

DALHOUSIE GAZETTE.

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

HALIFAX, N. S., MAY 31, 1876.

NEW No. 12.
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DALHOUSIE GAZETTE.

NEW SERIES—VOL. I.
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HALIFAX, N. S., MAY 31, 1876.

NEW No. 12.
WHOLE No. 82.

KNOWLEDGE IS POWER.

HOOKE, in the first book of his Ecclesiastical Polity, remarks that the discernment of the common people is often more subtle and true than are the judgments of philosophers. Perhaps he had more reason to say so in his day, *i.e.*, before Bacon, than we have now, but it is still true, as is abundantly shown by proverbs, and somewhat remarkably by the one which heads our article. Bulwer Lytton, who may for the nonce be considered as a philosopher, since he takes up a philosopher's weapons, criticises it, making it out foolishness. I have, I am sorry to say, read only one of his novels, but I have seen a passage from him quoted with approval in an exchange of the GAZETTE in which he "makes the point" that it must either mean "knowledge is some power" which is a truism, for everything is to some extent a power, or "knowledge is all power" which is false. Surely this is absurd. The words set forth, not perhaps with such luminous clearness and perfect freedom from ambiguity as those in which the law lays down its principles and axioms, yet in their own humble way, and as becometh a proverb—that knowledge is in a very especial and peculiar manner, a tower of strength, that to *know* is to have an advantage which is power.

As with almost all other proverbs, we know not who is the author of it or the circumstances in which it was first uttered. We might fancy that some green-hand of a philosophically cast mind, was endeavouring to perform some trifling manipulation in art, when after many fruitless attempts, one who *knew how* put his finger to it and lo! it was done ere you could whistle. Training made the difference. Now-a-days it is a popular cry that the possession of truth is comparatively unimportant, that training is everything, that the cultivation of the intellect is the great end of all study. We have here a fallacy within a fallacy. Training is only a means to an end and only as a means is it important. This

is patent to all. How foolish then to put the means above the end! The second and worse fallacy is the implied one, that training is something different from knowledge. It is merely a knowledge of ways and means, knowledge obtained in that costliest but best of all schools, the one kept by Dame Experience. Let us remember then that he who extols training pays a tribute to knowledge, only the more valuable because it is unintentional and indirect.

But some, more foolish, hold that the pleasure experienced in acquiring knowledge is the all important end of study, that knowledge gained is merely so much dead matter, or it is valuable only as coke is to the gas company; it is on their hands and they must make what they can of it. It was Malebranche who said: "If I held truth captive in my hand, I should open my hand and let it fly, in order that I might again pursue and catch it." I have seen the cat do so with a mouse, but she was careful to keep her eye upon it. She had evidently no desire to enjoy over again the pleasure of sitting with feline patience for hours by the hole until mouse should take a notion to come out and see what was going on. Is there not a pleasure in the possession of knowledge? Surely it would be pleasant, even if every problem were valued and every mystery plain, to pass in thought over the walks of wisdom, to dwell upon its beauties, to re-verify as it were, its conclusions and re-resolve its mysteries: and what misery is like that of ignorance! There is undoubtedly a pleasure in the discovery of new truth but it is mainly the pleasure of relief. There is pleasure in the cessation of the pangs of toothache but is it worth the cost? There is again the possibility of failure. The cat knows that if mouse get a fair start she may miss her dinner. Lastly, what evil may not befall us from simply not knowing some trifling circumstances! "I didn't know" has explained many a fearful catastrophe. Lord Lytton's "point" was only nonsense but Malebranche's is positive silliness.

The mightiest intellects of Greece, considered wisdom as the highest virtue, and Solomon gives us the converse of the proposition. And what is wisdom but knowledge? It is knowing how to use knowledge, but surely that is a vain repetition. Indeed "common sense" scarcely differs from knowledge. It is a species of reasoning from certain principles of human nature, known to the favored, so rapid that it seems like intuition. It is noteworthy in this connexion that men of strong common sense are generally men of broad natures, men who are fitted to lead in life, and whose lead we can follow without the slightest hesitation. Who is he among your companions to whom you listen most respectfully and whose words you consider most carefully *in incertis rebus*? Let each answer for himself. Lastly, placed as we are upon this habitable globe with instincts which will not suffer as to believe that our existence is circumscribed by its limitations, it is of the utmost importance to us to bring all available wisdom to bear upon the problem of future existence; and if we should hereafter come to find out that we have made a mistake, it will be small comfort to reflect "I didn't know" especially if we have neglected opportunities of learning. Let us then be docile and teachable, and after the good old-fashioned plan strive to grow a little wiser every day.

D.

Correspondence.

DEAR GAZETTE.—Our Senate is ready to admit I think, that the results of our Sessional Examinations do not accurately express the real advancement made during the term. I will in a few words suggest what may possibly help to remedy this defect.

