

DALHOUSIE GAZETTE.

NEW SERIES—VOL. I.
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HALIFAX, N. S., APRIL 29, 1876.

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The current Winter Session commenced on October 27th, 1875, and will end on April 26th, 1876.
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DALHOUSIE
GAZETTE.

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

HALIFAX, N. S., APRIL 29, 1876.

NEW No. 11.
WHOLE No. 87.

CONVOCATION.

THE Semi-Annual Convocation of Dalhousie College and University was held on April 26th, in the Legislative Assembly Hall,—Argyle Hall, the usual place of holding, not being procurable. The inner space of the floor was filled with a large and enthusiastic body of students, the space outside the railing, and the galleries with the gathering of friends, chiefly ladies, that usually graces our Convocations. The Speaker's Chair was occupied by the Principal; Prof. Lawson and the Secretary of the Faculty sat at the Clerks' Table.

After a brief opening prayer the Principal made the usual short statement of the affairs of the college. These were in a highly satisfactory condition. The number of arts students wanted but one of the hundred. The progress of the students was all that could be desired. He then called upon the Secretary to read the general pass list, which, with other tabulated information will be found below. The class prizes and certificates of merit were afterwards distributed. The general prizes were then assigned. John Munn Allan, B.A., was next created M.A. The graduating class of eight members, who had been sitting patiently, looking, with those ridiculous white hoods over their shoulders, like a lot of animals waiting the sacrificial knife, were then called up, signed the Bachelor's Declaration, and were duly capped and presented with their diplomas. Mr. James McG. Stewart, B.A. then delivered the valedictory oration in behalf of the graduating class. This we publish in another column.

Matthew H. Richey, Esq., Mayor of Halifax,

addressed the audience in behalf of the Governors. He supposed that being one of the youngest Governors he was deputed to speak on the principle *Juniores ad labores*. Halifax should be the place for a Central University, if young men were to be trained for social life, not for solitary study. Objections have been made against establishing a college in a large town. As a refutation he could point to the fact that while in smaller university towns the students were often troublesome, not a single complaint had ever been lodged by the citizens against the conduct of the students of Dalhousie. That 100 young men had turned their backs upon ignoble aims and devoted themselves to culture was no mean thing. It was because of learning's own sake; for they must know that remunerated in a pecuniary sense she never had been. And it therefore behoved the country to see that these young men were aided in their task of acquiring the higher education.

Rev. R. F. Burns, D.D., said that as a *novus homo* he could scarcely meddle in any of the burning educational questions. He supposed that all loyal sons of Dalhousie fervently hoped and prayed that like Aaron's Rod she might swallow up all the rest. He counselled decision of character—a judgment made up as to the course of action to be pursued, a will determined at once to give effect to the verdict of the judgment, and a heart and hand unitedly nerved to carry out with energy and earnestness the promptings of the others. He referred to Mahomet, to Pompey, to Paul. To obtain success in any department we must sit down doggedly to our task. Sir Fowell Buxton's testimony was that the great difference between

men lay in energy—invincible determination. This should be united with *control*. He compared Hampden and Howard with Alexander, crying for more worlds to conquer. He referred to William the Silent, Washington, Pitt, who said that the chief qualification for a prime minister was *patience*. To these two let us join *courtesy*. We must never mistake churlishness for independence, nor boorishness for bravery. The milk of human kindness is far more powerful than its vinegar. Nor should those present forget where they were assembled. The portraits of the mighty dead were before their eyes. Their spirit should be caught, and inspiration be drawn from their example.

D. C. Fraser, Esq., B.A., Presdt. of the Alumni Association said he would like to address the moneyed men in words as powerful as those to which they had just listened. Money was badly wanted. He thought the citizens should raise \$100,000 for the college. One gentleman had already offered \$10,000 for a *free unsectarian* college. The money should be given for the sake of professors, students, and higher education. There was no way whereby a rich man could better distinguish himself than by endowing a college. It would cause him to live in the hearts and memory of the intellectual class, instead of being forgotten, or if remembered, being detested for his stinginess. What influence the Alumni possessed, as well as what little money, would be cheerfully given in the cause.

UNIVERSITY CLASS PRIZES.

CLASSICS.—*Fourth year*: John W. McLeod, Colchester. *Third year*: John McDonald Scott, Hants. *Second year*: Thomas A. LePage, P. E. I. *First year*: Geo. W. McQueen, New Glasgow.

MATHEMATICS.—*Second year*: Thomas A. LePage. *First year*: 1st, Roderick McKay, Dalhousie, Pictou; 2nd, Isaac McLean, P. E. I.

PHYSICS.—*Fourth year*: Jas. McG. Stewart, Cape Breton. *Third year*: [W. S. Whitear, 1st in merit, but not an undergraduate]; 1st, John Waddell, Halifax; 2nd, John McD. Scott.

LOGIC.—*Second year*: Thomas A. LePage.

ETHICS.—*Fourth year*: Jas. McG. Stewart.

HISTORY.—*Fourth year*: Jas. McG. Stewart.

CHEMISTRY.—*Third year*: John H. Sinclair, Guysborough; *Second year*: Thomas A. LePage.

RHETORIC.—*First year*: 1st, Roderick McKay; 2nd, Isaac McLean; 3rd, George W. McQueen.

