

**“His memory long will live alone  
In all our hearts, as mournful light  
That broods above the fallen sun,  
And dwells in Heaven half the  
night.”**



# The Dalhousie Gazette.

## CONTENTS.

Editorials	- - - - -	1-2
Dalhousie's New Professors	- - - - -	3
George Munro Portrait	- - - - -	5
Evening (Poem)	- - - - -	6
Convocation	- - - - -	7
Library Notes	- - - - -	7
Mathematics for Undergraduates, (Inaugural Address of Prof. D. A. Murray)	- - - - -	9
Two Summer Eves. (Poem)	- - - - -	20
College Notes	- - - - -	20
Football	- - - - -	23
Personals	- - - - -	25
Dallusiensia	- - - - -	30

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"ORA ET LABORA."

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DALHOUSIE'S first year in the Twentieth Century has begun, and with it must begin the history of the GAZETTE as a Twentieth Century Journal. The editors approach their task with the hope that all friends of our College will co-operate with us in making the GAZETTE a creditable college paper, faithfully reflecting the life of the University. Our work as editors is by no means easy, but it will be made much less difficult, and more agreeable, if our friends give us hearty financial and literary support. Relying on this support, we shall be glad to do our best to sustain the excellent reputation that the GAZETTE now possesses.

### FAREWELL.

[T is with mingled feelings of regret and satisfaction that we consider the translation of Dr. MacGregor from Dalhousie to Edinburgh. We need not say that all friends of Dalhousie, and indeed all interested in the educational affairs of Canada, regret exceedingly the heavy loss we have sustained. Dr. MacGregor was one of our most brilliant students. He was our first Gilchrist Scholar. For twenty-one years he has been our Professor of Physics. No one has laboured harder or more faithfully for his *Alma Mater* than did Dr. MacGregor. With the most meagre library and

laboratory equipment, he has been able to send out students who have been very successful, while his own reputation as a teacher and writer has gone over the Empire. Less than two years ago he was elected a Fellow of the Royal Society. Last June the University of Glasgow conferred on him the degree of LL. D., and in July he was appointed to succeed Sir William Tait in the chair of Natural Philosophy at Edinburgh, the best professorship in his subject in the world. It is a remarkable thing that a professor in a small college of a few hundred students, should receive such an appointment over the heads of many competitors, but Dr. MacGregor has obtained it, and all Dalhousians rejoice in his good fortune, and in the honour thus done to our College. In sending Dr. MacGregor to Edinburgh, New Scotland is making some return for what Old Scotland has given us in days gone by.

The GAZETTE joins with Dr. MacGregor's many friends in wishing him long life and success in his new position.

#### OUR NEW PROFESSORS.

DR. MURRAY'S name carries a welcome with it. For years he has been known abroad as one of Dalhousie's most brilliant sons, and now he comes back to make history for her within her own walls. Professor Dixon is not so well known personally to Dalhousians. But we have a double assurance of his quality. Like our Professor of Philosophy he leaves a chair in U. N. B. to come to us, and like Johnson he is a graduate of Trinity. What more can be said?

To welcome such men is a pleasure and a pride. It was indeed a staggering blow to lose both Macdonald and MacGregor, but old college, Antaeus-like, rises up again in double strength.

#### DALHOUSIE'S NEW PROFESSORS

Thirty-eight years ago two brilliant professors came to Dalhousie. One had been trained in Aberdeen according to the best Scottish traditions; the other was a representative of the thorough and severe training of the great Irish University at Dublin. They came to the most important chairs in the College, and their work established Dalhousie's reputation. This year history is repeating itself. Scottish blood and training persists in its claim to the Chair of Mathematics. Prof. D. A. Murray succeeds the late Prof. Macdonald. In Prof. S. M. Dixon, Dr. MacGregor's successor, the College has a Dublin man to carry on the tradition so happily represented in Prof. Johnson.

Dr. Murray's brilliant record here and abroad is well known to all Dalhousians. In 1884 he received the degree of B. A. with the Young Gold Medal and Honors in Mathematics. He taught one year in a County Academy at Shelburne. From 1885 to 1887 he was Munro Tutor of Mathematics; and for the next three years he studied Mathematics at Johns Hopkins, where he was granted in succession a Scholarship, Fellowships and the degree of Ph. D. He also studied in Berlin and Paris. Dr. Murray has been teaching Mathematics for nearly ten years, first at the University of New York, afterwards at Cornell. He is a Fellow of the American Association for the Advancement of Science, a member of the American Mathematical Society, as well as of Scientific Societies at Hopkins and Cornell.

Dr. Craig, Professor of Mathematics at Johns Hopkins spoke highly of his ability and attainments. "Mr. Murray's scientific attainments, particularly in Mathematics, are great." His former colleagues at New York and at Cornell wrote in the highest terms of his ability as a Mathematician and his success as a teacher. President Schurman: "He has been highly successful." Dr. Thurston: "He has a rare talent in instructing students of applied Mathematics and Engineering." Dr. Nichols: "One of the best teachers of Mathematics I have ever met." Dr. Wait: "An excellent teacher." Dr. McMahon: "An unusually interesting teacher." Dr. Jones: "A very able man; an admirable teacher."

Prof. Murray has published in addition to his thesis for the doctorate on "Associate Equations on Linear Differential Equations," four books on Mathematical subjects—*Differential Equations, Integral Calculus, Plain and Spherical*

*Trigonometry.*" *The Philosophical Magazine*, London, edited by Lord Kelvin and the late Prof. G. F. Fitzgerald of Dublin ("the highest authority in the Empire on such subjects") reviewed all of Dr. Murray's books favorably. It said the *Calculus* was "well arranged," "exceedingly clear," "an excellent text book;" also that "The Author (of the *Trigonometry*) is an excellent teacher of his subject."

Prof. Stephen M. Dixon was born and educated in Dublin. He completed a brilliant undergraduate course by taking the degree of B. A. with a Gold Medal and a Senior Moderatorship (the highest honors) in Experimental Science, Physics and Chemistry. For two years he was engaged first as Demonstrator and afterwards as Assistant in laboratory work. He is also a graduate with highest honors in Engineering. From Dublin he went to the University of New Brunswick where he has done excellent work as a teacher and as an organizer more particularly in connection with the Science building recently erected. He was also a very successful lecturer in the University extension courses. In St. John, where he lectured on Astronomy, so Senator Ellis Chairman of the Committee wrote, he had "large classes, the members of which were warmly attached to him not only on account of his attainments and his skill as a lecturer, but also because of his unvarying kindness and courtesy to them."

Of his training and ability, the late Professor of Physics of Dublin, G. F. Fitzgerald, F. R. S., co-editor with Lord Kelvin of the *Phil. Mag.* wrote: "I have known Mr. S. M. Dixon a great many years, and entertain a very high opinion of his character and abilities. He had a very distinguished career in Trinity College, Dublin, as is testified by the Honors he has won in Experimental Physics and Chemistry and by his Special Certificates in Engineering. These honors do not always testify to a real taste and ability for scientific research such as should characterize professors and teachers, but I can testify strongly to Mr. Dixon's taste and ability in this direction." "He superintended the Practical Laboratory Classes with marked success." Dr. Reynolds, F. R. S., Prof. of Chemistry in Dublin: "Mr. Dixon was a most distinguished student of this College and University." Dr. Joly, F. R. S., Prof. of Geology: "His abilities are of an exceptionally high order. He was conscientious in his work and possessed an amount of initiative which rendered him particularly reliable and satisfactory. In industry he is untiring." Prof. Sollas, LL. D., F. R. S.: "He is an

analyst and experimentalist of exceptional powers." L. C. Purser, Litt. D.,: "Mr. Dixon is one of the most distinguished graduates of the University of Dublin. His distinctions are of an exceptionally high order; and he is besides a gentleman of great energy, sound judgment, and the highest character." Prof. Alexander, Head of the Engineering School: "He has splendid ability and untiring perseverance." A. Traill, M. A., LL. D., Professor of Applied Mechanics: "Mr. Dixon is one of the best Engineers who have passed through Trinity College, Dublin."