The first and most glaring fault of the present system is expressed by that obnoxious word "cram." When examinations are five, four or three months distant, and everything depending upon the two weeks of examination, even those who are most thirsty for knowledge are tempted to leave the mastering of the small details of a subject to a more convenient opportunity. It is quite possible, under the present system, to leave a few minor points for the last month of the term, and yet come off as well at the examinations as if the more laborious method had been used. But a month leaves such a student without those small points which make all the dif-

ference between a *thorough* and a *surface* scholar. I hold that our course gives the average student of each year just as much work as he can completely manage, and it is then not possible for him to leave off work which should have been done before the Xmas vacation, and make it up by harder study afterwards. He has either to learn it for the occasion, or, by mastering it thoroughly, neglect other important work. "We learn, not for school, but for life."

Again, the third year Chemistry examination day must be changed from the order of last Session, or some new system propounded to remedy its defects, for this reason: the student who took chemistry instead of Greek, had only one-half a day intervening between the examinations in this branch and in French. The Greek had two and a half days before his examination in French, which were useful for nothing else besides a review of a part of his French. Those who have tried it know that a difference of two days makes some difference in the results of the examination. Now the lover of Greek has decidedly a better chance than a chemist equally well-versed in French three days before examination. If he only gains the advantage by a single point (two days should make a much greater difference), the Calendar will not do both justice. The chemist certainly had the advantage in another branch, but the relative standing in each particular subject is what is required.

Again, it has happened more than once, that a student finds in the examination papers a Latin extract which he knows better than nearly all others. He has the same chance of making a good mark as he who has with much more labour learned all equally well; who knows but it may make all the difference between *pluck* and *pass*, for some one who does not deserve to get through? Of course this is very improbable, but possible.

To remedy these defects in part I would suggest that examinations be held about once a month; that the day be not known beforehand, and that they influence the marks at the end of the term.

The immediate effect of such a measure, in my opinion, would be to compel all to learn more thoroughly through the whole term; to give each person a better security of having his proper place in the Calendar lists; and by requiring more thought to promote through scholarship.

D. D. JR.

MAY 11th, 1876.

SCHOOL REPORT.

JUDGING from the report of the Superintendent of Education for the past year, our common schools and county academies are not in as prosperous a condition as could be desired. The Superintendent and Inspectors find many things to lament about, and we suppose their lamentations are not without cause.

Irregular attendance is one of the chief sources of regret. The Superintendent thinks this could be remedied by breaking up some of our large country sections, and reorganizing them with less extended area. He supposes that under the present arrangement, many of the pupils have too far to travel in the winter season. This may be the case, but we think that if those teachers who have had practical experience in those scattered sections were consulted, they would testify that as a rule the scholar who has to travel the farthest is the most regular, and often the most successful. We think that in the majority of cases, this division of sections would be a disadvantage, as the most of them are already too weak to support a good school. In his opinion the Province is not yet ready for the enactment of a law to make attendance compulsory. He tells us that there are some parts of the country where such a law would be respected and put in force, but in such localities he thinks there is little need of it, as the people are already sufficiently interested in school matters to send their children regularly. In those other sections where the people take no interest in educational affairs, he thinks the law would be but a dead letter. It seems to us that if we are to take the Superintendent's advice, and wait until every part of the country is sufficiently interested in this matter to take the work in their own hands, the time will never come when a compulsory law will be necessary, for the very cause of the enactment of such a law will then have disappeared altogether. Nova Scotia may not be altogether ready for the passing of a compulsory school law, but we think she

is not so very far from it as some of our friends would make it appear. People who are so willing to impose heavy taxes upon themselves for the support of education as the majority of our people are, would not hesitate very much, we think, to put such a law in force against their careless neighbors who refuse to give their children the advantages of that education which the state provides for them, particularly when the detaining of these children from school entails additional expense upon the section.

Another cause of regret is the scarcity of active and competent teachers, there having been 183 sections in the Province in which there were no schools during the past year, because the trustees failed to find suitable teachers to take charge of them. Besides, we are told that male teachers are on the decrease, and that our schools are fast falling into the hands of females. This the Superintendent does not put down among his regrets. He seems rather pleased with the change. He says that the female teachers are pressing up into the higher grades and are successfully doing the work of first class males. It may be very true, as our Superintendent says, that "the influence of well educated women is always elevating and refining," but we want more than elevation and refinement. We are unwilling to say anything to belittle the efforts of our competent and energetic female teachers, but we feel sure that if the cause of higher education is to be promoted, and, if our schools and academies are to become the feeders of our colleges, we must have male teachers to manage them. We must give our schools into the charge of college graduates if we would have our young people stimulated and urged on by the hope of gaining a liberal education. Our female teachers, we admit, have done, and are doing a good work, but we can never expect them to give our boys that thirst for knowledge which will induce them to drink deeper than they have drunk themselves.

