

# Dalhousie Gazette.

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Halifax, Nova Scotia.

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**DALHOUSIE GAZETTE.**

ORA ET LABORA.

Vol. VII. HALIFAX, N. S., JANUARY 30, 1875. No. 5.

**ATHLETICS.**

SINCE about the middle of last term there has been a good deal of agitation among the students on the subject of athletics. The general feeling has run strongly in their favour, but owing to want of room in the College Building, and other unavoidable circumstances, all our efforts to get a gymnasium have hitherto been unavailing. This is much to be regretted, and we hope that before long we may be able to tell a different story. Meanwhile there are some people who think that athletics are not beneficial to students, and that a short walk daily in the open air is all they require. To convince these people of their error, we break our ordinary rule not to publish any but original articles, and present our readers with the following from the London Daily News. The intrinsic merit of the article will justify us, even though it may not convert the sceptics:

"It must be allowed, that whatever their merits may be, the usual athletic sports have no great æsthetic attraction. The notion of foot races calls up a picture of the Greek Palæstra, of the men of Hellas assembled at Olympia on that sacred and peaceful spot, beneath a cloudless sky, to watch those beautiful contests of which the prize, was a fading crown and immortal honour, and the praise of PINDAR. Our skies are too grey, our winds too chilly, our ideas, as some critics are fond of telling us, too prudish for such a spectacle to be any longer possible. Instead of the background of white temples—the smoke of sacrifice, the olive groves, and the sacred stream—we have only the black path of cinders to show, the pallid sunset through the thin poplar trees, and the distant spires. It requires a good deal of enthusiasm to shiver in the mud while half-clad athletes swing round with the heavy hammer in their hands, and after a wild waltz hurl that missile perhaps a hundred feet. Yet there are moments when it is possible to realise something of the old delight in lithe forms rushing past in strenuous contest, some of the old pleasure in the free and lengthy stride, some of the old excitement which waited the award, and hailed the victor of Olympia. When out of the nine events that are competed for in the sports between the two Universities each has won four, and when the six athletes come out who are to run in the three mile race—the decisive struggle; when they stand waiting the starter's word, with pliant limbs in readiness, it is hard to preserve complete indifference. As the ground is eight times circled, and the strain tells, and one by one the men fall out, or are clearly distanced; as the leader comes round the last corner, and the runner next him begins to gain, and when, as twice has happened, they run shoulder by shoulder, and finish level, the excitement is perhaps as great as any sport can afford. That arduous race no man runs for his own pleasure, and even if he undertakes it from an exaggerated sense of honour, and of what his Uni-

versity has a right to expect from him, he deserves the praise of courage, endurance and self-denial.

"To talk of what his University has a right to expect from a man is to hit a very weak point in the modern idea of athletics. What possible difference can it make to two august and learned bodies that Jones, of Boniface, can outrun Peters, of All Saints? The notion is, indeed, exaggerated, and derived from the opinion of the little world of undergraduate life. Solemnity, in the person of a well-known novelist, assures both young men that they are barbarized athletes of the arena. Other timid friends tell them of danger to their lungs and hearts, and implore them not to trifle with their constitutions. And the voice of Duty whispers that athletic sports interfere with study, and may endanger their class, or even their pass. What answer can be made to these remonstrances? Well, experience, in the first place, does not show that athletes are usually malefactors, or that to win the quarter of a mile race stamps a man as a brutal ruffian. It may be presumed that the novelists and dramatists who urge this painful lesson are more remarkable for the ardour of their wish to do good than for any knowledge of what they are preaching about. As to health—it is impossible to prevent fool-hardy men from injuring their constitutions, but any one who knows the Universities is aware that there is a good deal of caution exercised in this matter. Men who run and row take medical advice on the subject of their powers, and are careful not to overstrain them. The objection as to study is the most serious. Cricket is the only sport which necessarily takes up much time, or necessarily entails considerable expense. But the exertion, consequent on a mile race, or on rowing twice to Ifley in practice, produces a mental lassitude against which it is hard to struggle. The frame can only supply and employ a certain quantity of force, and the use of the muscles as surely lessens the energy of the brain as exertion of the mind makes the muscles flaccid. But the tendency of study, especially perhaps on the low ground, and in the languid air where the Universities are situated, is to encourage languor and listlessness, against which the love of athletic sports is a very healthy and natural reaction. If a student neither rides, nor rows, nor runs, he is apt to degenerate into the being who takes constitutional walks. Week by week he grows more thin and feeble, till the slight ascent of Headington Hill tries his wind and legs. His brain has absorbed all his strength; his brain is busy even as he walks, and discusses the idea of Duty, or expounds to his friend how man is the radius of the Infinite. Who shall count the names of those who have broken down under this, the hardest of all training? The whole question is one for practical wisdom dealing with details of health and constitution. It is a good sign that reading men are often fair athletes, and that many athletes prove that 'he who runs may read.'

"A healthier and more sensible method of physical training has taken the place of the crude old notions about raw beef-steaks. There is a general disapprobation of the system of

giving valuable prizes, and men who do not aspire to much renown are learning to use the running ground as a place of open-air gymnastic. Even at worst athletics are better than lounging in the streets, or dawdling over sherry and the piano all the afternoon. Anything which gives endurance and implies self-denial is a force which education cannot afford to neglect even though when pursued in excess it may produce mental indolence and spurious enthusiasm."