Dalhousians, past and present, heartily welcome Dr. Murray back to his native province to spend the best of his energies and abilities in the service of his old College. In Prof. Dixon they believe they have one who will fulfill the great expectations raised by the name of Dublin University, long associated with the high ideals of thorough scholarship, untiring industry and Roman justice kept before them by the emeritus Professor of Classics. They believe that notwithstanding the great losses suffered through the death of Professor Macdonald and the departure of Dr. MacGregor, the scientific training in Mathematics, Physics and Chemistry, which Dalhousians will get, will be the equal of anything in Canada, and that in this way Dalhousie will lay the surest foundations for success in the technical professions.

Dr. Halliday's return to the lectureship of Zoology, after a year's study abroad, and Mr. Poole's appointment to that of Geology will greatly strengthen the faculty of Science.

#### THE GEORGE MUNRO PORTRAIT.

An excellent portrait in oils of our greatest benefactor, the late George Munro, was formally presented to the University at the close of the Autumn Convocation. The portrait is the work of J. Colin Forbes, a Canadian by birth and one of the best portrait painters in America. He was commissioned to paint the portraits of President Harrison for the White House, and of Mr. Gladstone for the Young Liberal Club of Toronto. This handsome memorial is the gift of Mr. Munro's youngest daughter, Helen Munro Schurman of New York.

The story of Mr. Munro's liberality is well known. Before going to New York he had been Headmaster of the Free Church Academy and had known from bitter experience the needs of our higher education. It is to his lasting credit



that he did not forget in the days of his prosperity the needs of his native province. His first generous gift was \$40,000 for an endowment for a Chair of Physics given in 1879. This was followed in quick succession by similar endowments for Chairs in History, in Law, in English and in Philosophy; salaries for Tutors, and grants for Exhibitions and Bursaries reaching a total of over \$310,000.

Mr. Munro was the first to give on such a generous scale to Universities in Canada. His example was followed by Alex. McLeod, Sir Wm. Young and J. P. Mott, who gave handsome bequests to Dalhousie. Before he came to Dalhousie's rescue and saved it from ruin, Toronto had not received a single large gift, nor had Queens. McGill had received an endowment of \$20,000 from Molson, similar endowments from Redpath, Logan and Frothingham; but it was not until after 1883 that Strathcona and MacDonald began to give magnificent sums for the building up of McGill's Scientific and Medical Schools.

Mr. Munro's gifts prevented Dalhousie from closing its doors. They brought to the College a brilliant group of men, Professors MacGregor, Schurman, Alexander and Seth, who have left us, and Professors Weldon and Forrest. The schools were stimulated by the Bursaries, and a splendid body of students began to fill Dalhousie's class rooms. Mr. Munro's generosity saved an old institution, brought an able staff of teachers to this province, quickened the educational life of the schools, and stimulated the wealthy men of the Dominion to build up a system of higher education that challenges the admiration of other countries.

#### EVENING.

How fair, how still the night! The full-globed moon  
Bedims with liquid light the stars, and fills  
All heaven and earth with glory. 'Tis so clear  
There is no need aught else should shine. The sky  
Is softened into milder blue: the air  
Is hushed to breathless calm: and but 'tis written,  
"There shall be no night there, nor sun, nor moon,  
Nor any light," 'twere like Heaven's resting-time  
Let down to bless our world. Were all nights such,  
Men would forget to lay them down and sleep—  
Enough for them the spell of Nature's quiet.

—THOMAS A. LEPAGE.

#### CONVOCATION.

The fall convocation took place in the Law Library on September 18th. The library was well filled with students and citizens, though all but four of the governors were conspicuously absent.

The convocation conferred the degree of Doctor of Laws upon Dr. MacGregor, amid great applause.

Mr. W. E. Stewart received the degree of Bachelor of Science, and Mr. W. M. Gould a diploma of Honors in Mathematics, in addition to his degree of last April.

The degree of M. D., C. M., was conferred on Mr. Harold Cameron and Mr. W. N. Cochran, and the degree of M. A. upon Mr. Samuel Robertson, B. A., Principal of Prince of Wales College. All the degrees were, unfortunately, conferred *in absentia*.

Dr. Forrest, in his address, referred to the loss the college had sustained in the death of Professor MacDonald and the removal of Dr. MacGregor. But he believed they had worthy successors in Dr. Murray and Prof. Dixon. The staff had besides been strengthened by the addition of Mr. H. S. Poole, who will lecture in Geology, and Drs. Gordon and Falconer, who will lecture on Biblical Literature.

After Dr. Murray's address, which speaks for itself elsewhere, Convocation adjourned to the library, where a magnificent portrait of George Munro was presented to the Governors.

#### LIBRARY NOTES.

"*Nomen recti florebit.*" *Bib. Sac.*

"*Valde a Dallusia bibliotheca desideratur.*" *Mecan.*

*Amores bibliophilis, l. iii, c. x.*

*The Macdonald Bequest.*—For the first time in the history of the college the library has a fund. Thanks to the wise generosity of our late Professor of Mathematics, we shall have for all time, some hundred dollars a year for the purchase of books. "Chiefly in English literature" is the wording of the clause in the will; and a very fine argument could be raised regarding the meaning of that innocent-looking adverb. It must mean more than half; but how much more? Will "chiefly" be interpreted as two-thirds, four-fifths, five-sixths or what? At any rate, the blessed fact

remains that we have a fund for the purchase of books, a fund that will keep green the memory of a good man.

*Monumentum Caroli.*—There is, besides, the prospect of the college owning Professor Macdonald's library, in time. It was small; it represented his tastes. It will be treasured by the college for which he lived and worked, as a sacred trust.

*Why Not?*—The Principal of Queen's in his brief note on Macdonald suggested that his old students show their appreciation of their great teacher by raising a library to his memory. Why not? Grant himself offered to subscribe and would do so generously. The offer was characteristic of old Greatheart. He is too big for anything like jealousy of another institution to enter into his nature. Just now he is grievously ill, and the thoughts of many are turned to that sick bed in the hospital at Kingston. Canada can ill spare him.

*Of Grant.*—Our college library began largely with Grant. Dalhousians should not forget how hard he worked for little Dalhousie in the day of small things. It is not only Queens that he served well. Those who heard him will never forget the inimitable way he applied the famous saying of Edie Ochiltree's to the re-organization of Dalhousie. "Pretorium here! pretorium there! I ken it well, for I was at the biggin' o't."

*Emigravit.*—There will also be a permanent memorial to another Dalhousie professor, that is, unless the whole establishment burns down some fine day (or stormy night), and our books go, where Harvard's and Virginia's and Toronto's old libraries went,—up in smoke. Professor MacGregor's invaluable set of the *Fortschritte der Physik* has been purchased by the Alumni and friends of the college. This indispensable publication is accompanied by gifts from his library that find their appropriate resting place in the college where the donor was educated, the college he served so long and so well.

*The New Assistant.*—Mr. G. G. Sedgewick is the new assistant to the librarian. It must never be forgotten that the present arrangement is a miserable makeshift. The Professor of Philosophy has enough to do in all conscience, without the multifarious duties of an unpaid librarian. But some one of the staff must shoulder the task; and there is only one opinion as to the way Professor Murray performs

his duties. The college has also been fortunate in the student assistants; but we must never for an instant lose sight of the fact, that we *must* have a properly trained and paid librarian, who can devote himself entirely to the management of the library.

#### MATHEMATICS FOR UNDERGRADUATES.

(INAUGURAL ADDRESS BY PROF. D. A. MURRAY.)