At the last annual teachers' examination we are told that 1402 candidates presented themselves, and of this number 744 failed to get any

license while many of the remaining 658 got a class one or two degrees below that which they applied for. This although it does not look very flattering is, we believe, in advance of previous years.

Our Superintendent amid his many regrets finds here and there some slight cause of rejoicing. Among these is the fact that since 1866 there has been a steady increase in the number of pupils registered each year up to the present. In that year the number was 71,059, and last year it climbed up to 96,029.

Another pleasing fact is that 27 new schools were organized during the past year. From these and similar indications he concludes that "the people are becoming more decidedly in earnest, and awake to the necessity of schooling their children." We notice that the Superintendent speaks in a far more hopeful tone in reference to the present and future of our educational system than some of our Inspectors. The Inspector of Antigonishe Co., for instance, seems to think that the county is well nigh totally depraved and he does not appear to see any indications of reform. Others again are a little more hopeful, but still not very sanguine in reference to the future. The reports of the Inspectors for the different counties, however, deserve a careful perusal by all the friends of education in the Province, as they contain much useful information and not a few valuable suggestions.

A HORNET'S NEST.

A SENTENCE in the Valedictory delivered at last Convocation has called forth a good deal of comment. The sentence runs as follows:—"What a blessing it (the University of Halifax) would be to the Province if, for example, it could fill the halls of King's College with undergraduates, or introduce the study of Greek and Latin composition into Acadia College, or show to a curious public the local habitation of St. Mary's." Of the three indirect statements here made the

second is the most important in itself and has been most severely criticised. We shall first deal with the other two. The fact that but few students attend King's College was so well known to all who heard the address that their attention was not arrested by it, but was given to the meaning conveyed by the whole clause. That meaning is in the highest degree complimentary to our oldest college, and if the clause had stood alone it could not have been misunderstood. Yet, in the excess of their zeal some of our newspapers have been blind enough to take a man to task for asserting that the whole Province would be benefitted if a larger number of young men would take advantage of the course of instruction furnished by King's college. Well may that institution cry, "Save me from my friends!"

We have not been able to find ground for objecting to the statement made in regard to St. Mary's College, seeing that few people even in Halifax know anything about it, except that the grounds whereon it once stood have been advertised in the *Reporter* as a bleaching lawn.

But it is the statement about Acadia College which has raised the greatest storm of fury about the head of the "Valedictorian." We have been informed that the statement was based upon some remarks made by a recent graduate of Acadia to the effect that no text-book in Greek or Latin composition is regularly used at that college, and that instruction in these branches is pursued orally and at irregular intervals. This information, even if it were certainly true, does not, we think, fully bear out so sweeping a charge as that contained in the address. We are far from wishing to support the charge, we merely intend to show our readers the way in which it has been met. We have liberty to state that it would have been retracted if it had been proved to be ill-founded, but that to do so now, when it has been almost proved true by the conduct and the statements of those who have attacked it, would be absurd. We have become almost convinced that the statement had a good

deal of truth in it by the following considerations:

1. The tone of fury and the fierce denial with which it has been met seem to us very suspicious, and quite different from the calm anger and contempt with which wise men would meet an entirely unfounded charge; and whatever some may say, everybody knows that furious denial is nearly the weakest answer to an accusation.

2. The reputation which Acadia has hitherto enjoyed for classical learning has been very vehemently insisted on as an answer to the charge. We were ourselves under the impression that the greatest strength of Acadia College lay in Latin and Greek. But we have received information from various sources that a great change has taken place during the past few years in these departments. We do not vouch for the accuracy of our information. But whether we were rightly or wrongly informed, it is useless to urge past, as a proof of present, efficiency. The fact that a College has been noted for thoroughness in any department in the past ought to secure for it respectful treatment, but can neither excuse nor cover any failings in the present.

3. From the Calendar of Acadia college we learn that Latin and Greek composition are studied on two days in each week. But we are sorry to say that the statements of the Calendar cannot be taken at their face value. For example, we find "Livy" *in toto*, set down among the books read in the first year. Now it is well known that only a very small part of that historian's works could be read in one term even in such institutions as the colleges of Oxford. There are many other instances of the same kind to be found in the Calendar of Acadia. Applying the example of these to Latin and Greek composition, we would find the statement of the Valedictory fully confirmed. We are aware that this evidence is only presumptive, but it is strong; and the rulers of Acadia ought to see to it that no such interpretation can in future be put upon the statements of their Calendar.

4. The "challenge" sent by the freshmen of Acadia to our recent graduates furnishes an almost complete justification of the charge. If a fair and manly challenge had been sent by Acadia students to their equals in Dalhousie at a time when it could by any possibility be accepted, the very fact of such a thing having been done would have gone far towards refuting the statement. But the Acadia boys got up their little game when they knew their proposal could not possibly be accepted, and, to make assurance doubly sure, they sent their "challenge" to men who could not take it up consistently with decency or self-respect. Their proposal cannot in any way be regarded as a challenge, but simply as a bravado, as a device on the part of four freshmen to win for themselves a little cheap notoriety.

