your kind invite? Will go across this week.”

(Exit severally.)

GOWNS.

The committee appointed at the last General Students' Meeting to solicit tenders for the making of gowns has received offers from Messrs. Goodwin, Carsell & Co., Toronto, and Messrs. Clayton & Sons, Halifax, and recommends the tender of Messrs. Clayton & Sons as being much the lower. This firm will furnish gowns made of good and suitable material for \$3.50 each, provided that they are given an order from at least one hundred students. Persons wishing gowns may send in their orders to Messrs. Clayton & Sons, Jacob St., Halifax, but it must be distinctly understood that these gentlemen will not begin to make gowns for this price until a sufficiently large order has been given them.

PERSONALS.

D. A. MURRAY, PH.D., instructor in Mathematics in Cornell University, a graduate in Arts from Dalhousie of 1884, has added a very important contribution to the literature of Mathematics. His treatise in Differential Equations has been well received.

A. D. MCINTOSH, '96, is the author of yet another important article. The thesis which he prepared at Dalhousie was published in the leading scientific journal of England, and afterwards translated into German and published in a leading scientific journal in Berlin.

TEN of the graduates of Pine Hill this spring hold degrees from Dalhousie. R. G. Strathie, A. L. Fraser, A. H. Foster, John McIntosh, and Geo. F. Johnson, obtained the degree of B. D. and were licensed along with Alex. D. Archibald, D. A. Frame, L. H. McLean, C. D. McIntosh, W. W. McNair, and E. W. Johnson.

WE congratulate the following Dalhousians who, in the recent election campaign, secured their election to the House of Assembly: D. Finlayson, T. R. Robertson, H. H. Wickwire, W. B. Wallace and E. M. MacDonald.

ACKNOWLEDGMENTS.

Rev. J. McKay, Ira McKay, E. Cummings, W. Forbes, E. Archibald, H. T. Morrison, E. P. Robbins, H. T. Archibald, M. Blanchard, T. H. Trefry, A. E. Forbes, A. Fearman, Victor Frazee, Arthur Drysdale, Hector Moloney, D. McD. Campbell, Miss Ruth Simpson, A. H. McKay, Gordon Dickie, \$1.00 each; Prof. A. MacMechan, \$2.00; H. W. Cameron, \$3.00.

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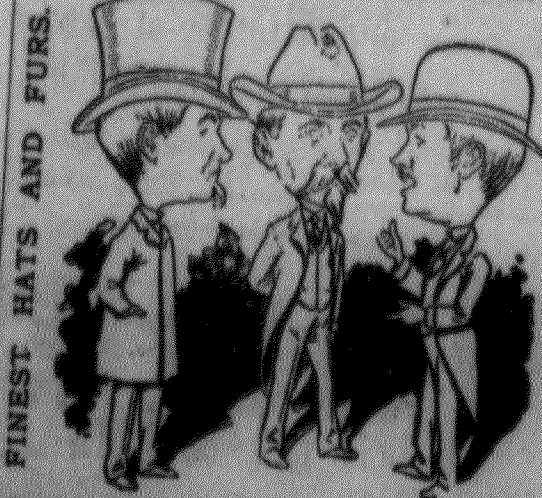
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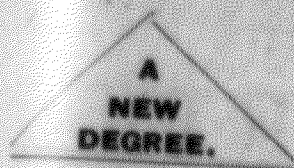


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