*Mr. President, Members of the Faculty, Students and Friends:*

LADIES AND GENTLEMEN:—Before proceeding to the subject of my address I wish to say how conscious I am of the honour that has been conferred upon me by those who have chosen me to succeed my revered teacher and friend, the late Professor Macdonald, in the chair of mathematics in this institution. In any college such as this mathematics must be regarded as one of the most important chairs. For, as a rule, all the students have to study mathematics at least a year, many of them for two years, and at least a few pursue mathematical studies throughout their college course. There are few of the faculty whose duties afford them so many opportunities of coming into close relations with a large number of the student body. In the present instance the honour of the position is especially great; for this chair has been made memorable in the history of our college, this chair has been consecrated by thirty-eight years of conscientious, thorough and highly efficient work performed by a brilliant teacher distinguished alike for his high gifts of intellect and lovable qualities of heart. When I consider the duties belonging to the chair itself, when I think of the man who for so long a time discharged these duties, and when I reflect upon the manner in which he discharged them, I deem it no light thing to enter upon my work here. I can only pledge myself—as should every toiler when entering upon any honest work, whether of mind or hand—I can only pledge myself to try to do my work conscientiously, thoroughly and earnestly. An example and an inspiration are afforded me by the memory of my predecessor and his work. You may permit me to say further, that I have derived not a little encouragement and enthusiasm from the cordiality with which my appointment has been received by Dalhousians, and from the kind reception given me on my return, after a somewhat prolonged absence, to

mine own people to teach in my own college and take a part in educational work in my own country.

In the address with which it is customary to open the session of our college, it is expected that the speaker for the day shall discuss an educational topic; a topic which either is a matter of general interest or has to do with a particular question concerning his own department. My subject belongs to the latter class and is entitled "*Mathematics for Undergraduates.*"

A large number of people, including even many persons of good education, have a vague and hazy notion that the topics and methods of mathematics are fixed and unchangeable. This notion is probably due in part to the fact that the mathematical studies of the majority of us end at an early period, and in part to the way in which the subject is taught. I shall try to show that this popular notion about mathematics is erroneous; and is, in fact, so far from being true, that it is necessary for a director of the mathematical studies of undergraduates to consider carefully the various aims of mathematical study, and from time to time to revise his opinions concerning the topics which shall be presented to his students and the methods of their presentation.

At one time certain fields of mathematics are cultivated with special diligence; at another time, or it may be at the same time, there is a rush to a newly discovered territory where golden grains of mathematical truth can be obtained. The work both in the more advanced and in the newer departments of mathematical thought has more or less effect on the matter and the methods of the elementary departments. For example, algebra and the infinitesimal calculus have been affected by the advances made in the modern theory of functions. Even in the most elementary portions of arithmetic and algebra, the topics vary in importance from time to time, and the manner of presentation also changes. This may be seen on comparing the arithmetics and school algebras of fifty years ago with those of to-day. Mathematics has its fashions; it may even have its fads. Mathematics, even elementary mathematics, is not a dead fossilized thing; it has life and is endowed with the possibility of growth and change; and is affected, like physics, chemistry, biology and other sciences, both by its own powers of development and by its environment. By elementary mathematics is meant the geometry, algebra, trigonometry, analytic geometry and calculus which are taught in school and in the earlier years of the college course. For the sake of those whose recol-

lections of mathematics are slight, I shall avoid technical terms as much as is possible consistent with definiteness and clearness.

In arranging courses in mathematics a teacher must be largely influenced by his views regarding the purposes of undergraduate study of the subject. Accordingly it is necessary to make a few remarks concerning the ends pursued in mathematical study heretofore and in our own day.

At an early period in the recorded history of mathematics the subject came to be pursued for two different aims. An Egyptian papyrus of between four and five thousand years ago—the earliest mathematical writing now in existence—shows that mathematics was cultivated by the Egyptians for practical purposes solely. Their mathematics consisted of formulas and sets of rules with numerical examples in the measurement of plane areas and solids. For the Egyptians mathematics was an art. It was the work of the Greeks to develop it into a science. The Golden Age of Greek mathematics extended from about 600 B. C. to 200 B. C. and was adorned by the names of Thales, Pythagoras, Euclid, Archimedes and Apollonius. The Greek school studied mathematics, which then consisted almost wholly of geometry, for its own sake, without reference to practical ends. Of course the Greeks must have applied mathematics to practical uses. But their great mathematicians regarded the practical application of the subject as degrading to the science. The Greeks also looked upon mathematics as one of the best means for disciplining the mind. Thus Plato set up this inscription over the entrance to his school, "Let no one who is unacquainted with geometry enter here!"

Through all the centuries from the days of the celebrated school at Alexandria to the present time, there have been kept in view the two ends of mathematical study which we may term, for the sake of distinction, the Egyptian and the Grecian. The Egyptian ideal is that in which mathematics is studied primarily for the sake of getting a knowledge of the mathematical facts which are used in applications by workers in other sciences such as astronomy and physics, by engineers and by those who have to do with the practical affairs of life, and for the sake of acquiring the ability to make these applications. The Grecian ideal is that in which mathematics is not studied primarily in order to be used as a tool in other studies and lines of work, but is pursued either for training in logic and the discipline which it provides for the mind, or for the intellectual pleasure and culture which it gives, or for the sake of the subject itself, that is,

as studied by what may be termed the professional mathematician.

Owing to the enormous industrial development in the civilized world during the nineteenth century—a development which has rendered necessary the founding of numerous technical and engineering schools within the last few decades—mathematics is being pursued for practical ends to an extent and with an earnestness never before equalled in the world's history. On the other hand, the pure science, especially in its higher branches, is being zealously pursued by a larger number of persons than at any preceding time in the annals of the subject. This is shown by the large and increasing number of institutions in which provision is made for advanced courses in mathematics. The interest in pure mathematics is also shown by the existence of many mathematical societies, from those which are local up to those which are international, and by the support given to a large number of mathematical journals.

It may be supposed that for the first elementary course, in algebra say, the *same* course will serve equally well, no matter what may be the ultimate purpose of the student. In other words, it may be supposed that there is one elementary course in algebra which is the best for each and every purpose; whether for discipline, for interest, or for practice. And likewise in the case of the elementary courses in Euclidean geometry, trigonometry, analytic geometry and calculus, in school and college. Just as there may be an absolutely best way of learning how to read, whether the pupil is going to be a printer or an author. Whether that supposition be reasonable or not—a matter to which I shall refer later—the fact is, that at the present time the theoretical Greeks on the one hand and the practical Egyptians on the other, are not in general accord, and in some cases are very far from being in accord, as to what should constitute the elementary courses in the primary subjects of mathematics. This lack of agreement is accentuated by the existence of an extensive demand for practical mathematics along with a great and increasing interest in pure mathematics. In several of the universities which have schools of applied science or engineering schools, there are two distinct mathematical faculties, one for students in arts, the other for students in applied science. In these institutions there are two distinct courses in algebra, trigonometry, geometry and calculus. I know of one university which is now making such a division in its mathematical department; and of another where the faculty of the college of engineering would

much prefer to have the mathematical instruction of their students under their direct control.

In some cases extreme views are held. For instance a great mathematician on discovering a new theorem has been heard to give loud thanks that it could never be put to any practical use. Some have gone so far as to assert contemptuously that the mathematics of the technical school is not mathematics at all. On the other hand some practical men return scorn for scorn, and scoff at the training in mathematics under which a student when called upon to make a simple practical application obtains a wild result and then contents himself with the remark, "Well, the theory and the method are all right." While some professional mathematicians have as little interest in the problems and solutions of practical men as they have in the domestic troubles of the Fiji Islanders, on the other hand many practical men have as little regard or respect for the abstract theories and investigations of the eager mathematician as they have for the discussions of the mediaeval scholastics concerning how many angels can stand together on the point of a needle.

A difference of opinion regarding courses in mathematics may exist in peculiarly unfortunate circumstances. For instance, I know of more than one case in which the professor of physics in a small college believes that he has just ground for complaint against the professor of mathematics. The latter, in his respect and love for his subject, leads his classes through rigorous investigations and highly abstract theorems; but he does not think it to be his duty to give such time and attention to the elementary principles of the calculus and to some of its simplest applications as is necessary for his students to gain an accurate and ready command of the comparatively small amount of mathematics that will be required in their subsequent work in mechanics and physics. Consequently there is a disagreement between the Egyptian physicist and the Greek mathematician.