From these considerations, while believing that the charge was too sweeping in its nature, we can hardly avoid seeing that it has in some degree been sustained by the very manner in which it has been denied. However that may be, those newspapers were wrong who took the statements of the Valedictory as necessarily representing the feelings or opinions of the whole College. The Graduating Class elect one of their own number to deliver their farewell address; neither Governors, nor Professors, nor the other students, interfere with this election in any way, and they cannot justly be held responsible. More than this, in the present case, and we believe in all cases heretofore, the Valedictory was not read or heard by any student until delivered in Convocation. Hence the writer of the address, and he alone, is responsible for the opinions which it may contain.

In conclusion we may state for the benefit of the *Truro Sun* that the only guide a "valedictorian" should follow is the opinion of his fellow-students, and that so long as he treats of subjects interesting to them, whether he speak well or ill of other colleges, he is not going out of his way. And with all due respect for the usual wisdom of the *Morning Chronicle*, we are convinced it is mistaken in thinking that a harmless bravado like the "challenge" of the Acadia freshmen will have any effect in preventing students from declaring what they know, or what they think, in regard to their own or any other college.

DALHOUSIE GAZETTE.

HALIFAX, N. S., MAY 31, 1876.

EDITORS.

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

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OUR subscribers will be kind enough to recollect that this is the last number of the present volume of the GAZETTE. Our printer has a heavy bill against us, and we have very little on hand to meet it. We hope our friends will remove our difficulties by sending their subscriptions as soon as possible. Address: W. A. MILLS; 81 Lockman St., Halifax.

OUR VALEDICTORY.

WHEN this twelfth number of the new series of the GAZETTE shall have been put forth to the eyes of the world the labors of the two senior editors will be closed. For three years they have been closely connected with the management of this paper, and it is, we think, befitting that a word or two of farewell should be said in this place.

That the position has been one entailing upon us considerable labor, we think we may assert without exposing ourselves to any charge of vain-glorying. Literary labor is severe to all men, in all circumstances—it is peculiarly trying to hard-worked students at college. Writing, like everything else, is made easy only by practice; and practice such as can make journalism

easy is not to be had by college students. Nevertheless even the comparatively small amount of writing devolving upon the editor of a college paper is enough to make an appreciable difference in one's powers of expression. We think we can notice the effects of this in ourselves; and this practice in the great art of expressing one's thoughts (provided only and always that one has thoughts to express) on paper, is to us a compensation for any labor expended amply sufficient. This practice of writing is a thing above all others the most important in the present day. Important as the art of speaking is (and we rate the importance as high as any one) it must nevertheless yield the precedence to the art of writing. The audience commanded by a writer is the nation,—the eloquence of the speaker is limited to the immediate circle of his auditors. Nor has the employment of shorthand reporting done very much to adjust the balance between the speaker and the writer. Short-hand reporting cannot do away with the difference between what is intended to be *heard*, and what is intended to be *read*, and nothing less than the removal of this difference, can put the speaker on a par with the writer. As a general thing there is no more pleasant entertainment than listening to an animated debate in the House of Commons:—every attempt to read the same speeches in the papers the next morning puts us vividly in mind of the story of the man who had to choose between Guicciardini and the Galleys, and took the latter. The reasons for this would take us away out of our subject; they can easily be thought of by a few minutes' reflection. One fact may be given in passing: no country has ever produced a greater succession of orators than England; yet of all the mighty race one only has left speeches that are part and parcel of our English literature. Burke is the only exception, and Burke's speeches—though read and studied by all English speaking people—produced so little *oratorical* effect that the greatest of them, that on American Taxation, was not thought worthy of reply. One word

before we close. If you would be a powerful, effective speaker, you can only become so by first making yourself a writer. Gladstone, Disraeli, Howe, almost every great speaker of the present age, was known as a writer long before coming forward as an orator. Therefore we say to every one of our students who has any ambition to distinguish himself as a public speaker, practice writing—write something, anything—only write.