#### A FEW WORDS ON OUR SCHOOL LAW.

WE believe the time has come, when some change must be made in our School Law, in order to meet the requirements of the country. As this is a matter in which the majority of our students are directly interested, we may be permitted to offer a few suggestions, as to what improvements we consider necessary.

In the first place, we think teachers must be better paid in the future, if education is to prosper. Our best teachers leave the profession, whenever anything more lucrative presents itself, while quite a number of those who continue teaching, are, like the immortal Micawber, continually waiting for something better to "turn up." This state of matters is anything but satisfactory. It is impossible to suppose that much progress will be made, if no more interest be taken in the work than is at present. A young man qualifies himself, obtains a license, and teaches for a few years, making this a stepping stone to one of the professions. Very few continue in the business more than three or four years, while the majority of those who do remain in it longer, are those who lack ambition and ability necessary to raise themselves to anything higher. It is too much to expect that the mere love a man may have for the profession will induce him to make it a life work, when the salary is barely enough to supply him with the necessaries of life, and he has nothing to look forward to in his old age, but the hospitable Poor-house. We refer, of course, more particularly to the common schools. We are aware that in the case of our Academies and High Schools, it is different, though even few of them are up to what they should be.

The consequence of this state of affairs is very evident. A large number of schools are without teachers altogether this term, while many sections are compelled to be content with the services of teachers of the lower grades. Quite a number of our best teachers have gone to New Brunswick, where they command higher salaries.

We are of the opinion that teachers themselves are partly to blame for their present low salaries. For a few years past, the supply was equal to, if not greater than, the demand. The contemptible practice of underbidding each other was carried on to some extent. A very good opportunity was offered for this, as in many cases Trustees engaged teachers on the principle on which they got their roads repaired. The person who agreed to do the most work for the least money got the job. This, we are happy to say, however, has, to a great extent, been done away with; but we think it has not been without its influence in keeping down the salaries of teachers. We believe that by judicious combination in the future, they might succeed in obtaining better remuneration.

Another cause which has operated most unfavourably in some of the counties, is the present method of distributing the government allowance. We venture to say that no law bearing on education has ever produced such wide-spread dissatisfaction among the teachers of this Province as the one referred to. Instead of a fixed sum, as usual, teachers now receive their Provincial Grant in the proportion of the average attendance in the county they teach. It follows of course that the amount will vary greatly with the different

counties. For example, the Grade B teacher in Lunenburg County received for the past term \$75, while in Victoria he only received \$49. As our readers are aware, previous to the passing of this act, the amount was fixed at \$60, per term, irrespective of average or anything else, except the number of days taught. From the teachers in all parts of the Province we hear the same report of general dissatisfaction, and a desire to revert to the old order of things.

Just here we may also say that an additional bonus ought to be granted to teachers holding Grade A licenses, who are engaged in our common schools. Everybody knows that there are not as many Academies as there are Grade A teachers. Now we hold that it is nothing but fair, that any young man who has gone to the trouble and expense of qualifying himself for this grade, and who may not be fortunate enough to get an Academy, should receive a larger sum from the Provincial Treasury, than a Grade B teacher. Besides if there were such an inducement held out to our teachers, we believe a larger number would qualify themselves for the grade.

We are of the opinion, also, that the interests of higher education would be better subserved, if Grade A diplomas were granted to graduates of any recognized University on passing an examination in professional subjects. This has been tried in New Brunswick, and found to work admirably. Quite a number of the graduates of our own college are at the present time engaged in teaching in the High Schools and Academies of that Province. It would not lower the status of the grade. Any person will admit that, as far as education is concerned, the graduate of a university is at least as competent to teach an Academy, as a person who has merely passed an examination on the subjects laid down in the syllabus. But it may be asked, if graduates are competent to take charge of a County Academy, why may they not pass the required examination? To this we say there are many reasons why a graduate may not be sufficiently posted in the technicalities of the syllabus, to pass an examination on them, and yet be an infinitely superior scholar, and better able to teach an Academy than the one who may have made a speciality of these, and passed. In the first place, the classical authors studied in college may not correspond with those required. But who will deny that they are more than an equivalent? It is quite natural to suppose, that the man who has passed through a thorough course of drill and practice in Latin and Greek, under an able professor, has a better knowledge of these languages, than the one who may have crammed up enough of the few books of Homer, Virgil, Horace, &c., required by law, to pass an examination on them. Besides, the B.A. has the advantage of a thorough training in studies altogether beyond the sphere of an Academic teacher, such as higher Mathematics, Philosophy, Chemistry, Rhetoric, &c.

Let then, the experiment be tried. The only effect, we feel assured, it can have will be to supply the country with a larger number of well drilled and competent teachers of the highest grade. Let every graduate who can pass a satisfactory examination on school management and teaching, be granted an Academic diploma, and a new life will be infused into our system of education, which cannot fail to be productive of beneficial results. It has proved a success in our neighbouring provinces; it cannot prove a failure here.