FRENCH.—*Fourth year*: Jas. McG. Stewart. *Third year*: A. W. Herdman, Pictou.

METAPHYSICS.—*Third year*: John H. Sinclair.

GENERAL PRIZES.

ST. ANDREW'S PRIZE, given to the best student in the Mathematics of the second year; Thomas A. LePage.

ELOCUTION PRIZES, given by Sir William Young, Kt.: 1st, (\$20) Francis H. Bell, Halifax; 2nd (\$10) Colin Pitblado, Guysborough County.

WAVERLEY PRIZE, (\$60) for the best average in the third year: John Waddell.

NORTH BRITISH SOCIETY'S BURSARY, (\$60 annually for 2 years) for the best average in the second year: John H. Cameron, Antigonish. This Bursary was properly won by Mr. LePage, but neither he nor Mr. Humphrey, who made the second best average, could hold it, owing to the condition under which it is given.

ALUMNI ASSOCIATION PRIZES, (\$35 each) for the best average of the year, counting all branches equal. *Third year*: John H. Sinclair. *First year*: Roderick McKay.

MELBOURNE PRIZE, given for the second best average in the first year: Geo. W. McQueen.

THE GRADUATES PRIZE, for the best student of the fourth year not competing for Honours, John W. McLeod.

THE GOVERNOR GENERAL'S MEDALS, for the best average in the fourth year including Honours. *Gold Medal*: Francis H. Bell. *Silver Medal*: Jas. McG. Stewart.

HONOURS.

These are given after examinations upon more extended courses during the last two years of the course, as laid down in the Calendar.

Classical Honours of Second Rank: Francis H. Bell.

Mathematical Honours of Second Rank: Jas. McG. Stewart.

The fact that no student has up to this time received First Class Honours, may serve as an index to show the severity of these examinations.

CERTIFICATES OF MERIT.

These are awarded to students who have made a certain average in all the regular branches of their year; and in the following list are arranged in each class *alphabetically*.

First Class.

Fourth year: Francis H. Bell, John W. McLeod, Jas. McG. Stewart.

Third year: John Waddell.

Second year: Robert H. Humphrey, Thomas A. LePage.

First year: Roderick McKay, Isaac McLean, George W. McQueen.

Second Class.

Third year: John M. Scott.

Second year: John H. Cameron.

First year: Edwin Crowell.

The following is a list of the graduates of this year:

Degree of M. A.: Rev. John Munn Allan, Miramichi.

Degree of B. A. (alphabetically arranged): Francis H. Bell, George H. Fulton, Isaac McDowall, James A. McLean, John W. McLeod, John Munro, James McG. Stewart.

VALEDICTORY.

MR. PRINCIPAL, LADIES, AND GENTLEMEN;—

In bidding farewell to their Alma Mater, it has been customary for the graduating class, through one of their number, briefly to sketch their own history as a class, to give a little advice to their fellow students, and to express their feelings upon the occasion.

When we entered college three years and a half ago, we were twenty in number, the largest freshman class that had, up to that time, passed safely through the ordeal of matriculation. During the first three or four weeks we studied very hard. But as time passed, and we got used to the work, our zeal began to flag, we neglected to revise frequently, and occasionally went so far as to leave undone or even untried a mathematical exercise. This was a happy time. Examinations were too far off to trouble our thoughts very much, our chums were numerous and congenial, and at rare intervals a senior, for the seniors of that year were exceedingly dignified, would vouchsafe to us a smile or nod of recognition. As the examinations drew nearer, however, a change took place. Pale and anxious faces began to be seen in the hall, and the football field was deserted. Even a senior, when thinking himself unobserved, was occasionally seen to give indications of fear and inquietude of spirit. The examinations came, lasting about a fortnight, and followed by three or four days of torturing suspense. On Monday evening the results were posted up in the hall, and many a student proved to his own intense chagrin that the only thing in his experience harder than an examination in Dalhousie College is the heart of an examiner. When we returned the next winter we were sixteen in number, and since then we have lost four each year, until there now appear before you, "we few, we happy few, we band of brothers."

It may not be uninteresting to notice some of the causes which have combined to produce so sad a falling off in our numbers. Leaving out of account the necessities of business and other unavoidable causes, we find that the great majority of those who have left us have been induced to do so, either through disappointment, or through a desire to retrieve their fallen fortunes by studying in private for a year and then re-entering college in another class. Both motives are powerful, but the courses of conduct

which they induce are not equally bad. The man who leaves college because he has been disappointed in his expectations can hardly ever completely recover from the effects of his conduct. A painful sense of inferiority, not unmingled, be it hoped, with shame at his cowardice, will cling to him as long as he lives. What ought a man to do who has been worsted in a fair and open contest in which his fellows have succeeded? Not surely to turn his back like a coward upon the hard-fought field or to lie down in despair and confess himself beaten. Is it not rather to be up and doing, to work harder than before, to use all the resources at his command to regain his lost position and his confidence in himself?