Forsan et haec olim meminisse juvabit. Not a very erudite quotation from a graduate, but we quote with a purpose. We want to say a word or two to you, graduates, on the two words *et haec*. You have often used the quotation; but have you ever stopped to ask yourself what meaning you intended to convey by those two words. Of course every classical scholar knows what they refer to when in their original place. But what do they refer to on the lips of a graduate just bidding adieu to his Alma Mater? To what did they refer when they stood (as once they did) as a motto for our GAZETTE? Undoubtedly it generally has reference to the trials and hardships that are a part of every good student's four years' course. Boyd (the essayist commonly known as A. K. H. B.) says that he had this sentence written out and pasted on his study table, and tells how the sentiment cheered him through many an hour of midnight toil. And the same thought expressed in the somewhat less poetic form of "Never mind, boys, good time coming!" or "Just wait till we get through!"—is very often in the heart and on the lips of a senior, especially in the last two or three months of the term. Truly the sense of difficulties successfully surmounted is not the least of intellectual luxuries. It is hugely comforting to feel that a certain rough bit of the journey of life has been got over, and that we are never to encounter its like again. We can even imagine that a man who has long been at death grips with the twin demons of toothache and the dentist, and has had the gifts of unkind Nature supplanted by the more kindly productions of art must have a certain degree of tranquil enjoyment in the reflec-

tion that he can never again lie groaning the live-long night, nor squirm and quake in that habitation of unnumbered horrors—the dentist's chair.

But more important things than the discomforts of college life may fairly come under the head of *et haec*—things that we shall all do well to remember. To enumerate them at length would more than fill both the columns of our paper and the measure of our readers' patience. One or two will suffice to indicate what we mean.

First. The habit of good, solid, steady work. *Steady* work. People who fancy that genius or brilliancy is the paying quality at college are vastly mistaken. It is *work*, conscientious, unbroken, monotonous *grind* that comes off with flying colors. There is perhaps no profession or business in life in which the work is such a weary plod as is the four years' course for an undergraduate. In every other department of life we have seen or heard anything of, the worker may count upon having a good part of his evenings to himself. To the student the night hours are the busiest of the twenty-four. What we say to our students then is this—if, as those who have seen most of the world say, the prime element of success in life be steady, conscientious work, then the man who takes with him from college into his chosen profession or business the disposition that led him

To scorn delights and live laborious days,

and *nights* as well as *days*, has taken a part of the *et haec* which it will be eminently desirable for him to take pleasure in the remembrance of.

Again he should remember the *tone* and *disposition* of mind in which his college studies were pursued. The commonwealth of letters is a great and glorious republic—a republic (and perhaps the only one), wherein the conservative and the radical elements are united and judiciously blended. It is moreover a republic the workers whereof work free, in great measure, from those narrowing and contracting influences that do so much to mar the fairest and best contrived

systems of political and social organization. Among the purely literary class—in the *purlieus* of Bohemia, there may be much that any impartial critic would decidedly condemn; but among students at a university we have the keenest rivalry without those elements of toadying, wire-pulling, and log-rolling, that have made the political and social life of more than one country, a by-word and a shaking of the head—a thing shunned by all honorable and cultivated gentlemen as a thing infectious and pestilent. We want “The scholar in Politics” says Whitelaw Reid. We want “Gentlemen in Politics” says Dr. Holland. The true scholar should be, if he keep true to the traditions of his college life, at once scholar and gentleman.

If all remains of classics and mathematics should have departed from a graduate's mind, this should remain—the liberality and breadth of view, that true culture must necessarily produce. The curse of our American life is narrowness. *Our party, our circle, our creed*, such (if but expressed) would be the true expression of the innermost convictions of too many men among us. Into these vaults of passion and prejudice true culture should breathe the pure and stimulating air of a broader and higher life. Letters and science are above the narrowness and intolerance of party strife: strife indeed there is in abundance; but it is a strife in which every man fights like Hal of the Wynd “for his own hand;” and where the grand object is not the spoil of victory but the discovery and acquisition of truth, wherever she is to be found. If our graduates but preserve this spirit in their relations with politics, with society, and with religion they can not fail of fulfilling their mission in life.

And now we must say our farewell to all. It is with mingled feelings of regret and thankfulness that we lay down the editorial quill—regret that a connexion so pleasant is to be severed forever, thankfulness for the cessation of a task that has been so heavy a burden upon us in the past, and would be doubly onerous in the future,

when our professional studies and engagements must occupy our whole thoughts and attention. We therefore to all our gentlemen friends place our editorial right hand upon our editorial heart and make our very best bow, and to our lady friends (if they will not think us too impertinent) we place our hands upon our lips and blow a (strictly editorial) kiss; and this ceremony being performed with due grace and solemnity, we retire from the public gaze.

THE COLLEGE WAR.

Not a little harm has been done by representing our Nova Scotian Colleges as standing towards each other in an attitude of chronic hostility. The case has been aggravated by considering Dalhousie as a kind of modern Ishmael—hating and hated by the other five colleges. We do not know how the mistake originated, but few of our newspapers, either in the city or in the country, have been able to avoid it. We cannot speak with certainty about any other college than our own; but we know that no public word has been uttered, either by our Senate, or by our Board of Governors, or by any member of either body, whether as such member or as a citizen, which can afford any ground for a charge of hostility against the other colleges. A year or two ago our Governors sent a proposal to the governing bodies of the other Universities for a conference on the subject of Higher Education, and this proposal, we believe, was in all cases either disregarded or rejected; but the proposers do not seem to have taken their failure much to heart. On the other hand, the students of Dalhousie, of Acadia, and of Kings, united last winter in petitioning the Legislature for a common object, which they were successful in attaining. From these facts it is clear that the idea expressed by the heading of this article is purely imaginary.