We believe also, that a law should be passed compelling parents to send their children to school during a certain part of the year. We are not going to enter into details as to the nature of such a law, or the method of its operation, but we think that something of this nature is needed in Nova Scotia. It is somewhat humiliating to look over the Educational Reports for the past few years, and notice the number of children throughout the different counties, who do not attend

school at all, while every inspector complains that the progress of education is frustrated by irregular attendance. To any one who may have been engaged in teaching, this fact is especially evident.

To remedy these evils, some system of compulsory education is necessary. The duty of educating his children is one which a man owes not only to himself, but also to society. No parent in this age has a right to bring up his children in ignorance, especially when the state has provided Free Schools in every section of the country. We may be met with the objection, that it would be an arbitrary act on the part of any government to pass a law compelling people to send their children to school,—that it would be an insult to the liberty of conscience and independence of the subject. We are aware that this objection was raised in other countries where the experiment has been tried. But the promoters of the law argued that it was not the right of the parent to decide whether he should or should not educate his child; in other words whether he should bring him up to be a help or a hindrance to society, and consequently, there could be no violation of the liberty or rights of any man, when the state decreed that his children should be educated. Accordingly we find the foremost nations in the world adopting this system. What but this has made Germany what it is to-day? When we see it working so satisfactorily in the most independent nation on the continent of Europe, and in Great Britain, the "home of the free," surely the people of Nova Scotia need think it no reflection on their intelligence or independence, were it enforced here.

### Correspondence.

To the Editors of the "Dalhousie Gazette."

GENTLEMEN,—I have to thank you for your thoughtful attention in sending me the first number of your seventh volume, which I received with pleasure and read with interest. Glad was I to note the promise it gave that the new volume will be, in every respect, worthy of its predecessors, and, although I have not the honour of being personally acquainted with its present conductors, I find it easy to believe that in their hands our GAZETTE will lose none of its prestige.

How quickly time passes! It seems to me but the other day that Cameron and myself launched the DALHOUSIE COLLEGE GAZETTE on the ocean of public opinion. What hopes and fears were ours! We felt like conspirators of the darkest dye, when the first number was really printed, and, though we entertained a half-expressed belief that it would immortalize us, we scarcely dared to let our bantling forth. We felt like convicted criminals when we heard the general yell of disapprobation and ridicule which greeted our darling's earliest steps, and to tell the truth (we can admit it now, for has not the GAZETTE fulfilled our fondest expectations?) Number I was not a prepossessing object to look at. Its head was too big: its legs too weak. It contained a ponderous article on the Sublime and Beautiful, a few lines of Editorial and half a column of poetry. Merely this and nothing more. Yet to the eyes of its loving parents it seemed perfection, and we hugged it to our bosoms all the more closely because the cruel college world laughed it to scorn.

Who can describe the scenes which followed its appearance! The meetings; the protests; the resolutions. If I remember rightly, our fellow students assembled three times for the purpose of solemnly rebuking the enormous iniquity of which we had been guilty in prefixing the honoured name of "Dalhousie College," to our "miserable and ridiculous sheet." Then, as now, *Expostulation* was the order of the day, but for-

unately *Expostulations* are not always listened to, nay, sometimes it happens that their authors had better have held their tongues. What scathing irony was heaped upon us! Hugh Scott exercised his mighty power of speech to full advantage, and poured a drowning stream of ridicule on our devoted heads. Resolutions of censure were passed against us almost unanimously. Our only influential apologist was MacGregor, but what could he do alone. Nothing, but condole with us, and advise us to persevere, and we did persevere. Number II appeared, and the storm was allayed. It was really a first rate issue. A brilliant article from the ready pen of Professor Lyall, was in itself sufficient to make our opponents proud of the Journal which they had at first so despised. The charge of mediocrity could no longer be brought against it: the GAZETTE was saved.

On looking back now on that stormy past, I cannot but wonder that we had the courage to continue our enterprise. The Fates seemed unpropitious. The first number did not pay half its cost, and worse still, we received only sneers and jibes, where we had expected and had a right to expect sympathy and assistance. And let me here pay a well earned tribute to the good-natured, constant courage of my friend Cameron. He like myself was utterly astonished at the reception accorded to Number I, but he never faltered. "We shall succeed in spite of them," was his only remark, and succeed we did, and even more fully than we had dared anticipate.

At the commencement of the Session of 1869-70, we presented the GAZETTE to the students, who willingly accepted it, and appointed as its Editors, Scott, (the very Scott who had so thundered against us,) Duncan Fraser and myself. Henceforward the path of our Journal was smooth. It entered on a period, on which I love to dwell, and than which, I may be pardoned for supposing, it can never attain to a more brilliant. Who forgets the witty, well written articles with which Scott time after time filled our columns, the interesting and instructive sketches of travels furnished by MacGregor, then as now the hope and pride of our University, the pen-battles indulged in with more pretentious rivals, the friendly and frequent meetings of students all animated with the wish of forwarding the interests of the little sheet of which all were proud. The actors of that day have passed off the College Stage, but their work remains, and gives every promise of endurance.