There is a difference of opinion not only concerning mathematical instruction in the university and the college, but also concerning this instruction in the secondary schools. In particular, in England at the present time the character of this instruction is being severely criticised by leaders in technical education.

Teachers of mathematics in schools and colleges therefore ought to examine carefully the various opinions concerning elementary instruction in the subject; they ought to try to discover the best points in each opinion, and to determine

whether it is possible to select courses and methods of instruction that will be as serviceable to all students as the widely different courses and methods now advocated. In other words, teachers should try to find whether a good working compromise as to elementary mathematics can be made between the Greeks and the Egyptians. Before this is done, however, it is necessary to have clear conceptions of the different *ends* of mathematical study, namely, mental discipline, practical application, personal culture, and the improvement and advancement of the pure science. Almost every one will grant that each of these four ends is in itself a worthy one, and ought to have ardent advocates and devoted followers.

Mathematics starts with a few simple notions which are accepted as self evident, or regarded as true, by all normally constituted thinking minds, and with terms which are clearly defined. From these axioms and definitions, by observation, comparison, and strict logical reasoning that cannot be resisted by any intelligent person, it derives new knowledge which is exact and certain and compels our acceptance. It is the finest example of logic that we can give to young people. On this and other accounts it is held in all civilized countries to be one of the best means for awakening and developing the reasoning faculty and for training in good habits of mind. In the study of mathematics the pupil should acquire the habits of observation, close attention and careful examination. Its study should train him to think clearly, to reason logically, and to express himself with clearness, accuracy and precision. Incidentally, it may work in him somewhat of determination, industry, energy, thoroughness, perseverance, patience and modesty. It is, perhaps, too much to claim that "There is nothing so well fitted as mathematics to take the nonsense out of a man"; but it is always safe and often beneficial to give the prescription, "Administer mathematics in large doses in proportion to the learner's disposition to be vague and conceited."

The peculiarly valuable mental discipline afforded by mathematical study is regarded, and rightly so, as one of the ends to be kept prominently in view in school and in the early part of the college course. Wrong, however, both to the subject and to the pupil, has been done in the past, and is being done now in some quarters, not in regarding mental discipline as an important end of elementary mathematical education, but in regarding it as an *exclusive* end. In some schemes of study the so-called practical ends of mathematics

are almost wholly ignored. This, it seems to me, prevents the satisfactory attainment of the disciplinary end itself. Most minds are so constituted that the power of dealing with abstract conceptions is difficult of attainment and slow in growth. For the majority of pupils concrete applications are a great aid, in some cases an absolutely necessary aid, in giving clearness, reality and life to abstract ideas. Moreover, it is surely good that the mental horizon of the pupil be widened and his intellectual interests increased. One way of doing this in mathematics, is to let him see the relation of the subject to other subjects, and lead him to perceive its connections with various departments of thought and activity.

Concerning the practical end of mathematical study it is not necessary to say more than a few words. If mathematical knowledge had not come to man, what possible chance would there have been for the growth of the other sciences? What possible advance could man have made towards creating and satisfying the needs which make civilization? In this preeminently practical age mathematics is studied mainly for practical purposes. It is the indispensable handmaid of astronomy, physics, and all other sciences in which exact calculation is required. The range of its usefulness as a helpful instrument of scientific investigation and explanation is ever widening. For instance, the calculus is now employed by the chemist, the geologist, and the political economist. An accurate and ready knowledge of elementary mathematics is the necessary foundation of study for that great profession which has done so many wonders during the last hundred years, the profession of engineering. Engineering has been defined as "The art of directing the great sources of power in nature for the use and convenience of man." The engineer draws from one of these sources, and on some of the great liners that rush past our shores he makes the engines do work for which not less than one and a half millions of able-bodied men would have been needed. He draws from another of the great sources of power in nature, and in a few moments a whisper in London becomes a shout in New York. In doing these things and millions like them, the engineer continually depends upon mathematics. Many, if not the large majority of pupils, must study mathematics with a view to its use in other sciences and in the practical affairs of life. Even if there were not good pedagogical reasons for introducing applications in the course, it is only fair to elementary students of mathematics that its practical end be not despised and ignored.

Another end of mathematical study is that of personal culture. Leaving out of account the disciplinary and the practical value of mathematics, in any scheme of education worthy to be called "liberal" there must be provision for acquiring some knowledge of the science which for many centuries was the model and the ideal for philosophy and the other sciences, the science in accordance with whose laws the world about us appears to be constructed and which is man's chief instrument for examining that world. This, however, while a necessary part, though an exceedingly small part, of personal culture, is not the end which I have now in mind. It is an evidence of culture, though by no means conclusive evidence, that a man have a special interest in, or love for, *some* thing of an intellectual character. So, I am using the phrase 'mathematical study for personal culture' to denote the study of mathematics for the sake of the interest and the pleasure which its ideas, methods, processes and results give the learner. Some fortunate pupils are conscious of this end at an early date. In almost every school and college there are boys and girls who delight in working with algebraic forms and in discussing geometrical theorems and problems. They have a little foretaste of the Kipling heaven, where

"....no one shall work for money, and no one shall work for fame ;

But each for the joy of the working."

They take kindly to mathematical discipline and find it easy to use their knowledge when applications are required.

Somebody has said that it is good for one to have a fad—even if it is nothing better than collecting strings. It is certainly good for a person to have a special interest in, and liking for, some branch of knowledge, be it botany, astronomy, literature, history, or any other subject that may be mentioned. Accordingly, if one finds that he has such a liking, let him congratulate himself, and foster and develop it. If he has it not, he should try to acquire a taste for some particular kind of intellectual work. The gratification of this taste will give him intellectual activity and pleasure in his leisure hours, and will have a soothing, quieting and health-preserving effect upon him when wearied by the labours and harassed by the worries of business or professional life. A man who goes through college without developing a strong and permanent interest in some field of thought, has failed to secure a large part of the benefit which he ought to have gained from his course. So I think that it is good to study mathematics merely for the pleasure of it. I will not say

that it is the best thing for which a student may develop an affection; for it seems to me that, in general, a good taste in, and a love for, literature, and a strong liking for history are the two best things that young people can carry away with them from school or college. From the social point of view they certainly are far better than mathematics; for *it* must be classed among the lonesome subjects.

Further, this is to be said for the study of mathematics for the sake of pleasure, namely, that its votaries, while having a very innocent and harmless enjoyment, are likely to obtain a large measure of the benefits of mathematical discipline and training. Moreover, many valuable contributions to the science have been made by some of its pleasure loving followers. Doubtless not a few of you in your school or college days have occasionally experienced pleasure at a process or result in algebra or geometry; and some of you may still enjoy a little reading in mathematics. It seems to me, therefore, that a teacher is doing a good work when he excites in his pupils a lively curiosity about mathematical facts and methods, and, in the case of some of his students at least, advances the study from being a necessary and useful task to being a source of interest and pleasure. In mathematics, no less than in astronomy and the other sciences, there are many things which people would think interesting and wonderful, beautiful and striking—if only they could be told. Mathematical ideas and properties may surely be classed among the things that are true and honest and just and pure and lovely and of good report.

There remains to be considered the fourth end of mathematical study, namely, the cultivation of mathematics, not for its uses and not for its effects upon the mind, whether disciplinary or pleasure-producing, but the cultivation of the science in itself and for its own sake. Here and there may be found single-minded workers in science who decide "not to live but know," who are driven by some mysterious, irresistible impulse within them to search and toil and strive after truth just for the sake of finding it and, as it seems to the casual observer, even at the cost of much self-denial and great renunciations. The ideal of these pure spirits filled with the divine madness glorified by Plato in the *Phaedrus* is to reach those serene heights

"Where never creeps a cloud nor moves a wind,  
Nor ever falls the least white star of snow,  
Nor ever lowest roll of thunder moans,  
Nor sound of human sorrow mounts to mar  
Their sacred everlasting calm."