The other motive of which we have spoken, the desire to gain lost ground by private study, may at first sight seem more reasonable. But we have never yet seen a student who had acted upon this motive and did not regret his action. He loses a year, his course of mental training is interfered with, he sees his old companions ahead of him in the race of life. Sometimes this motive assumes another form, the form of a desire to win honour by taking an unfair advantage of the students with whom he intends to re-enter college. It then becomes wholly disreputable, and every student here would scorn to act upon it. Perhaps it may be unnecessary, ladies and gentlemen, to inform you that the feelings of a man who has found himself plucked are by no means pleasant. There frequently enters into the medley of his afflicting sensations a suspicion that he has been unfairly dealt with, a suspicion which is undoubtedly in every case to the last degree unjust. This may seem a strong statement, but there is the very best of evidence for it in the fact that, though the examination papers of every student are preserved for a year open to inspection, not only has no case of partiality been proved, but no student has been found willing to attempt the proof. This being the case it may be asked whether there are any means whereby a student may secure himself against the chances of failure. Provided a man keep good health he is almost sure of success if he follow these rules. 1. Never let a day pass without its own proper share of study. 2. Devote Saturdays to revising the week's work. 3. Study during the summer vacation at least enough to prevent you from forgetting what you have learned. If any student in good health who has kept these rules, fails to

pass, he ought to leave Dalhousie and betake himself to some other college within a convenient distance, where written examinations are few and plucking is unknown. Another piece of advice which we would give you, fellow students, and the neglect of which many of us regret very deeply, is to read and study during the summer as much as possible of the best English authors. In no other way can you secure that mastery over your mother tongue without which all your other acquirements will prove of comparatively little value.

When speaking of other colleges we are reminded that during the past year several events have taken place which may have an important influence on collegiate education in this province. The "College Question," which means in Nova Scotia the question between one efficient college and half a dozen small and poverty stricken institutions, has been warmly and very fully discussed. Some of you will recollect having been told six months ago in Argyle Hall that the enemies of our college were bestirring themselves, that a quick ear could even then "detect the rumble of their artillery and the rattle of their small arms." Since that time the small arms have been pretty freely used, but the artillery has not yet been brought up, we have as yet heard no very great guns. This neglect on the part of the enemy may serve to account for the fact that our Alma Mater has passed through the fire not only unscathed but with renewed vigour. The latest attack upon us, strange to say, has come from our old ally, the Medical College. One of the gentlemen who spoke yesterday at the Convocation of that Institution included Dalhousie, not by name but by implication, in a very sweeping charge of laxity in examinations made against all the arts colleges in the Province. Now if the gentleman had excepted our college by name his statement would have been perfectly correct; for it is a notorious fact, admitted by themselves, that plucking is almost unknown in the other colleges of Nova Scotia. But it is altogether vain for any man to decry the strictness of our examinations in face of the evidence afforded by their results. More than once twenty per cent. of our undergraduates have failed to pass, a proportion not exceeded in any college on the continent. Why, last year, our examiners plucked nearly as many men as attended King's College. Least of all ought the charge to have come from any member of the Medical Faculty whose

students, though we have personal knowledge that they study not a whit harder than we do, very often make from 80 to 95 per cent. on their examinations. In spite, however, of the severity of the tests which we have to pass, in spite too of the scarcity of the prizes offered, and the expenses of living in Halifax, the number of our students has been steadily increasing. Four years ago about seventy students attended the Art's Faculty, last term we numbered ninety-nine, and this number included members of nearly every religious denomination in the Province. This fact, fairly interpreted, shows that there is not only a general desire among the young men of the student class in Nova Scotia to obtain a sound education at whatever cost or risk of failure, but also a general impression that what they want can be best obtained in Dalhousie College.

A rumour has gone abroad, that some of our students intend to go up next year to the examinations of the University of Halifax, in order to reap the material advantages attached to its degrees. This Institution, though not yet in working order, seems to have a fair prospect of success, and may accomplish much good. What a blessing it 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! Alas! it can confer but little benefit upon our Alma Mater, for it cannot give us an additional professor in Science or an assistant professor in Mathematics. Its power for good will depend altogether upon the men who will form its examining board, and it is yet too soon to form an opinion about the value of its degrees.

During the past year the number of our Governors has been increased, and the influence of our college thereby largely extended. The friends of Dalhousie expect much from the well known energy and business ability of our present board of Governors.

Since our meeting in Argyle Hall, twelve months ago, the medicals have left us. The general impression for some time seemed to be that in the transactions which led to their departure some one had blundered. However that may be they are in more comfortable quarters now, and their lecture room has been well occupied.

Several other events might be noticed but not

perhaps without trespassing on your time and patience. Amid all the changes which have taken place in our college and its relations during the past four years, one thing has remained unchanged, the well directed zeal of our professors. Though heavily over-tasked, one of them having lectured 4 hours in succession daily during the past winter, and that in a subject peculiarly difficult to handle, the quality of their teaching has continued unimpaired and its quantity has in some cases been largely increased. To their thoroughness, their skill, and their earnestness, fellow students, we owe a deep obligation. Our chief regret at leaving college arises from the consciousness that, by studying harder and more wisely, we might have derived greater benefit from the instruction which they so well know how to impart. We thank them for their hatred of sham, for their unflinching diligence, for their care over our mental welfare.

We thank you, fellow students, for the kind feelings which you have always shown towards us; and we feel sure that you are at one with us in our affection for our Alma Mater, and in our resolution to defend and support her always and to the best of our ability.