Here end my personal reminiscences of our paper. The beginning of volume III found me far away, but I had a successor in every way worthier than myself, and under his direction, the position of the GAZETTE was rendered more stable, its prospects more brilliant. He, too, has now left Dalhousie's walls, but, I rejoice to find, that strong arms are not wanting to keep on the work, and make it, if possible, a still more fitting representative of Alma Mater.

I have written these records of the past in the hope that they may prove interesting to your readers. If you judge otherwise, throw them into the waste paper basket. At any rate they will have proved to yourselves that my interest in the GAZETTE cannot cease, and that of your many friends, there will be none who will watch its progress with greater interest than

your obedient servant,

A. PARKER SEETON.

Montpellier, 26 Dec. 1874.

A SOPH. at a late examination in Chemistry, adhered so closely to the direction not to use any language other than formulae, that he did not sign his name to his papers. Another suggested that he might easily have followed the rule and yet signed his name, "Why, Calcium Fluoride, CaF<sub>2</sub>."

# Dalhousie Gazette.

HALIFAX, N. S., JANUARY 30, 1875.

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For some years, the subject of Education has been ably and persistently discussed from press, pulpit and platform, and much good has been accomplished. Yet in relation to one most important department of the great question, little has been said and less done. Perhaps this neglect may be owing to the fact that it directly concerns only a few persons, and those few have given most of their attention to our common school system. The department to which we refer is that of higher Education; and the special feature in it about which we intend to speak is the position of our graduates.

It is a fact that in this enlightened province, not one of the professions attaches the least value to a college degree in Arts. A divinity student who could not pass the Matriculation Examination at Dalhousie is on exactly the same footing as the man who can read Livy and Homer with ease. Every educationist knows that knowledge acquired in order to pass an examination, is very different from instruction given by a strict and able professor. Yet the graduate who has had all his faculties sharpened by a long course of study under the best instructors, and the man who has crammed Bullion's grammars and the translations of a few books of one or two classical authors, under the present school law get the same diploma and the same salary. Every one knows how great an influence for good, an intelligent and well educated physician can exert. Nova Scotia recognises this fact by giving her highest medical degree, sometimes to men who do not know the meanings of the long words they roll out with pedantic fondness. The climax of this agreeable state of things is reached in the entrance law examinations. Every man on beginning the study of law has to pass one of these. Yet it is hardly too much to say that they are a mere farce. There were two students. One of these was never third in his classes at college, the other at the same college was never able to pass a single examina-

tion. The latter got a first class certificate from the law examiners, the former a second. We do not know how much credit to attach to this story, but such reports are common. We mean no disrespect to the gentlemen who conduct these examinations. They do their work for nothing, and verify the saying, *Ex nihilo nihil fit.*

Such is the position of our graduates in Nova Scotia. Young men may well ask if it is wise to spend four years of their life in gaining a college education. Many people would tell them that it is not, and point to the fact that many of our best teachers, lawyers, and doctors, never took a college course in their lives. We acknowledge the fact but we fail to see the argument. It only proves that these men had energy and ability enough to make up for loss of early privileges. We allow that a college training will never impart to a man what Heaven has not bestowed, but it improves and sharpens all his faculties. The mental training involved in a regular Arts course at a good college, more than repays any loss in time and money. Then information is gained, and what is of more importance, a good method of study, with facility in thinking and gaining knowledge. The great number of young men who attend our colleges in spite of loss of time, and narrow means, and fear of failure, is incontestable proof that we are not alone in our opinion.

We advocate a very complete change in the requirements of candidates for any of the professions. We think an educated ministry one of the greatest blessings of any country. Then let church authorities make a college degree imperative on their licentiates. We think the examinations for County Academy diplomas should be made more difficult, and that the diploma should be given to graduates of good universities, who intend to make teaching a profession. At Edinburgh University the degree of M.D., is not given at the end of the Medical course, except to graduates in arts. The degree of M.B., is conferred on others. If some similar rule were in force here we think the result would be satisfactory. Finally let a year be taken off the law course for college graduates. This was formerly the case. The change, we believe, was owing to the astounding ignorance which the graduates of one or two colleges sometimes exhibited. But to punish all the colleges in Nova Scotia for the fault of one or two, though it may be legal, seems hardly fair. The gross injustice of the proceeding is veiled by a semblance of impartiality.

We wish it to be clearly understood that, though we have given our views in these particular cases, the real object at which we aim is that inducements should be held out to young men, to take a regular college course, before beginning the study of their profession. Such being our position, let us see if we can hold it. Two very plausible arguments have been urged in favour of the present state of things. The first is that the personal benefit derived from a college course, much more than repays a man for the toil and money expended, and therefore that any other inducement is unnecessary. This leaves out of account the benefit which the state derives from the effects of this college training. The second argument acknowledges this benefit, but holds that it

it fully paid for by increased reputation, increased influence, and increased profits.