To these unworldly toilers there comes a spiritual reward. To quote a former member of this faculty, Professor Seth of the University of Edinburgh says in his article on *The Utilitarian Estimate of Knowledge* in the July number of *The Philosophical Review*—an article which I hope that every student here will read—“Even the recluse whose absorption in the problems of the intellect unfits him for the solution of the practical problems of daily life, reaps from the severe labor of the spirit a harvest of moral as well as intellectual gain. Strength and purity of will, patience and perseverance and self-sacrifice, candor and generosity, these are some of the moral fruits of the intellectual life.” And the world benefits by their labours. To quote the late Professor Rowland of Johns Hopkins: “He who makes two blades of grass grow where one grew before is the benefactor of mankind; but he who obscurely worked to find the laws of such growth is the intellectual superior as well as the greater benefactor of the two.” Scientists of the absolutely single-minded type, however, are exceedingly few. The domains of science are now being extended systematically and strenuously in a professional and business-like way by a host of workers whose motives are mixed and whose virtues and failings are much the same as those of other men. Of course the more a scientist can forget the world and himself and the nearer he can approach to the pure type just described, the more and the better work can he do for his subject.

The plain man is prone to regard as worthless the knowledge which cannot be put to practical use. But from the practical point of view itself work in pure science can be abundantly justified. History shows many instances of the indebtedness of the practical man to the theoretical. In particular, practical use is made of theorems that have been obtained in pure mathematics for purely academic purposes. Perhaps one of the most striking and most easily understood examples is afforded by the study by the Greek geometers of the curves related to the cone, namely, the circle, ellipse, parabola and hyperbola. They discovered and deduced many properties of these curves without any reference to, or thought of, practical ends. About two thousand years later Kepler discovered that the ellipse was the curve employed in the construction of the solar system. Then the theoretical work of the Greeks had a most important practical application and enabled Newton to proceed to his great generalization. As some one has remarked; “It is not too much to say that without the treatises of the Greek geometers on the conic sections there could have been no

Kepler, without Kepler no Newton, and without Newton no science in our modern sense of the term, or at least no such conception of nature as now lies at the basis of all our science, of nature as subject in its smallest as well as in its greatest phenomena, to exact quantitative relations and to definite numerical laws.” This and many similar instances warrant the conclusion that, although it is a fact that only a small fraction of the present mass of mathematical knowledge has, and perhaps a large part of it may never have, a practical application, yet from a purely practical point of view it is necessary for the material welfare and progress of the race that pure mathematicians be encouraged in their work.

But even if it could be shown that no part of the higher mathematics can ever be put to any practical use, yet, if it be granted that knowledge is good in itself, and if it be granted that there is *any* science whose unrestricted cultivation is desirable for its own sake, then it can be shown that mathematics is worth pursuing and satisfies all the tests of such a science. To justify this assertion in detail would require more time than is now at my disposal. Professor Forsyth of Cambridge has discussed this question in a masterly manner in his address delivered before the Mathematical and Physical Section of the British Association for the Advancement of Science at its Toronto meeting in 1897. I must content myself with referring you to that address.

At this point it should be said that while on the one hand applied mathematics is greatly indebted to the pure science, on the other hand pure mathematics has often been stimulated, has sometimes been led into new territories, and has not unfrequently been presented with new ideas and new methods, by applied mathematics. For example, to take an old but easily understood instance, trigonometry was at first invented and used for certain simple practical purposes by astronomers; but it is a far cry indeed from those early applications to the modern developments of the first trigonometrical ideas.

(To be concluded next issue.)

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## TWO SUMMER EVES.

Two summer eves I watched the sun to rest,—  
 Two eves fragrant with beauty. On the first,  
 As o'er a hill we wound, sudden there burst  
 On our rapt gaze a Vision of the Blest.  
 Rich masses, fairy-tinted, filled the west:  
 On skyey seas, by quiet shores uncurst,  
 Gleamed Happy Isles—a Vision to be nurst  
 By artist souls 'gainst hours with gloom deprest.  
 But the sun we saw not. Yet he seemed to smile,  
 Back of the crimson, that such awe should rise  
 At sight of his unfolded robes. Next eve  
 He showed *himself*. Cloud-wrapt, he waited while  
 The day wore by—then leaped into our eyes,—  
 White-heated gold, past wondering to conceive!

—THOMAS A. LEPAGE.

## COLLEGE NOTES.

THE members of the Delta Gamma and Y. W. C. A. Societies gave an informal reception in the Ladies' Waiting Room on Saturday, Sept. 28th, for the purpose of welcoming the girls of the Freshman class to the college. A very pleasant afternoon was spent in forming new acquaintances and renewing old ones. Several of our graduates were among the guests.

IN place of his usual opening lecture on a literary subject, Professor MacMechan addressed the students "On the recent changes in the Staff." It was an appreciation of the men who have left us since his coming twelve years ago—Seth, Johnson, Lawson, Macdonald, MacGregor. Twelve years, he said, is not a long time in the history of a college, yet now only two of the Arts Faculty were of longer standing than himself, and not one of the original members was now left. Prof. Macdonald was of these, one who had organized the College, formed its ideals, built it up, devoted his life to it, and finally died in harness. Professor Johnson was of the same stamp, and only left his post when remaining meant sure death. Dr. Lawson, too, stood to his work till the last. Professor Seth was not at Dalhousie long enough to become so closely associated with the college, but even the short stay of a man of such well-known talents was of great benefit. But the man who has left us last was a son of Dalhousie, her most distinguished son, as well as a Professor for twenty-two years. His abilities, which have long been known to Dalhousie, have now been recognized by his receiving a fellowship in the world's most distinguished and most select scientific society, and the best professorship in his subject in the

world. Dr. MacMechan gave an enthusiastic statement of Dr. MacGregor's love for his *Alma Mater*, and his work for her. In closing he told what *his* day here should see—which he hoped it would see—a library building, a science building, a women's residence, and a men's residence, among them. His lecture was well appreciated and well applauded by a crowded class-room.

THE first meeting of the Medical Students' Society was held on Friday evening, Sept. 13th, the Vice-President, Mr. Millar, occupying the chair. The following officers were elected for the ensuing term:—

President.....D. G. J. CAMPBELL.  
 Vice-President.....FRED LESSELL.  
 Secretary.....D. W. MACKENZIE, B.A. (re-elected).  
 Treasurer.....J. C. MORRISON.  
 Executive Committee.....  
   { A. M. HEBB, B. A.  
   { J. L. POTTER.  
   { F. B. DAY.  
   { J. I. O'CONNOR.  
 Librarian.....J. R. MILLAR, B.A. (re-elected).

The Executive Committee was empowered to act as Entertainment Committee *pro tem.*, and was requested to find out from the students the number and nature of the meetings to be held. After a short discussion it was decided to have the Reading Room supplied with the morning papers, and on account of the small number present, the hiring of a piano was deferred to a later meeting.

ON Saturday, the seventh of September, the Law Students Society held its first annual meeting in the Moot Court Room. The following officers were elected for the coming year:—

President.....N. J. LOCKHART, B. A.  
 Vice-President.....JOSEPH WELDON, B. A.  
 Secretary-Treasurer.....A. H. S. MURRAY, M. A.  
 Executive Committee.....  
   { G. O. CHEESE, M. A.  
   { E. A. MCLEOD, B. A.  
   { W. R. MACDONALD.

The following officers of the Mock Parliament were elected:—

Speaker.....F. B. A. CHIPMAN, M. A.  
 Deputy Speaker.....T. M. PHELAN, M. A.  
 Clerk.....H. P. O. SAVARY.  
 Sergeant-at-Arms.....AUBREY DESBARRES.

The first session of the Mock Parliament was held on the evening of the following Saturday. The Premier, Hon. R. A. Reid, introduced his Cabinet:—

HON. E. A. MCLEOD.....*Minister of Militia and Defence.*  
 " A. C. CALDER....." *Marine and Fisheries.*  
 " W. R. MACDONALD...." *Finance.*  
 " W. F. CARROLL.....*Secretary of State.*

The motion discussed was a resolution that the Government of Newfoundland be approached with the view of ascertaining the sentiment of that country touching Confederation with Canada.