We thank you, ladies and gentlemen, for your presence here upon this occasion, and for the interest which you have shown in the affairs of our college.

To all present, to Governors, Professors, and fellow students, we say FAREWELL.

"OUR FELLOWS" in Edinburgh, in spite of the ill health of some of them (Robert J. Blanchard and John Stewart having been laid up for some weeks with a severe attack of fever during the earlier part of the winter) have rendered a good account of themselves, as they have invariably done heretofore, in the examinations of the past session. From a private letter we gather the following abstract of their successes:

James C. Herdman, B. A., '74, won a First Bursary which, by the rules of the University, he was unable to hold; the second "Hepburn" Bursary of £8; a prize in Theology; and a prize in Bible Criticism.

Alfred Harvey made two first class certificates.

John Boyd came out with a good second in Theology in the Free Church College, and good marks in other branches.

John Stewart won the first prize in Surgery, both he and Mr. Blanchard standing high in all their classes.

We regret that we are unable at present to give a more complete list, but we have given enough to show that the honour of Dalhousie in Old Scotia is in safe hands.

WE take the following from the *Citizen* of the 27th ult.:

The discussion of the college question has lulled a good deal since the passage of the bills recently before the legislature, but it would be very unwise to allow our interest in the question to cease altogether, and revive it when the five years during which the present law is to be on its trial have elapsed. We only revert to the subject at present, for the purpose of presenting a few facts concerning an institution conspicuously referred to during the recent discussion, which may be of interest to some of our readers, and particularly to the opponents of State Universities, who have argued very confidently as to the unsatisfactory results attending all institutions for imparting higher education, apart from denominational influences. The calendar of the State University of Michigan, and the official report of the President, which have just been issued, show the institution to be "in a flourishing condition." A leading American paper, in referring to the report, states that this is "a fact which has a peculiar interest for all friends of education." The University of Michigan, although one of the younger, is one of the best known of American Colleges. It is in some sense an experiment, and its progress and condition are therefore carefully watched by educationalists all over the land. Its success tends to confirm, as its failure would surely discredit, theories that are held in many quarters touching the position of the State in reference to higher education. The number of students attending the various branches of the University last year was 1193, a number almost equal with that in attendance at colleges which have been in existence for upwards of a century. The members of the State Legislature have evidently no apprehension that their University is to be a failure, for, during their last session, they not only cleared off a debt of \$13,000 remaining upon it, but made liberal appropriations for new departments, including a school of mines, a hospital, a dental school, and a homeopathic medical college. The University thus, under circumstances of the most favorable character, starts upon a new era in its history and work, and the success of its past year and its present flourishing condition show pretty clearly that a failure is not a necessary consequence of an attempt to establish a State University. As a great many references have been made to this institution, and as its true position does not seem to be generally understood, we think that the facts we have mentioned are worth making public.

The above may serve to open the eyes of those who supposed that Dr. Allison, when he spoke in Temperance Hall, knew something about the question which he discussed with so much confident assertion.

DALHOUSIE GAZETTE.

HALIFAX, N. S., APRIL 29, 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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THE Session is closed, and though our last issue will not be published for a fortnight yet, it may, nevertheless, be worth while to offer a few words appropriate to the close of another term. Of course we all of us have the usual amount of regrets and pangs of remorse. If we had but put a little more time on those exercises, or "crammed" our Greek Grammar a little harder! If we had only sat up half an hour later every night! If we had only carried out our good intentions of reviewing the week's work every Saturday night! If, in short, we had only been able to prevail upon our bodies to consider themselves machines for perpetual grinding, and not things of flesh and blood very liable to sleepiness and weariness! We never knew the student yet—good, bad, or indifferent—that was not full of such complaints, either open or concealed. It always has been so, it always will be so; and the philosophy of it is a very simple matter. When the end of the Session comes, and those horrible figures and tables are posted up on the board, it is very easy indeed to see how another point here or there would have given that coveted class, prize, or honor, or whatever else it may be. But we do not think at the same time of our state of body and mind at the time when this

additional exertion might have been made. We forget the throbbing brain, the red and weary eyes that had been straining for hours over crabbed Greek type or half intelligible scrawls dignified by the title of "notes." We take no account of that horrid sick head-ache, or that savage, unconquerable desire of the body for exercise and free, fresh air, when we cast aside books and rush out, to go anywhere, out of the sight of a quarto page, or a Greek Lexicon.