Neither in nature nor in the mind of man, can we find the faintest shadow of another argument. Let us examine, then, the sum and substance of these two. We acknowledge the truth of the statement on which the first is based, and it were well if every young man in the province who intends to enter a profession would test it for himself. But we deny the inference. It does not follow from the premises. The mental benefit derived from a course at college is altogether a personal affair, out of the reach of laws or state control. If not then we have an argument in our favour. For if this training of its members improves a profession, it benefits the state, and should be encouraged by the state, on the very same principle as that on which prizes are given at an agricultural exhibition. The second argument seems more difficult to answer. The payment it takes to be sufficient is scanty enough. Increased profits imply harder work, and increased influence greater responsibility. We fully allow, however, that this payment is enough and more than enough to make up for the time and money spent while at college. Yet our position is untouched. For the simple fact remains, that with the exception of clergymen, not one tenth of our professional men are graduates of any University. Evidently these benefits, though great, are not sufficient inducement.

In Britain and on the continent of Europe, college degrees are held in high esteem, Yet surely inducement is less necessary there than in a new country like this, where every body is always in a hurry, and professional men generally find it easy to make a living. If a complete change were made in the direction we have indicated, the result would be a great elevation in the character of all the professions in this province.

We have received a pamphlet purporting to be a "Report of the New York City Council of Political Reform, for the years 1872, '73, and '74." If its statements be true, and we have no reason to doubt them, the success of the Council has been brilliant and beneficial. It shows what resolute men can do when their aims are honest, and their ability equal to their will. It shows that an entirely elective system of government can be as venal and as oppressive as any other. It shows too, that though its rulers were hopelessly corrupt, the public opinion of New York State, was strongly in favour of Reform. With the majority of the seventeen important changes brought about through the influence of the Council, we have nothing to do. But two of them, the first and the fourteenth, deserve more than a passing notice. The one put a stop to the appropriation of money to sectarian schools and colleges, and the other was the passing of a Compulsory Education Act. We do not intend to say a word just now about the first of these. In spite of the opposition of a few intelligent people and a great many bigots, unsectarian education will, before many years, be the rule in all civilized states.

The question of Compulsory Education has been mooted in this province more than once. A good many persons who

really have some idea of the benefits of education, are bitterly opposed to it. This seems to us something like a paradox. That men who know anything of the value of knowledge, and the miseries of ignorance, are willing to leave the education of a large proportion of the rising generation practically in the hands of stupid, ignorant, and thoroughly selfish parents, is one of the many curious contradictions that puzzle a student of human nature. As long as a large proportion of parents are themselves uneducated, and as long as selfishness is a human vice, so long will a voluntary educational system be vitiated and ineffectual. We have never heard an objection against Compulsory Education, which deserved the name of argument. The silly assertion that the idea of Compulsion is opposed to freedom is unworthy of an intelligent being. No doubt ignorant and unreasoning officers might make the law oppressive; but the same may be said of every enactment ever made for the guidance of a civil community.

A single glance at the school returns will show how necessary is such a law for this Province. In many schools the average attendance is not more than forty per cent. of the number enrolled. This, at best, is not more than thirty-five per cent. of the whole number of school children in the section. The common saying, then, that one sixth of the population of Nova Scotia attends school, is fallacious. Thus a new generation of ignorance is rising to perpetuate the evil. A Superintendent of education like the late Dr. Forrester, whose energy, enthusiasm, and magnetic influence, did more for the success of our school system, than laws or legislative grants, might do much to obviate the necessity of such a law. But it is no disgrace to his successors to say that a man like him does not appear once in a century in a province like this. And meanwhile the law is necessary. It has proved a success wherever it has been tried. It has lately been introduced even into Russia. No school system can be complete without it. We hope that before long it may be introduced into Nova Scotia. When all our people are educated and know the value of education, and are willing to give it to their children, then the object of the law will be accomplished, and it will cease to be compulsory.

## THE TRUE OBJECT OF EDUCATION.

(Continued.)

In fulfilment of our promise, we now proceed briefly to consider the second department of our subject. We have tried to prove that the true object of education, as it has reference to the student himself, is to develop his mind, and that knowledge is principally valuable, because it is the means through which this development is accomplished. In our present article, our object will be to show that it is no more than our duty to endeavour to render ourselves capable of benefiting others, and making them somewhat the better for our existence.

We need not attempt to prove—for we feel certain no one will deny our assertion—that a man may exert a very powerful influence over his fellow-beings. We are *always* exercising such an influence for good or evil. Willing or unwilling, we *must* do it, and it is often greatest at those

times when we think least about it. (Almost innumerable instances of this might be cited, but as we have intention of writing a sermon, we will spare our readers.) Seeing then that this is the case—that it is altogether beyond our power to avoid exerting a favorable or adverse influence on those with whom we may come in contact—it should be our object, nay it is our duty, to use every means in our power so to equip ourselves for future action, that we may be able judiciously to exercise that influence on the side of right.