The Hon. Premier in a lengthy, forcible, pungent and highly argumentative oration, touched the question superficially in every respect. The seconder, Mr. E. A. McLeod, dealt exhaustively with the question from a financial and economic point of view, and closed his speech with a review of the French Shore difficulty. He was listened to attentively and appreciatively by all the members of the House, and his opinions evidently carried considerable weight.

The Hon. Mr. Phalen took issue with the Government and endeavoured to show that the financial condition as well as the resources of Newfoundland were such as would make confederation disadvantageous to Canada. The Hon. Mr. Carroll, in his maiden speech, strenuously supported the resolution and claimed that the statements made by the speaker of the opposition were not in accordance with fact. His effort was an able one, and was well appreciated by the House.

The House then adjourned, and the motion was again taken up for discussion at the succeeding session. After short speeches by several honourable gentlemen, the question at issue was moved and the motion declared lost by a majority of one.

**DALHOUSIE'S FIELD DAY.**—The fifth annual handicap sports of the D. A. A. C. were held on the Wanderer's Grounds, Friday afternoon, September 28th. Though a good many men were scratched, and there were no records broken, the events went off with a swing, and it promises well for next year. Some of the events were splendidly contested, notably the quarter-mile, when Smith was not a yard behind Carney, and Layton's game spurt at the end of the mile, which caught Scrimgeour napping, but came a second or two too soon to do any good. The ubiquitous "Vagabond Philosopher" was present with his shell-game, but found no one willing to venture on the green. In fact, amid the throng of good-natured smiling students he and his stand came to grief, and great was the fall thereof and consequent loss of temper.

The starters were as follows :

100 yards dash (club)—M. J. Carney, scratch ; A. C. Calder, 4 yards ; J. L. Potter, 4 yards ; Geo. Read, 4 yards ; M. A. Lindsay, 3 yards ; D. M. Smith, 4 yards ; J. J. Cameron, 3 yards ; C. E. A. Buckley, 5 yards ; J. A. Scrimgeour, 4 yards ; A. S. Payzant, 5 yards.

100 yards dash (open)—Covey, W. A. A. C. ; M. A. Lindsay, D. A. A. C. ; P. Ring ; J. J. Cameron, D. A. A. C.

Running high jump—G. O. Cheese ; J. L. Potter ; J. A. Scrimgeour.

220 yards dash—M. T. Carney, scratch ; C. E. A. Buckley, 8 yards ; M. A. Lindsay, 5 yards ; J. L. Potter, 4 yards.

1 mile run (open)—G. Witter, Y. M. C. A. ; Covey, W. A. A. C. ; P. Ring.

Half mile run—J. A. Scrimgeour, scratch ; A. S. Payzant, 25 yards ; D. M. Smith, 10 yards ; J. S. Layton, 30 yards.

Putting 16-lb. shot—G. O. Cheese, scratch ; J. L. Potter, scratch ; McRitchie, A. G. Young, scratch ; T. C. Hebb, J. A. MacIver, 6 in.

Running broad jump—M. J. Carney, scratch ; W. S. Macdonald ; J. L. Potter.

1 mile run—A. S. Payzant, 40 yards ; J. A. Scrimgeour, scratch ; J. S. Layton, 50 yards.

Kicking the football—G. O. Cheese ; J. L. Potter ; G. H. Gordon ; R. U. Slayter ; G. S. Stairs.

Quarter mile run—M. J. Carney, scratch ; M. A. Lindsay, 8 yards ; D. M. Smith, 8 yards.

#### NAMES OF THE WINNERS.

The winners in the various events, with the time, were as follows :  
100 yards dash—1st, M. J. Carney ; 2nd, J. L. Potter. Time 10 $\frac{3}{4}$  sec.

100 yards dash (open)—1st, Covey, W. A. A. C. ; 2nd, P. Ring, Dartmouth. Time 11 sec.

Running high jump—1st, J. L. Potter ; 2nd, G. O. Cheese. Distance 4 ft. 10 in.

220 yards dash—1st, M. J. Carney ; 2nd, M. A. Lindsay. Time 24 $\frac{3}{4}$  secs.

1 mile run (open)—1st, Covey, W. A. A. C. ; 2nd, G. W. Witter, Y. M. C. A. Time 4 min. 56 sec.

Half mile run—1st, D. M. Smith ; 2nd, J. A. Scrimgeour. Time 2 min. 15 sec.

Putting 16 lb. shot—1st, McRitchie, 34 ft. 6 $\frac{1}{2}$  in. ; 2nd, J. L. Potter, 31 ft. 11 in. ; 3rd, T. C. Hebb, 31 ft. 9 $\frac{1}{2}$  in.

Running broad jump—1st, M. J. Carney, 19 ft. 8 in. ; 2nd, W. S. Macdonald, 17 ft. 11 in.

1 mile run—1st, J. A. Scrimgeour ; 2nd, J. A. Layton. Time 5 min. 56 sec.

Kicking football, drop kick—1st, R. U. Slayter, 165 ft. ; 2nd, G. S. Stairs, 137 ft. ; 3rd, G. H. Gordon, 132 ft.

Quarter mile run—1st, M. J. Carney ; 2nd, D. M. Smith. Time 54 $\frac{1}{4}$  secs.

#### FOOTBALL.

When College re-opened our hopes in football were raised very high when we learned that the members of the "old team" which won us the trophy last year, were all back. We were not disappointed when Dalhousie met the Navy on Saturday, October 5th, on the Y. M. C. A. grounds, for our team was victorious with a score of nineteen against three. We had the same team as last year except that Cheese and "Cam" Macdonald replaced Cumming and Lindsay in the forward line, Dickie was quarter-back along with Stairs, and Baillie was full back. Campbell, the Captain of the team, moved up to the half-line into the place of Hebb, who was kept away by illness.

The day was fine and cool, the wind was blowing down the field, but for the greater part of the time the sun was good enough to stay behind a cloud, and did not bother the boys by shining in their eyes.

The teams lined up as follows :

DALHOUSIE—*Back*, Baillie. *Half-backs*, Cameron, Campbell (Capt), Slayter, Cock. *Quarter-backs*, Dickie, Stairs. *Forwards*, Hall, Cheese, Potter, Rhodes, Malcolm, Young A. M., Borden, MacDonald.

NAVY—*Back*, Lyon. *Half-backs*, Muntz, Horne, Wells, Worsley. *Quarter-backs*, Pendleton, Terry. *Forwards*, Mew, Grieves, Raikes, Inglis, Berne, Bryne, Alexander, Byrne.

In the first half Dalhousie had the advantage of wind and slope. Our team rushed the game from the start, and played too fast for the Navy. In a short time the ball was down near the Navy line, Cock got hold of it, and in an instant he was through the teams and across the line, scoring the first try in three minutes from the beginning of the game. Cheese tried the kick and the touch judge put up his flag, but the referee decided that the ball had gone over the post, and he did not allow a goal. So there was nothing to do but set to work and score again, which Cock did in six or seven minutes after the first try. Cheese kicked a goal and the game went on. Then the Navy worked the ball back to our twenty-five yard line, but Campbell reminded us of last year, by punting the ball into touch near the Navy twenty-five yard line. Then Dalhousie pushed the Navy back until their line was again in danger. A free kick for the Navy brought the ball out, but back it went. Then Dickie made a dash around the scrim and scored. No goal resulted. Dickie was again successful in a similar dash, and Cheese kicked a goal, making the score for the first half sixteen to nothing in our favor.

The second half was more hotly contested. The Navy had the wind with them and were more successful in keeping Dalhousie at bay. The first score was made by Campbell, after the finest bit of half work in the game. The ball was carried swiftly up the field and Campbell dashed across. The kick for goal was not successful. In a short time the ball was sent across the field and towards the touch-line within the Navy twenty-five. Stairs took it across the goal-line and claimed a try, but the referee would not allow it, deciding that the ball had gone into touch, though the touch judge and the spectators near at hand were of the opposite opinion. Play went on in the Navy territory. But the Navy were playing sharply and their chance came. They dribbled the ball down, our boys fumbled it, and Horne, after a brilliant run, put it over the line in the north-east corner. No goal resulted and this was the last score of the game. The play was sharp during the remaining time, and Malcolm had to be taken off on account of a kick in the neck. Mr. W. A. Henry was referee. Our victory over the Navy has inspired us with bright hopes for success in the remaining games of the League.