It is not difficult, however, to discover the probable source of the mistake. During the winter before last an animated discussion went

on between the college papers of Acadia and Mt. Allison on the one hand and the DALHOUSIE GAZETTE on the other. Had these three papers been left to fight out the matter among themselves, much good might have been done, and no harm could possibly have resulted. If all men who write newspapers considered themselves amenable to the dictates of simple common sense the contest would not have been interfered with. Some members, however, of our religious press, moved either by love of fighting or by a wish to aid what they thought the weaker side, could not leave the ring clear, but felt themselves bound to attack us with all their vigour.

Last winter the discussion recommenced in much wider proportions, and centered about the question of a Provincial University. In some cases this question was discussed with much fairness and ability in the newspapers, both editorially and by correspondents. Of course the opportunity for a display of ignorance was far too good to be missed by those editors and anonymous correspondents who, versed only in petty politics and sectarian squabbles, felt themselves equal to the discussion of any question however difficult, and deluged the country with their opinions—founded upon ready-made assumptions. The argument most insisted on by the opponents of a Central University may be taken as a fair sample of the rest. Fairly stated it is this: England with her twenty millions and the United States with their forty millions of people support a number of flourishing denominational Colleges; therefore, Nova Scotia with her population of four hundred thousand can afford to do the same thing. The *Morning Chronicle* and the *Presbyterian Witness* both came to another conclusion. They believed that the establishment of a Provincial Teaching University is not only a desirable thing, but an absolute necessity to the intellectual welfare of this Province. The *Citizen* was not so outspoken, but inclined to the same view. The *Reporter*, notwithstanding its rather misty ideas about the distinction between colleges and uni-

versities, was not entirely satisfied with the present state of things. The *Wesleyan* was moderate but decidedly against a change. The vision of the *Christian Messenger* never reaches beyond the interests of Acadia College and the Baptist Church, by which we do not mean the Baptist people. We need say nothing more about it, unless it be to notice its somewhat dishonest attempt to include the Freewill Baptists among the supporters of its college. The *Morning Herald* blundered so badly at first that it has ever since carefully avoided any reference to the subject. The *Recorder* in the early part of the discussion made valorous attempts to deal creditably with the question, but the effort proved too much for its constitution, it suffered a relapse, and in its latest articles it sank below even its customary level. It accused Dalhousie of plundering the Public Treasury. Apart from the fact that all the public money which our College ever received was granted by the Legislature, it is very amusing to hear the *Recorder* talk about public plunder. It went back ten or twelve years in the history of Acadia College to find ground on which it could meet a charge founded upon the present state of things; it dragged into the discussion the name of a gentleman whom it had no right to mention; probably unaware that by acting disreputably it was defending itself in the best way it could, and that henceforth no man with proper self-respect would condescend to answer any of its statements. For our own part we still hold the same opinions which we held when we began to discuss the question. What these opinions are our readers know; and since, by mistake, our views have been attributed to the whole college, the latter has been represented as in a state of war.

The discussion on the University of Halifax has occasioned the display of a wonderful lack of knowledge about British and foreign Universities. Of course the new institution was warmly supported by the Government organs and attacked by the Opposition papers. We have seen no reason to modify to any great extent the opinion

about a Paper University expressed in the first article which appeared in this paper on the question, and before any other papers had taken up the discussion.

Before concluding we must notice several very serious errors into which some writers have fallen. We have seen it stated that Dalhousie is opposed to the University of Halifax. No opinion has yet been expressed in public by any responsible person in connection with the College which can afford any ground for the statement. Our college, again, has been charged with boastfulness. When a Dalhousie man states a simple fact in regard to his college, some people think that he is making a boast. The mistake probably arises from their knowledge that what he states cannot truthfully be said about the institutions which they support. The GAZETTE has been accused of beginning the dispute with the other Nova Scotian college papers, but the charge is plainly unjust. The dispute was begun by the *Eurhethorian Argosy* when it criticised the Inaugural Address delivered at the commencement of our Session of 1874-75. Lastly, and worst of all, it has been said that the GAZETTE has dealt unfairly and spitefully with the other colleges. We have criticised these institutions in details with some severity, but have never given an opinion about any of them as a whole. Our feelings towards them are of the most friendly kind. Whatever faults they have may no doubt be traced to the vicious system which at present hampers collegiate education in this Province; their virtues, whatever these may be, are the more to be admired on account of the circumstances under which they are produced. But we cannot hide from ourselves the fact that these colleges nourish and defend the system which cramps their energies, limits their means, and tempts them to prefer display to thoroughness.