We have all some work to do. Man was not meant to be idle, and if it is true, as our Professor of Ethics has, with tolerable success, tried to impress on the students of his class, that man is naturally a lazy animal, it is also true that he was not intended to remain so. Self activity is the indispensable condition of improvement. We should not be content simply to exist: we must live. A real life is one that is full of plans and purposes, not only for personal improvement, but also for general usefulness. Let us endeavour to make the world something the better for our having been in it, and let us ever remember that, though life is short, we may perform a grand work within its narrow limits. As a whole, life is a great thing—the greatest in the whole range of the Creator's works, and if we examine, we will find that all great things are made up by the aggregation of their little parts. "If the sculptor's chisel can, in a few hours, make impressions on marble which distant ages shall read and admire; if the man of genius can create work in life that shall speak the triumphs of mind a thousand years hence; then may the true man, alive to the duties and obligations of existence, do infinitely more. Working on human hearts and destinies, it is his prerogative to do imperishable work—to build, within life's fleeting hours, monuments that shall last forever. If such grand possibilities lie within the reach of our personal action in the world, how important that we live for something harmonious with the dignity of our present being, and the grandeur of our future destiny."

Most of us intend to enter upon a professional career, and consequently there is opened up to us, in an especial manner, a wide field for using our influence—be it small or great—in bringing about some of those reforms so necessary in the world of to-day. What an influence for good the lawyer might exert, if he only would. We don't believe, with many, that lawyer's mouths are like turn-pike gates—never opened except for pay. While this profession is often degraded to the basest uses—as any profession may be—yet it fulfils a want, in its establishment of justice between man and man, and occupies a most important place in society. It is true that many men make use of all available means to carry a point against law and right; defend to the uttermost, and try to prove innocent, those whom they feel certain are guilty, and that great professional reputations are sometimes thus acquired. But though his fellow-men award him praise, and outwardly all seems well, has he not a rankling within, and the voice of conscience bitterly chiding him? If such be not the case, and all will admit that it cannot be indulged in without injury, as might be proved by many instances of legal depravity—then we sincerely pity that man, and consider him as almost beyond hope, both as regards this world and the next. We take this ground, that no man, whatever may be his profession, has a moral right to defeat, or to strive by all the means at his command to defeat the ends of justice in the community in which he lives, and that no man can conscientiously identify himself with the wrong, and fight earnestly for its triumph, without inflicting incalculable damage on his own moral sense and moral character. We don't believe that Jones—a professional man—has a moral right to do, in a court of justice, what Smith—not a professional man—has no moral right to do.

Lawyers figure conspicuously in the arena of Politics, and

perhaps more to-day than ever before. Indeed few have courage enough to oppose them there. The whole system of Politics is becoming a sort of consecrated ground, within the lofty walls of which, men outside of the favored profession scarcely care to step. But in truth, if through some crevice we manage to get a peep at what is going on inside, we don't feel very desirous to force an entrance, where we see Lying, False-swearing, Bribery, and Corruption of many forms, not only allowed to remain in their company, but actually walking about with them arm in arm, and apparently on the very best of terms. Surely there is room for reform here. The profession of the law, when it confines itself to the distribution of justice, is one of the noblest in which a man can engage. There is no one in the world so well situated for promoting the ends of peace between citizens as the lawyer, and if he do not avail himself of his opportunities, then he fails in the offices of good citizen-ship.

We intended, at the outset, to say a few words about the doctor—"So assiduous, but giving himself, as he goes out of your door, a mental shake, which throws off your particular grief as a duck sheds a rain-drop from his oily feathers:" so prone to drug and dose his patients, while deciding on what course of treatment to adopt: about the Minister, who from the very office he holds should surely wield a mighty influence for good upon his fellows; and about some others; but we have already written more than we intended, and as much as the space at our command will allow. However, though we must abruptly close, we will not do so without indulging the hope that what we have said may serve to remind some, of the part it is both their privilege and their duty to take in the moulding of mankind.

#### STUDENT LIFE AT DALHOUSIE.

Every vocation affords a certain amount of misery as well as happiness. Students enjoy pleasures and suffer hardships which are peculiarly their own. We take the liberty to offer a few remarks on the first two years of our collegiate course. First the work, then a few circumstances which have a tendency to make student life in Halifax rather unpleasant.

Reader, if you are a student stop right here. These lines are not for you. There are many persons who never cease to wonder at our spending several years in college. They have not the most remote idea of what it is to be a student, much less do they know the nature of the work we really perform. For this class we write. Well, to begin, our regular course of study extends over four winter sessions of six months each. The students who attend are of two classes, viz.: regulars and generals. The former attend the full course, pass examinations at the close of each session and, if successful, receive the degree of B. A. at the expiration of the fourth year. The latter come when they like, go when it pleases them, study what they wish, and when the spirit moves them. They are free agents generally. The studies of the first year are (1) Rhetoric, English Language, and Anglo-Saxon, (2) Latin and Greek, (3) Mathematics. Students are all required to attend each of these classes daily.

Let us pay the old college a visit and see what is done in class. It is ten o'clock. We enter room No. 1 and are confronted by thirty or forty students. Some are reciting the lecture of the previous day on Rhetoric, others are busy, pencil in hand, tracing on the margins of their note-books, Darwin's steps from monkey to manhood. This preliminary over, the lecture begins. Rapidly the vast library of the English language is searched. Every author of merit is consulted. Extract after extract is placed before you and carefully examined. Here a weak point is noticed. There an essential to correct style is observed. Milton, Shake-

peare, Byron, contribute their choicest gems. These are copied down and committed to memory. But the hour is gone, so we must leave.