### Personals.

W. STANLEY McDONALD, B. A., '99, is a Freshman in Medicine.

MISS ETHEL M. PEARSON has entered the Royal Victoria College, Montreal.

W. A. MACDONALD of the Science class of '96, is Town Engineer at Sydney.

MR. C. F. LINDSAY, '99, and Mr. James Barnes, '99, have returned to Johns Hopkins.

REV. GEORGE A. GRANT, M. A., '98, has entered on his labors as missionary to Demarara.

W. S. BRODIE, B. A., '97, has received the appointment of Principal of Schools at Glace Bay, C. B.

MISS ELMA BAKER, B. A., '96, has been appointed to a position on the staff of the School for the Blind.

REV. HIBBERT R. READ, B. A., '98, has taken a partner to his manse in the person of Miss Louise Thomson of Pictou.

MR. W. P. FRASER, for the last two years a member of the class of '02, is this year Principal of the Westville Schools.

MR. J. S. ROSS, B. A., '00, has returned from his winter in Labrador. Mr. R. B. Layton, '01, succeeds him.

REV. A. D. STIRLING, B. A., '96, has been inducted into the pastoral charge of the congregation of Glenelg, Presbytery of Pictou.

REV. GORDON DICKIE, B. A., '96, M. A. (Harvard), has gone to Germany, where he will spend the winter in Theological studies.

REV.'S J. W. A. NICHOLSON, '97, W. A. ROSS, '98, J. A. RAMSAY, '99, sailed September 30th for Edinburgh, where they will study for a year.

MR. ALISON CUMMING, B. A., '99, has entered McGill Medical College. He is succeeded in the Principalship of Naparina College, Trinidad, by Mr. H. A. Kent, B. A., '00.

IRA MACKAY, B. A., '97, after three years of post-graduate study at Cornell, where he took his Ph. D. last year, has returned to his *Alma Mater* to study law. We welcome him back.

TOMMY has left us. He has gone to Sydney with the other hustlers, and now we have a new Tommy, who is not Tommy at all, but just Jimmy the bell-boy. Before he left Dr. Price conferred on him the degree of B. Sc. L. We wish him every success in his new field. (Sc. L., Science of Loafing.)

MR. H. T. ARCHIBALD, M. A., '98, Ph. D., (J. H. U.) '01, has been appointed Professor of Greek in Occidental College, Los Angeles, California. Mr. Archibald's splendid work as a student, and his success as a teacher in Truro Academy, presage a brilliant professional career for him.

'01.—Four years ago the infantile '01ers were giving out that volume of noise which is supposed to indicate healthy children; and the things they were going to do! But of course they didn't. The

next year they were noisier, and began to find the building too small; at least they once hadn't room in a class-room for one of the Profs, which event may be learned from the Arch(ie)ives of the college, where it cost forty dollars to engrave it. But vaulting ambition turned a summersault, as Shakespeare says, and lo, where are they! Seven on high road to the Presbytery, three to Deaneries, and the rest have fallen by the wayside. O tempora! O mores!

THE girls of the class of '01 were few in number, but endowed with more than the average amount of brains. Miss Lillian Best of Grafton, Kings, holds the record of being the first girl to graduate in Honour Classics. She is now teaching in Truro Academy. Miss Maude Chisholm of Dartmouth is giving shooting lessons to the young ideas of Upper Pereaue, Kings Co. Miss Mary O'Brien, B. Sc., was the president of the "little Lab" and the winner of the Avery Prize for Great Distinction. A native of Noel, Hants Co., she also is teaching in Truro. Miss Jean Forrest and Miss Winnie Williams both graduated with Distinction. Miss Forrest is studying this year for her M. A. in Philosophy. Miss Jean Gordon, the representative of Pictou County, did not finish her course in Honour English and History on account of ill-health. This year she is teaching in Antigonish. Like other members of the class of '01, several of the above mentioned girls have decided leanings towards the ministry.

J. H. KENNEDY, W. M. Gould, W. E. Stewart were Haligonians, and continue Haligonians. Kennedy is bookkeeping for Clayton and Sons. Stewart is studying engineering, and Gould is at work in Chemistry.

ONE would never have suspected W. M. Grant of theological leaning, but he came from New Glasgow, in the County of Pictou, and that must have done for him. And the other Pictonians, W. A. MacKay and F. G. Mackintosh, they too have fallen. Therefore address them "Pine Hill."

LAYTON, R. B., Main, C. O., Nicholson, W., boarded together last year. It's always a bad thing for a man to board together, and so two of these go slap-bang to Pine Hill, and Layton would too only he is going to the Labrador Mission for a year.

E. K. HARVEY, V. D. Ruggles, and W. T. Hallam would not be picked as belonging to the same class, but they do, for all are prospective curates. Hallam will take his theology at Wycliffe College, Toronto, and the other two at King's

D. A. LAWSON, R. S. Boehner, and B. J. Wood came from the west of the Province, and were not divided in Halifax, for they were the glory of Plug Alley.

M. J. MACPHERSON, L. J. Miller, and D. E. Ross were the Islanders of the class. Macpherson will go to Pine-Hill. Miller will take up (and lay down) the law. Ross takes Engineering at Queens.

MACKIE, I. C., is teaching in Harrow House School, in this city. Colin A. McLeod will celebrate the fact that half the total opposition is his ancestors. L. B. MacKenzie is already deep in medicine. These three are put together because they aren't at all alike.

AND finally Frederick Augustus Morrison comes alone (he is about as good as any three). He will spend the winter at milling in New Brunswick and wishing he was back with his own '02's. In the spring he will go west and begin law-practice. He was down to see that the College got opened all right, and will come back again to close it. He can console himself for his absence with the fact that we miss him as much as he misses us.

MISS WINIFRED T. BURNS, daughter of the late Adam Burns, and a former student at Dalhousie, has been married to Capt. E. L. Sullivan of the 36th Sikhs Regiment.

MR. J. J. MACKAY, LL. B., '99, was married the first of September to Miss Minnie M. McKenzie of Truro. Mr. MacKay is practicing law in Tatamagouche, Colchester County.

ON Thursday the 17th September, Rev. A. F. Robb, B. A., '96, and Miss Bessie A. Cumming, B. A., '96, High Honors in Philosophy, were married by the Rev. H. M. Clark, B. A., '96, and Rev. Thos. Cumming, uncle of the bride. Mr. and Mrs. Robb are now on their way to Corea, where Mr. Robb has been appointed a missionary of the Presbyterian Church.

REV. D. K. GRANT, B. A., '89, M. A., '91, LL. B., '95, of football fame, and Miss Isabel MacGregor, sister of Dr. MacGregor, were married at the residence of Hon. David Laird, Winnipeg, in September.

REV. GEORGE F. JOHNSON, B. A., '92, B. D., of Westmount, Montreal, was married in August last to Miss Lottie Hobrecker of this city. Miss Hobrecker's musical talents were always at the service of the college, and she will be greatly missed from the city.

It is always a pleasure to us to note successes attained by former students of Dalhousie. The Montreal *Star* not long ago contained an elaborate account of the marriage of James H. Dunn of the law firm of Greenshields & Co., to Miss M. Dobell of that city. The list of presents was exceedingly extensive and included gifts from a very large number of the best known personages in Canada. Conspicuous among the names were those of Lord and Lady Minto, Sir Wilfred Laurier and many of the Cabinet Ministers. Mr. Dunn took his degree of LL. B., here in 1898. Congratulations Jimmie.

To all these, our friends, the GAZETTE extends congratulations.