But for the summer vacations we have no such excuse to make. These are generally, so far as college work is concerned, almost entirely wasted. We know that the majority of our students are not idle; they cannot afford to be so. In school house, in law office; as tract distributors, as catechists, as book agents,—one way or another the summer is made to supply the winter's wants, or else is utilized in gaining some knowledge of the chosen profession. For few or none are the summers times of idleness. Nevertheless, we think something more might be done in them in the way of mental culture. Not much of the regulation college work perhaps. Look over last year's classics, or next year's extra work—"stuff" some of the knotty points of the Grammars. Keep your mathematics from getting rusty. Get an idea what this, that, or the other branch of next year's work is to be like. Any or all of these as your fancy or your diligence may direct you. But this should not be your chief study; let *this* be our own English Literature. Here you will find no dragon of language guarding the golden apples of thought and fancy. You will not have to cleave your way through any tangled hedge of lexicons and grammars to get to the enchanted palace and sleeping maidens within. The tongue is our own mother tongue, and, we can, without further ado, enter directly upon that study which is the highest of all studies—the study not of words, nor of facts, but of great and noble thoughts; thoughts more noble and exalted than anything in antiquity, for it is a trite but true criticism that if the ancients have

surpassed the moderns in form, the moderns have equally surpassed them in matter. We care not what the student's taste is. If the drama, there is Shakespeare. If poetry, Milton or Spenser, or Shelley, or Wordsworth, or Tennyson. If novels, let him read Scott, and Dickens, and Thackeray, and George Eliot to his heart's content. He can do himself little harm in such company, so long as he keeps pretty clear of the Collinses, Reades, and Trollopes, that without writing anything absolutely pernicious, yet resemble whips, syllabubs, and tarts not only in being rather pleasant than nutritive, but also in completely ruining our mental digestion, unless partaken of with great care and in moderate doses. If our student has a taste for stronger meats, he can read philosophy and history in the vernacular second to nothing in the world. The only difficulty is what to choose. Let the student invest a few dollars (a very few will go a long way when you can get any of the poets for a dollar) in good literature. Let him spend his summer evenings in some better employment than loafing about the village streets, or playing checkers or forty-fives across the shop counters. Our word for it, he will return next winter more truly refreshed than if he had not looked at a book from May to November. Nor is this our own belief only. We have often heard our Professors lament that while the majority of our students work hard, so very few seem to have any literary tastes or habits whatever. We might write column after column on this: but this must suffice, only let some of our students spend a portion of next summer in the perusal of good literature—they will not be sorry for it.

SOLICITING subscriptions and donations is in order just now; and while the friends of the college are raising that \$100,000 which they are so confident of raising, we would like to ask the friends of Dalhousie to contribute of their means to assist us in a most necessary and important department—our Library. In conversa-

tion with one of our Professors the other day, he assured us that a large addition to our library was what we wanted more than anything else just now. We have in it at present scarcely 2,000 volumes; not a very great number indeed, though by reason of careful selection much more efficient than many libraries of twice or three times its size. It is a very good library for students at college, it is miserably insufficient for the use of graduates and professors. It is really too bad that a professor, desiring thoroughly to investigate any subject, should be compelled to take his chance of reading up on it in some of the libraries of the United States—and yet such is the case. A student looking around for some book whereby to supplement the knowledge gained by class lectures will find some half dozen authorities on almost every subject, but if he desire to prosecute his studies at greater length he will find very few works to aid him in so doing. The library is certainly not as it should be. The library of the leading college in the Province, situated in the chief city, should be a centre for the dissemination of learning. Lectures by Professors can do no more than open a subject for the student's own researches; and it will scarcely be denied by any one conversant with educational affairs, that the influence of a large body of resident graduates and professors is not the least factor in the intellectual status of a country. The professors and fellows of Oxford and Cambridge have exerted an almost incalculable influence upon English scholarship.

This is a matter that the moneyed friends of the college can do something towards remedying at a very small expense. The professors, we believe, intend sending to England for a number of books this summer. Five hundred dollars added to the small sum already on hand would enable them to fill one or two departments to something like completeness, besides increasing the general efficiency of the whole library. Surely this sum, aye, for that matter, twice this sum, would be a mere trifle to raise among the

wealthy friends of the college. If one or two gentlemen would but start the subscription it would soon be raised. It should moreover be done quickly. The money should, if possible, be placed in the hands of the Librarian within six weeks to enable the professors to decide upon the books to be purchased. When that \$100,000 comes to hand, a portion of it, whether interest or principal, can be devoted to the purchase of books; in the meantime the college is suffering for want of an increase to the library, and there is no way whereby our friends could shew their kindly interest in us more effectually than by an immediate donation to the library fund.

THE *Citizen* hopes that the opinion expressed in the Valedictory in regard to the New University is not shared by the students of Dalhousie College. We do not know to what part of that address the *Citizen* objects, but if it is to the assertion that as yet it is too early to judge of the value of the Degrees of the University of Halifax, we are unable to see the force of the objection. Any reasonable man will perceive it to be quite possible that the Government may be unable to fill up its Board of Examiners with men who will enjoy the confidence both of our students and of those of other colleges. For our own part we hail the new university as a long step in advance of the old state of things; but we think that when a college pledges itself, as King's has done, to support the new institution—not only before its Examiners have proved themselves fit for their office, but before they have been appointed or even named—its action savors more of ill-advised haste to get ahead of other colleges, than of the prudent conduct which it owes to itself and to its students.

WE think it would be advisable in future to devise some means of furnishing the daily papers with a correct list of prizes and other honors won by students. We have seldom seen so many inaccuracies in the newspaper reports of

Convocation as this year. It is hardly fair to expect that any reporter should be able to take an entirely correct account of a rather complicated business necessarily conducted in so hurried a manner as the giving of prizes at meetings of Convocation; and hence there is some need of other means being used to secure a correct report. The matter is not of much importance, but it might be well, if possible and convenient, by preparing a proper report, to save students and their friends from not a little annoyance.