We now enter Room No. 2. The very atmosphere seems mathematical. Here Euclid loves to dwell. If you and he are intimate, then you are safe. But woe betide you or the unfortunate one who hesitates at the *pons asinorum*. Should you entertain a high opinion of old Bishop Colenso, perhaps the dry Algebra may be more pleasant. Work begins. Students are called up one by one, who recite Euclid until the hour is nearly up. Then for exercises. The originality and reasoning power of our esteemed Professor may be seen here. A great many deductions are made from Euclid's propositions, and these are supplemented by new exercises *ad libitum*. The next day's work is assigned, and the class dismissed.

We visit Room No. 3. This is the region of Classics. Cicero, Virgil, Lucian and Demosthenes love to be here. The first fifteen minutes are occupied in correcting written exercises in Latin. The rest of the hour is taken up in translating and parsing. You listen for ponies, as they always assert their presence. Sometimes one is heard. They are funny things that cannot be seen. Students are beginning to think them dangerous. It is splendid to gallop over all cradle hills and wind-falls on a fleet-footed steed; but it is awful to be cornered with an enemy at your heels. We must bid Cicero and Virgil good-bye and hurry away.

We have witnessed one day's labor in college. To get a good idea of the labor performed you must attend yourself. The lectures delivered every day have to be mastered. You noticed that each professor assigned the class-work as though his were the only class in the college. We have three masters to serve. You remember that even the Bible says no man can serve two.

So much, then, for class-work. Now, leave the old sombre walls of Dalhousie, and come and take a peep into our homes. You will find one half the students lodging. The rest board. Were you lodging, you probably would exclaim, how monotonous! Day after day, and night after night, books, books! Then you say it is so awfully masculine, you will all get square before spring. The rough corners will grow fast. How can you do without the kind smile, the gentle look, the cheering word that only a lady can give? As students we appreciate ladies very highly.

But one values a privilege more highly which for a time has been denied him. Did you enjoy bachelorhood a few winters, you would conclude that ladies are very useful articles, especially in the dining-room. Did you ever watch a man presiding at the tea-table? This operation would become a daily pleasure were you one of our number.

Now the scene is changed. The air is still and clear. The vast gloomy cloud of thick smoke which for days, like a funeral pall, hung over the city, is gone. It is the early spring. Never did April sun with more genial rays gladden the earth. The snow is melting fast. On the steps of old Dalhousie many students stand. It is nearly five o'clock P. M. and they have been there for hours. Anxiety is depicted on every countenance. Simulation is impossible. What does it mean? The examinations for the session are over and the students are awaiting the results. Fifteen minutes more pass. The suspense becomes intense. Hark, a noise is heard, a door is thrown open, with lightning speed a form darts forth and a great sheet of white paper is fixed up in the hall. Then for a rush. Reader, you have stood before some court house on an election day whilst the crowd increased and still increased, and you were pressed closer and closer by the mass; then when life was all but extinct, suddenly, from within, the door was opened, and like a flood of angry waters sweeping all before, on rushed the mass, and you were

whirled far within the building. Even so is it when more than one hundred students, with anxious minds and beating hearts, rush forward to learn their fate.

A word about our relations to the city. Would that they were more pleasant. To be a student in the Scotch Universities is to be regarded with favor. Yours is to develop man's more noble part. Knowledge begins here, and if well exercised, will cause true happiness hereafter, and then continue unfolding more and more throughout the countless ages of eternity. To be a student in American or even Canadian Colleges is to have at least some flowers strewn over your thorny path. But to be a student in Halifax means seclusion. You come here, study the prescribed course, graduate, leave, and know but little of the good people of this city. How seldom do the citizens visit our College! Even its very existence they seem to forget. We trust that better things are in the future.

This winter the members of the Y. M. C. A. have conferred a great favor upon us. We are kindly invited to their meetings, we enjoy their reading-room and library. We regard this as a great boon; the heart of every student blesses the donors. How strange that even some of the city churches make what may prove to be a mistake. We of course attend Divine Service on the Sabbath; but where do you think we are seated? Is there any remote, hard-looking, cushionless seat in the church? Depend upon it, you will be marched into that. The sexton will meet you at the door and act by intuition. Right glad are we that all are not so; two churches have made special provision for us. The pastor of one of these will long be remembered with feelings of deepest gratitude by many Dalhousie students.

SIGMA.

#### OUR EXCHANGES.

THE *Aurora*, contrary to nature, comes from the west, from Albert College, Belleville, Ontario. It has a good article on "Influence," and is, on the whole, a well-written paper. The editors have some queer ideas about European affairs. They number among them a B. A. and Doctor of Philosophy; so that their paper ought to be good. Its criticism on our "mechanical make up" is hardly in place, for we think the *GAZETTE* compares favorably with the *Aurora* in that respect.

The *Hesperian Student* is published at the University of Nebraska, whether by graduates or students we cannot tell. It contains a serial story and an article on Prof. Tyndall's Address; otherwise it pleases us very much. As it comes from a mixed College, it advocates co-education of the sexes.

The *New-England Journal of Education* is a most valuable exchange. It contains a large amount of very instructive matter regarding the schools and school system of the New-England States. Those of our students who are also teachers may go far without finding a periodical better fitted to give them practical aid in their work.