A PLEA FOR THE LADIES.

If it will not cause the hair of our academic dignitaries to assume an attitude perpendicular

to their respective scalps, we would like to suggest a slight alteration in the status of Dalhousie. Nothing less than the admission of ladies to our venerable Halls. Such an alteration may, at the first blush, strike some persons as radical in the extreme. Yet on carefully considering it, we can see no valid objections to it, and very many good reasons in its favor.

Almost all the stock objections against "mixed" colleges are levelled against boarding colleges. Dalhousie is not a boarding college, and the proposed change is therefore not exposed to the arguments based upon any danger to manners and morals that might possibly result from the too great proximity of the sexes. The most stiff-necked Tory will hardly assert that the danger of allowing studious young gentlemen and ladies to sit in the same class-room, each bent upon his or her own task, is any greater than allowing a pair of thoughtless (perhaps brainless) youngsters to start off together to chat and flirt in some concert hall or singing school.

Turn now to the arguments in favor of their admission. We lay it down as a principle scarcely requiring argument that our young women should receive the best education that can possibly be attained by them. Of course we do not mean to say that every young lady should be sent to Vassar or some similar institution. But we do mean to say, and we challenge contradiction, that every girl should receive the best intellectual training that her time and means will allow her to obtain. If any persons are still so stupid, so rooted and grounded in short-sighted bigotry, as to deny our premiss we pass them by; the persons whom we are most nearly addressing are our college authorities, and among them, we trust, no such person can be found. Taking for granted, then, that every young lady should receive the best education possible for her, we next ask where, for the great majority of young ladies, is this best education possible to be obtained? We answer unhesitatingly in Dalhousie college. Let us not be misunderstood; we have

no desire to provoke controversy at present with any of the other colleges. For some time to come the great majority of young ladies desirous of obtaining higher education will be residents of Halifax. For most of these it would be very inconvenient, perhaps impossible, to leave their homes and spend a year or more at one of the large boarding schools of the Province. Dalhousie is at their very doors; they could take whatever classes might suit their own tastes or conveniences; and the cost of obtaining instruction would be a mere trifle. Moreover, we are inclined to believe that many parents of good sense, residing in the outlying parts of the Province, would prefer to send a daughter to the capital, where she might board with some trusted friend of the family, and under this safe guardianship be at once improved in style and manners by contact with city society, and pursue her studies under very superior instructors. If then, young women should receive the best education possible, and this education can best be obtained in Dalhousie, it certainly follows that they should be admitted within the precincts of our Alma Mater.

Apart from the above argument we decidedly tend to the opinion that it is best for young ladies to be educated in connection with young men. The industry of the latter is likely to prove a stimulant to the flagging zeal of the weaker sex; and the sterner, more practical, and logical character of masculine education will prove a most valuable corrective of the worst vices in the ordinary instruction afforded to girls. If we say nothing of benefits likely to accrue to the "lords of creation" from this co-education, it is not because nothing can be said on that score.

In conclusion, we believe that there is nothing whatever in the Charter and Constitution of this College to prevent the admission of ladies. If application for admission were made, we doubt very much if any serious resistance would be offered. It is neither necessary, nor on the whole desirable, for a lady to present herself for matriculation, with a view to completing the four

years' course. To take certain classes as a general student would, we think, be better. The mathematics of the First Year would be of inestimable value to intending candidates for the Teachers' Examination. The Rhetoric, History, and Logic Classes are all admirably suited for the study of ladies. French, German, and even Latin are well worthy of any girl's earnest study. Again we say let some lady, or rather ladies, make application and the battle will be more than half-won.

EXAMINATIONS.

OUR correspondent "D. D., Jr." deals with a very important subject, and we agree, in part, with his remarks. The Senate will, of course, allow that our present system of "sessional examinations" does not in all cases accurately decide a student's merits; and they, with all college men, will also allow that no system of examinations, whether oral or written, and however skilfully devised and fairly carried out will insure in all cases the determination of a student's proper standing *with perfect accuracy*. Still, we believe that when all prizes and honors depend on the final examinations, too much opportunity is given to a clever man to exercise his powers of cramming; and, though the practice is looked upon with much disfavor among our students, it would be well to put as little temptation in their way as possible. Monthly examinations would cost our Professors much additional labour, but, judging from their usual conduct, they would be the last to grudge it, if they believed the measure beneficial. But we think that frequent examinations, whether oral or written, would have a decidedly bad effect in interrupting the regular work of the Session, and leading students to regard the passing of examinations as an end rather than as a test. Perhaps two examinations, lasting an hour in each branch, one held at the commencement of the Christmas vacation, and the other about the end of February, in addition to the sessional examinations, and having together about one-third their value, might reduce cramming to a minimum without incurring any very serious disadvantages.

Our Exchanges.