THE STUDENTS' MEETING.

The students met on Monday evening, April 24th, in class room No. 2. After preliminary business the management of THE GAZETTE was discussed. Measures were adopted to ensure a wider circulation; and the thanks of the meeting were tendered to the retiring editors, Messrs. Stewart and Bell, for the manner in which they had conducted the paper during the past two years. "Farewell Speeches" were made by several members of the Graduating Class, which were responded to by other students. The meeting closed after singing "Auld Lang Syne."

GERMAN LITERATURE AND THE ANCIENT CLASSICS.

A RECENT article in a Canadian periodical, on Goethe's *Faust*, although it disclaims any intention of criticising that poem, and devotes itself merely to a description of it for the benefit of those "who know it only by name," suggests, both in this modesty of purpose and in its general tone, a state of knowledge and opinion regarding the great German and his works which, it is to be feared, is by no means confined to the ill-read and half-informed. Nor was such a suggestion required by those who take any interest in the subject, to call their attention to the existence of very widespread ignorance of anything more than his name, and, where that ignorance is not so absolute, of lamentably er-

roneous views of him and of his writings. Although Goethe is certainly singled out to be the victim of a great deal of misconception, it is by no means confined to him. The recognition of German literature as an existing whole by educated Englishmen, is, in itself, of very recent growth, and cannot yet be considered as fully established. We are well aware that, in England, its claims have become familiarized to all by the eminence and laudable persistency of those who have been instrumental in bringing them forward, and that we are consequently treading a beaten path. But it is one which has still to be much trodden, before it will be broad enough and smooth enough to tempt the feet of all.

Even where the claims of German literature have gained admission, they have brought it no very warm or general welcome. The "novelty" lies on the counter, but it does not sell speedily. Many Englishmen look upon it as a gew-gaw, a fantastic ornament for the mind; while a very small proportion regard it as a valuable and even necessary addition to their mental outfit.

A very fair test of the estimation in which it is held by Englishmen, who may be justly taken as representative of the educated and intelligent classes, is to be found in the position it occupies in the various educational institutions to which they send their children. A general glance at the public schools, colleges and examining bodies of England, will, we think, verify what we have thus far implied: that the language and literature of Germany are gaining, but are still far from having completely gained general recognition as being worthy of study, at all proportionate to that which they really deserve. In those public schools which still preserve their traditional respect for the laboriously acquired half-knowledge of Latin and Greek which they style a "classical education," German ranks nowhere, or as an *extra*. These are happily becoming fewer every day, but it is to be feared that they will not be entirely converted until the Universities themselves take it into favour, and give it recognition as a substitute for Greek. Many examining bodies have done so, and in many of the less conservative of the public schools, German is held in high honor. The contest which has been waged with such heat since the days of Sidney Smith, against the old, dead style of teaching old, dead things, has not been in vain. Latin and Greek, while their dignity, and their value as steps toward culture are under-

valued only by enthusiasts whose zeal has run away with their good sense, have, nevertheless, ceased in the eyes of most liberal men to be regarded as so absolutely necessary to an education that they must take the precedence over all other languages. It is widely admitted that now-a-days they alone are not sufficient to meet *all* the requirements of *all* young minds. Even where the highest respect is entertained for them, it is at last beginning to be seen that if they are to be of any use whatever from any point of view, they must be taught on a common-sense plan that will result in some command over them and not merely in a lifeless acquaintance with their dry bones. Were the dead languages so taught during the years devoted to their teaching in the education of English boys, that when they left school they should have such familiarity with them as had Montaigne with Latin, there would certainly be no crying need for supplementing them with one or two of the modern tongues; although even in that Utopian case such a proceeding would be in the right direction. But when, after four, six or eight years of toil over dog-eared lexicons, and of offerings at the altars of those idols of pedantry, Grammar and Syntax, bright and even clever boys are liberated actually unable to read a page of Latin that they have not prepared beforehand; looking upon the poets of antiquity as purveyors of grammatical examples, and with a clear conception only of loathsome fables and deified obscenity. Surely it is not enough to say in defence of the system which bears these fruits that it has, "subjected their minds to a thorough discipline?" An intellect which is to hold its own among its peers in the present day, cannot afford to be without a great deal of varied furniture, and to devote all its early vigour to the supposed strengthening of walls which in the meanwhile enclose nothing. Training is undoubtedly of inestimable value, but life is not long enough for us to spend many years and much energy in arbitrary training alone. Instead of running in preparation upon a path which leads nowhere and is intended only for exercise, why not do so upon the real road to culture and at the same time be making some progress upon our journey? To drop metaphor, is it impossible to combine this needful mental discipline with the *thorough* acquirement of a language, ancient and modern, which shall at the same time open the way to the enjoyment of its literature and use?

There appears but one answer to such a question, yet the possibility which that one would admit has been only of late years acknowledged, and is not even now acknowledged universally. Again, is an ancient language the best or only one which can give this training? Feeling that we are upon delicate ground, let us quote in answer part of an article from the *Westminster Review*, of what date we do not know. The writer replies to the argument in favor of Latin based upon its excellence as a discipline for the mind, by a similar question to that which we have just asked: "Is not an equally thorough 'drilling' possible in French and German? And, if possible, would it not be productive of equally good results? . . . We do not hesitate to affirm that, in so far as thorough "drilling" in all the departments of grammar tends to sharpen the faculties, to fix the attention, to strengthen the memory, or to produce any other intellectual advantage, the result would follow equally, *in equally able hands*, whether the subject language be French or Latin, Greek or German."