The *New-York School Journal* is not one whit inferior to the above. Every number contains some fine articles, and its views are always sensible. In the last issue but one we were delighted with a contribution by Taylor Lewis, LL.D., on "Something wanted in our Educational Plan." To a young man who intends to make teaching his life work, both these journals will prove invaluable. We do not know where he could find so much reliable information at so small a price.

The *University Review* comes from Wooster University. It has a great number of short extracts, and one or two good original articles. Among the latter we may make special mention of one on "The Women of Scott."

From different parts of our own Province and from Prince Edward Island we receive a goodly number of exchanges. These are seized upon at once and devoured by the students whose native places they adorn, and so we hardly ever get a sight of them. So far as we have examined them, we think them pleasing and interesting; creditable alike to editors and publishers. Some of them come regularly, others like angel visits. The *Truro Sun* is as punctual as its great namesake, and on questions concerning the good of Truro, its beams cast no uncertain light. The *Pictou Standard* and the *Eastern Chronicle*, when not pulling each other by the ears with virtuous energy in some political squabble, are sensible and interesting journals. So at times is the *Antigonish Casket*, which has more than once given Bismark hard blows, and in its last issue utterly demolished Gladstone. We must reserve notice of the others until next issue.

**Dallusiansia.**

A SENIOR, who has a very just and yet a very low opinion of his essay on the "Freedom of the Will," says that "Having Milled together his *Reiding* he *Brayed* in *Hamiltonian Kant*."

ANOTHER Senior, blue with contemplation on this same philosopher-perplexed question, startled his companions by crying out, "Oh! stop! don't move! O-o-h what a sublime idea is just entering my head." A Junior quietly remarked, "I pity that thought, it reminds me of a camel trying to go through the eye of a needle."

SOME of our exchanges from across the border, the representatives of Colleges having no greater number of students than ourselves, are well filled with verses if not with poetry. To us, on the contrary, the Muses are strangers. Perhaps our northern climate is too severe for the delicate beings nurtured on the banks of the Pierian fount. We cannot conceive those graceful imaginations of the Greeks shivering with blue noses and pinched lips, pouring forth Alcaics or Sapphics from the snow-clad summit of Blomidon. However, whatever the cause may be, we cannot boast a bard among us—scarcely even a "costive" one. So we thought till a day or two ago. Then we discovered the following upon the "blackboard."

**THE FRESHMAN POET.**

**POETRY FOR SALE.**

O! why should students waste their cash,  
Who have no cash to spare?  
Why spend their cash on Byron's trash?  
Such trifles as are there!

When lo! the Freshman Poet sells:  
His cheapness who can think?  
A cent a yard is all his charge—  
To pay for pens and ink.

Here may you buy sufficient store,  
To last your whole life-long,  
Till life's faint spark expires at last,  
In poesy and song.

Poets are born, not made, 'tis said,  
But this one's neither born nor made.

Despite the malicious suggestion of some one, affixed to the bottom of the above, we would suggest to the anonymous author to tender a contract for supplying the GAZETTE with so much poetry (?) per issue.

ONE of our students has for some time been imbibing immense quantities of codliver oil. Enquiry was made, and it was found that he was writing an essay on "Fish Culture."

LATELY, in the Junior Chemistry Class, three Sophs. were experimenting with phosphorus. The result was highly satisfactory—to the city tailors.

A "GENERAL" of the first year expressed the opinion lately that there was "nothing in" the GAZETTE. The printer, judging by the bills sent in, is of a different mind.

THE "Excelsior" Debating Society had the following proposed as a subject for discussion, "Is the interior of the earth in a state of combustion?" An illiterate Soph. says we will know soon enough.

Horribile visu! A student, formerly an editor of this paper, coasting on Citadel Hill!! Where is our Government?

**Personals.**

A. R. PURVES, a Freshman of 1872-73, at present studies Theology in Glasgow.

B. F. PEARSON, a Freshman of 1872-73, is doing business in Truro as a Dry Goods Merchant. He was in town lately, and called to see his old friends.

F. W. O'BRIEN, a Soph. last session, is teaching at Great Village, Colchester Co.

JAMES W. SMITH, also a Soph. of last term, is at present teaching at Bridgewater, Lunenburg Co.

J. MILLEN ROBINSON, B. A., John T. Ross, and John T. Bulmer, (a "General" of last session) study Law in the office of Sedgwick & Stewart.

JAMES W. McBEAN, a "General" for two years, teaches this winter at Waugh's River, Colchester Co. We regret to learn that Mr. McBean's New Year has been ushered in by a sad event,—the death of his father. Our fellow-student has our sympathies.

ANOTHER of our students has gone the way of all men—and got married. The happy individual this time is Thomas R. Murray.

JOHN HUNTER, B.A., '73, is in California.

As will be seen by our correspondence column A. Parker Setton, one of the founders of the GAZETTE, is at present in France. We gladly publish his communication, and would like very much to hear from him frequently.

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**ARE THE ONLY KIND ADAPTED TO EVERY CONDITION OF HUMAN VISION.**

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