Just a word now about some of our LL. B's, '01:

OLAND, JACK.—Oland and Murray are names inseparable to law students all over Nova Scotia. Their prowess in S. A. has widespread acknowledgment. Jack was so enthusiastic a soldier and got such a permanent infatuation with military life that he couldn't settle down to the dull study of law. Consequently he has gone back to the fighting ground in the Constabulary where all Dartmouth are watching him with tense expectancy. We ourselves don't expect him to set the Thames on fire, but wish him unbounded success.

REYNOLDS, MAYNARD.—Of Reynolds nobody knows anything authentic. Issuing from the Halifax Academy he slowly but steadily dragged his way through the law course. We think he has something

to do with the firm of Borden, Ritchie & Chisholm, but for this we cannot vouch.

KEITH, DONALD.—Donny the eminent bicyclist, and B. A. of Dalhousie, was a man of leisure and pleasure with an inclination to study law. Through Dalhousie's legal mill he went with a fair degree of success. Quiet and reticent, he opened his soul to very few, but that privileged few always declared that he was an excellent fellow. Drysdale & McInnis are now coaching him to some effect, and some day Keith may surprise us by taking a legal sprint.

HANSON, RICHARD BURPIE.—Burpie hied from Bocabec, N. B., which accounts for his remarkable appreciation of that Province and of its resources, especially of its people. After taking his B. A. at Mount Allison, where he obtained a reputation of being a good classical scholar, he came to our law school to prosecute the mazy study. His course here was not as brilliant as he anticipated, but he always stood well in his classes and was undoubtedly a good student. He is now a clerk in the office of A. R. Slipp, Fredericton, where, we hope he stirs up as much litigation as he did strife in the law library, for as every one knows Burpie had an unerring faculty for getting on the nerves of the worthy librarians. Socially he was well-liked, and perhaps, it is not too much to say, that he was never so much at home than when he was squiring the ladies. We heartily wish him success, and trust that his life may not be, as that of not a few incipient lawyers,—a struggle for existence.

MURRAY, NORMAN.—Norman and his propensities are so well known that it is hardly necessary to tell of them. He may have been a good marksman when a Boer was in view, and no doubt he was. Certainly he showed more ability in that line on the veldt than in college competitions. Nevertheless Norman could have done extremely well in his work if he had so wished. He preferred to remain in mediocrity, and to shine at football and hockey. He may be found in the office of R. E. Harris waiting for a good thing to turn up.

Now something about the "Meds." of '01:

HAROLD CAMERON, after worrying through his course without much hard work and not without "sups," is practicing at River John, Pictou Co.

W. N. COCHRAN did honest work throughout his course. He had the sympathy of everybody in the misfortune which prevented him from graduating with his class. He received his degree at the fall convocation, and is now substituting for Dr. Faulkner at the Victoria General Hospital.

L. M. CROSBY is taking a post-graduate course in London, where he intends to specialize in some branches. We know that his capacity for hard work will bring him success.

C. HAROLD DICKSON has settled down to practice at Acadia Mines, N. S. His beard of later years "was certainly a beautiful thought" and is now, we doubt not, doing him valiant service as an emblem of professional dignity.

E. ROSS FAULKNER was well known and popular when he graduated in Arts in '97. He was better known and more popular when he finished his medical course last spring, with the "Farrell Gold Medal" as a tribute to his ability. "Fer" was an all-round college man, his activities ranging all the way from football forward to representative GAZETTE editor at journalistic banquets. He is at present a member of the House Staff of the V. G. H., but nevertheless still wishes to be considered "one of the boys."

M. A. O'BRIEN overlapped his courses in Arts and Medicine, and was therefore not the exclusive property of any one class until his last year. This gave more of us a chance of finding out what a fine fellow he really was, for "Ad" never told anybody these things. His success is assured by the reputation he is making for himself at Noel, Hants Co.

FLORENCE M. O'DONNELL, after spending four apparently happy years as a medical student, proposes to spend seven more as Medical Missionary in China. With this end in view she has lately gone to Toronto for further training. She may always be sure of our hearty sympathy and best wishes.

EDWIN B. ROACH came to us from Mount Allison, where he took a preparatory course both for medicine and football. He was perhaps the greatest plugger in the class, and as a result he led in about half of all the subjects of his course. He entered the V. G. Hospital in his fourth year as clinical clerk, and remains there for another year as House Surgeon.

W. H. ROBBINS was but little known outside of his own class. Only his fellow-boarders and classmates could tell you what fun there was in him. He did thorough work as a student, and is now tolerably contented as House-Surgeon at the V. G. H.

LEWIS THOMAS, the conscientious and unassuming black-eyed Louee, was never accused of doing anything worse than smoking "Old Chum," and even then the case was not proven. His record as a student was one to be proud of. He has started practice at Springhill.

MONSON J. WARDROPE is notable for his good teeth, unfailing good nature and consequent popularity. "Bub's" cheeks never lost their ruddiness through overstudy, yet he always stood well in the class lists his name being no stranger at the very top. He is with us this year as Dr. Wardrope, House Surgeon, V. G. H.

GEORGE H. WOODLAND always seemed to be more than half Yankee. His frequent trips to Boston, and his decidedly practical tendencies, were probably what created the above impression. Had he chosen to do so, he might have made an enviable record as a college athlete, but he preferred to plug and play billiards. Those who knew him well said that he was all right. We hope that he will meet with deserved success in his practice at Hebron, Yarmouth Co.

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1ST FRESHIE.—“The Royal Yacht's in Port.”

2nd Freshie.—“O phir a sight Oph ir.”

TOM says brother Stan is back and will re-assume his position at the head of the class.

FRESHETTE, on the way to the basement, inquires, “Can you tell me where to register?”

FRESHMAN McL-N :—“Can you tell me Br--nt if we are allowed to use keys in the College? Do any of the boys use them?”

FRESHIE (on electric car).—“Say, Mister Conductor, I wish you would put me off somewhere near the House of Assembly.”

R--D.—“What is the use in having an At Home anyway? All that you do is to walk around for three or four hours with a girl on your arm, and a piece of cake in one hand and an ice cream in the other.”

DEBARRES, 2nd year law (In a speech made during the summer).—“It was an awful wicked place. A fellow named Sandford and myself were the only Christians in the School.”

WE regret to say that the latest victim of the small-pox scare is our beloved father McGarry, who bravely met the scourge in the discharge of his duties. He was vaccinated six times and asked for more.

“The blow almost killed father.”

THE following notice is to be posted on the football field :

SWEAR NOT AT ALL.

By order of

J. J. M--CK--N--E.

“FRESHIE” M--LL--R's first letter to Mamma in Yarmouth :—  
Dear Mamma :—

I arrived all right, and found the boys all waiting for me. I like College first-rate but the building is rather small. Our class has started a subscription list for a new Library Building, and I am going to collect the money this week. I guess I am going to be popular; the Sophs have bounced me already, a favour, I am told, which is something new for a Freshman. I have played football every day, and have not got thrown down yet. Geordie (that's our captain) says that I keep out of the way fine. Geordie is not a bad sort of chap and I think he and I will be quite chummy. Things are dull socially, but they say that the Delta-Gamma will give an At Home for the 1st year students next month. Delta and Gamma are the first two letters of the Greek Alphabet; it is the name given to the college girls' Y. M. C. A. You thought I would be lonesome, but I have been placed in so many responsible positions that I really haven't time to think of such a thing. I am a member of the Executive Committee of our class and that means a lot of work. The Professors are nice chaps and not as old as I expected. Only one of them has whiskers. The President's name is Lord John, and the Janitor is Doctor Price, an old Medical Student. The Doctor is a nice chap, and he told me all about the Crimean War in which he served as Army-Surgeon. Well, I will have to close this letter now as it is time to turn out for football practice for the first team. Tell Papa to be sure and sign for the Halifax papers so that he will know how I am making out at football. Look out for next Monday morning's issue, as we play the Navy on Saturday. The boys will be proud when they see their old captain's name in the half-back line. I will tell you all about the Ladies' College, where I called last Friday, in my next letter.

Your loving son, etc.

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