As we have before said, this very self-evident fact has now won wide recognition, but has yet to be fully acknowledged. German is becoming a substitute for Greek in many examinations, and there is hope that in time it will be generally admitted that a thorough knowledge of the former under any condition is preferable to the incomplete smattering of the latter which passes muster now as a classical education. But such is not likely to be the case while the writings of antiquity are so highly elevated above those of comparatively modern date. When a man may gain the title of "Scholar" by a familiarity with Latin alone, such as every one who is taught it should obtain; and may, on the other hand, have a much more intimate acquaintance with the languages and literatures of three modern countries like England, France and Germany, without receiving any such honorable epithet; it is only a warm love of culture for its own sake and a clear sighted contempt for the fetters of tradition, that will make him decide to sacrifice the letter and name to the spirit and very thing. Such a decision, for such reasons cannot be made by boys at school, and it is consequently with their parents and their masters that the modern languages must obtain more of the consideration which is due to them.

To quote once more from the *Westminster Review*: "we cannot grant the monopoly of

æsthetic culture so often claimed for the ancient classics. The very word *classics* itself is a sort of petrified expression of this fallacy. At the time when the title was bestowed, its appropriateness was without a doubt; but since the whole wealth of modern literature has been created, the title has ceased to be exclusively applicable. Of our English authors we need not speak; but when we have such writers in French as Montaigne, Corneille, Bossuet, Molière, Pascal, Fenelon, Voltaire, Rousseau, Montesquieu and Chateaubriand; in German, as Lessing, Wieland, Goethe, Richter and Schiller; in Italian, as Dante, Tasso, Ariosto and Machiavelli—the term classics ought never to be applied, even to the immortal productions of Greek and Roman fame, without the word "ancient" prefixed, by way of reservation in favour of the modern classics.

The truth of the whole matter is simply this—that the chief objection to the modern literatures is ignorance of them, on the part of those who most underrate their value. French we must admit to have received due attention, but we cannot say the same even for English, and much less for German. We could point at this moment to young men who will quote for us Horace, Juvenal, Homer and Sophocles, but who consider Chaucer, Spenser, Langland and Gower, if they have even any definite idea of who they were, as too insurmountably difficult for perusal. They can roll out Latin rules and hold forth on Greek accents, but ask them to give some account of the commonest words and constructions of their own tongue, and it is to be hoped they will edify you more than they amuse you. But it is scarcely *their* fault that they have ignored the strength, the beauty and the wonderful Catholicism of teaching to be found in their own great living language, that they might submit themselves to the apparently miraculous training of dead ones, about which there hovers a pedantic superstition every whit as blind as that which once enveloped the bones of defunct saints.

Ignorance and false ideas of German literature, although, perhaps, more excusable, are certainly more widespread. We have seen that they are in a fair way of being removed among the rising and future generations; but we must bear in mind that a very small proportion of men now forming the educated classes had, in their youth, similar opportunities afforded them of obtaining a key to the riches in question. They were a

little, but not very much more fortunate than their fathers, of whom Carlyle wrote as follows in 1824: "Whether it be that the quantity of genius among ourselves and the French, and the number of works more lasting than brass produced by it, have of late been so considerable as to make us independent of additional supplies; or that, in our ancient aristocracy of intellect we disdain to be assisted by the Germans, whom, by a species of second sight, we have discovered, before knowing anything about them, to be a timid, dreaming, extravagant, insane race of mortals; certain it is, that hitherto our literary intercourse with that nation has been very slight and precious . . . with scarcely more than one or two exceptions, the best works of Germany have lain neglected, or worse than neglected, to us, and the Germans are yet utterly unknown to us. Kotzebue still lives in our minds as the representative of a nation that despises him; Schiller is chiefly known to us by the monstrous production of his boyhood, . . ." and, as he goes on to say at length, "Goethe is the victim of complete misconception." Carlyle and Lewes have laboured, and their labours have undoubtedly borne fruit, in the removal of much prejudice and fanciful ignorance on the part of Englishmen with regard to Goethe and to the noble literature at the head of which he stands. But have their labours attained to full success? Would the words that we have just quoted, written in 1824, contain any very manifest injustice if applied to thousands of educated Englishmen in 1876? We do not undertake to answer; but, turning to Canada, we are far from being reassured when we read in its foremost periodical, an article which undertakes to give an account of *Faust*, and ends with the assertion that the moral of that world poem is a repetition of the cry of the preacher, "vanity of vanities—all is vanity!" We feel that the writer must have a just conviction of his readers ignorance of his subject, when, with astonishing confidence therein, he concludes with the remark: "Let us be thankful that the poet's conception is but a half truth at its best!" Probably so, when only half of his work is read. Before instructing even Canadian readers in *Faust* and its moral, it would be well for the writer to put himself to the pains of buying and perusing a volume known as *Faust; der Tragodie zweiter Theil. In Fünf Acten.*, towards the end of which he may possibly discover a noble moral in its proper place, at the conclusion and not in the middle of the hero's life,—a moral which

Lewes thus sums up—"The toiling soul, after trying in various directions of *individual* effort and *individual* gratification, and finding therein no peace, is finally conducted to the recognition of the vital truth that man lives for man, and that only in so far as he is working for Humanity can his efforts bring permanent happiness."