IN this our last number we wish to thank our college contemporaries for their regular visits during the past term and for the pleasure which their perusal has afforded us. It would be an invidious task to compare them with each other, and classify them according to our estimate of their merits; but we cannot refrain from making special mention of a few. In literary taste, in ability, and in good sense, the *Harvard Advocate*, the *Oxford and Cambridge Undergraduate's Journal*, and the *Virginia University Magazine*, stand at the head of our list; and the *McGill Gazette*, the *Brunonian*, and others follow at a good distance, but still in the first rank.

The variety of opinions which our exchanges have formed about us may amuse our readers. We shall give a few examples:—

THE *Dalhousie Gazette* changed its form with the present volume, and is now far more attractive than it was in its old style. Its contents, too, are in keeping with its dress, making the *Gazette* equal to the average college journal, and far superior to some that assume more credit than our modest Nova Scotia contemporary.—*Northwestern College Chronicle*.

Is Scotia dead? "Is the old spirit frozen in the veins" of the *Dalhousie Gazette*?—*Illini*.

THE *Dalhousie Gazette* has resumed publication in a new series. The *Gazette* is very local in its way and presents but little that is interesting to those not acquainted with the institution which it represents. It has average editorial ability, and no doubt will improve. We welcome it to our exchange list again.—*Collegian*.

THE *Dalhousie Gazette* talks delightfully of "What I Saw in a Tea-Cup." The only complaint was that "J. M. G." (the author) confined his talk to ten minutes.—*Packer Quarterly*.

WHEN will the *Dalhousie Gazette* give us something readable? We have scanned its pages time and again, and in every instance we have cast the paper scornfully aside. Four editors if they've got any brains at all, ought certainly produce something better than the *Gazette* now is.—*Niagara Index*.

THE *Dalhousie Gazette* contains some excellent advice concerning the use of the summer vacation for reading purposes. How many students lay plans for summer reading, and yet never follow them! The great failing with us is that we lack pertinacity.—*College Olio*.

THE *Dalhousie Gazette* from Halifax, N. S., is a credit to the University it represents. We are delighted to find so much literary talent in a colonial paper.—*Oxford & Cambridge Undergraduates' Journal*.

We give these extracts as specimens. We have received many other favorable notices, but as we have mislaid the papers containing them, we are unable to reproduce and credit them to the proper sources.

Clippings.

ALL the students were allowed to attend a temperance meeting held in the Presbyterian Church the other evening. The ladies turned out *en masse*. But although the girls felt buoyant and the boys felt gallant many alas went home alone.—*Eurhetorian Argosy*.

WE could not repress an audible smile when a Junior translated in our sanctum *De mortuis nil, nisi bonum*, thus, "there is nothing of the dead but bones."—*Lafayette College Journal*.

THE Seniors who study Latin this term as an elective, are reading Tertullian. This is the second of the Christian-Latin text-books edited by Professor F. A. March, of Lafayette College, who graduated here in the class of '45.—*Amherst Student*.

JUNIOR (parsing). "*Nihil* is a noun." Professor, "What does it come from?" Student: "It don't come at all." Professor (quizzing): "Doesn't it come from *Nihilo*?" Student: "No, sir, *ex nihilo nihil fit!*" Professor settled.—*Niagara Index*.

PROF.—"Give me the principal parts of the verb *patior*." Student—(half-somnolent): "*Patior, pat*—well, I guess you'll pass us this time."—*Ib.*

DISPUTANDA QUÆDAM IN PROXIMA ARTIUM FACULTATIS CONVENTIONE.

1.—An alicui bono sit in Collegio Facultas.
2.—An toleranda sit illa alumnorum licentia, qui professoribus agnomina parum reverentia affingunt, tam e loco natali deprensa quam vulgari cognominum contractione facta; e. g., 'Patricius' sive 'Pat' (vox insulæ viridi redolens), 'Billy,' 'Freddy,' et permulta alia.

3.—Num æquum sit scribas Collegio adhærentes ædificia collegiaria occupare, cum alumni domos cibum nefandum præbere licenciatos habitare cogantur. (Quanta enim ironia Mater 'alma' vocatur, quæ filios aliis alendos committit!)

4.—An alumni minores (apte, 'Freshmen' designati) janitori ejusque adjutoribus titulum 'Mister' tribuere deberent.

5.—An decorum sit eosdem minores gerere braccas pueriles quas vernacula 'knickerbockers' vocamus, et ad Collegium 'lævo suspensi loculos tabulamque lacerto' mane ambulare.

6.—Annon cum alumni carmen 'Gaudeamus' ululant, distichon istum impurum; 'Vivant omnes virgines &c, supprimi oporteret.

7.—Num professori Chemiæ potestas sit danda, collegium tam fœdis odoribus implere ut alumni credant sese finem mundi apprehendere.—*McGill Gazette*.

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