THE WINES OF SCRIPTURE.

"THE Wines of Scripture" is the title of an interesting and popular pamphlet recently published in Edinburgh by one of the best known of our graduates, Samuel McNaughton, M.A. This excellent little treatise is composed with special reference to an article by the Rev. Dr. Watts, of Belfast, contributed to the British and Foreign Evangelical Review, and advocating the opinion that the Bible in its teaching concerning the use of wines inculcates temperance but does not require actual abstinence. In opposition to this theory Mr. McNaughton, in the first instance preached a Temperance Sermon under the auspices of the Edinburgh Total Abstinence Society, and finally, yielding to many urgent requests, gave his arguments to the public in a more permanent form. Thus arose the tractate under review. Our author begins by a statement of the grand question at issue. Is there Scriptural warrant for Total Abstinence? Here is the result of his cogitations: "The wines of Scripture, spoken of with approval and used at sacred feasts, I found to be an entirely different article from the wine and strong drink referred to with warning admonition, and denounced as a war-bringing curse. The one is an innocent un-intoxicating wine, the other fermented and highly intoxicating." This position he further elaborates in a series of propositions:

1. The wines of Scripture are clearly distinguishable into two grand classes, namely, *fermented* and *unfermented*.
2. The fruit of the vine, or unfermented grape-juice, was a common beverage among the ancients.
3. This grape-juice was *wine*, and was expressly so called.
4. Intoxicating drinks are never spoken of as a blessing, but are referred to with warning and woe.
5. Where wine is spoken of with approval it is not intoxicating.

We have not space to follow him into the

critical discussion of these points. He has availed himself of the researches of the greatest scholars, especially of such lexicographers as Frierst, and appears to us to have proved satisfactorily, in opposition to Dr. Watts: that in the Old Testament "Tirosh," translated "new wine," means wine in the cluster and wine in the vat: that "Yayin" translated "wine" is a generic term for all kinds of wine—fermented and unfermented, requiring the study of the context to disclose its meaning in any particular connection, and that "Shechar," usually translated "strong drink," is highly intoxicating, and is spoken of with warning. After a very learned discussion, in which he closely questions ancient authorities to make them bear testimony against Dr. Watts' assertion, that wine has no other meaning than the *fermented* juice of the grape, he proceeds with characteristic vigor: "Ye shades of Homer and Aristotle, of Suidas and Nicander, of Pliny and Plutarch and Josephus, of Varro and Ovid and Columella, Juvenal and Polybius and Philo, of Cato and Livy and Theophrastus—rise, rise from the dead and make your apologies to Dr. Watts! Bow low to the Belfast Professor, and acknowledge that with all your learning and wisdom you have been entirely mistaken about your customs, your language, and your drinks. With due penitence confess that you were all drunk, and always drunk—that you knew not how you lived—that you knew not what you wrote—that you knew not what you drank."

The second part of the treatise is devoted to a consideration of a variety of Scripture passages which at first sight seem to discountenance the total abstinence theory. A considerable amount of ingenuity and exegetical skill marks the discussion of these texts. Want of space forbids us from justifying this criticism by making adequate citations. Regarding the institution of the Lord's Supper, our author draws attention to the fact that the evangelists especially discard the more ambiguous "oinos" and employ instead the term "to gennema tes ampelon," excluding the idea of fermentation. Upon the text, "use a little wine for thy stomach's sake" he says: This is a favourite text with many good people. They repeat it more frequently than the Lord's Prayer. And I fear some of them think more of their "stomachs" than of their reputation. I would like if they would always quote with it as a corrective, one or two other passages, such as, "wine is a mocker," &c. He

then argues that the wine here prescribed was a medicated wine, "made of salt water, boiled grape-juice, and myrtle leaves, as a specific for weak stomachs" Perhaps of all the texts he discusses, his explanation of Acts II. 13, which he resolves into a sarcasm akin to the jeer which one might aim at an excited tee-totaller "He is drunk on cold water," is the least satisfactory. In almost all the other cases his views carry unhesitating conviction with them.

Mr. McNaughton's little work has been highly commended by several biblical scholars and other eminent men. It deals, reverently and ably, with a weighty question, and whether or not it succeed in making many converts to teetotalism on scriptural grounds, no impartial critic can regard it otherwise than as a valuable contribution to the literature of the subject.

Dallusiensia.

A few Canadian collegiates (mainly Nova Scotians and sons of Dalhousie) now pursuing their studies in the University of Edinburgh have formed themselves into a small society designated the Canada Club. The first meeting of the Club was held last year, upon which occasion W. Cruikshank B. A. was unanimously elected President. Another meeting was called a few weeks ago, at the end of the winter session, and was held in Leith. These gatherings are social, taking in fact the form of suppers. We are glad that our old students do not forget their Alma Mater in a distant land, and that their loyalty, enthusiasm and convivial capacities are as great as in the days of yore.

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