

# DALHOUSIE GAZETTE.

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

HALIFAX, N. S., NOVEMBER 20, 1875.

NEW No. 1.  
WHOLE No. 71.

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CONTENTS.

|                                   |    |
|-----------------------------------|----|
| Convocation.....                  | 1  |
| Inaugural Address.....            | 2  |
| Editorials.....                   | 8  |
| Dallusienia.....                  | 9  |
| Address to Sir William Young..... | 11 |
| Literary Notes.....               | 12 |
| Miscellaneous Notes.....          | 12 |

INDEX TO ADVERTISERS.

|                          |   |                              |   |
|--------------------------|---|------------------------------|---|
| Brown Brothers & Co..... | 4 | Munnis, J. K.....            | 4 |
| Buckley & Co.....        | 4 | Mackinlay, A. & W.....       | 1 |
| Brennan, W. C. & Co..... | 1 | Mahon Bros.....              | 1 |
| Brockly & Co.....        | 1 | McLean, Mrs.....             | 3 |
| Connolly, T. P.....      | 4 | Morton, G. E. & Co.....      | 3 |
| Clayton & Sons.....      | 2 | Nova Scotia Printing Co..... | 2 |
| DeWolf, S. W.....        | 4 | Notman, W.....               | 4 |
| Davidson Bros.....       | 3 | Ross, Wm.....                | 3 |
| Gossip, W.....           | 2 | Sircom & Marshall.....       | 3 |
| Jennings & Clay.....     | 3 | Wesleyan Book Room.....      | 3 |
| Katzmann, A. P.....      | 1 | Wilson, W.....               | 3 |
| Murphy, M. J.....        | 1 | Young, Geo. Y.....           | 4 |

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CONVOCAION.

THE Annual Convocation of Dalhousie College and University was held in Argyle Hall on the afternoon of Monday, the first inst. The Hall was better filled than we have seen it for some years, and the most marked attention was given to all the speakers. The platform was occupied by the Governors and other friends of the College, among whom were His Honour the Lieutenant-Governor, the Premier, Hon. Mr. Robertson, R. Sedgwick, Esq., and others. In the absence of the Principal, who was prevented from attending by a domestic bereavement which we all deplore, Sir William Young presided. After a few remarks in which he mentioned the change in the Board of Governors and strongly insisted on the unsectarian character of our College, he made way for Professor Macdonald, who delivered the Inaugural. As we give it below in full, we need say nothing about it here, but we assure our readers that it will more than repay perusal. They will find in it sound sense and biting sarcasm, couched in language at once nervous and polished.

Hon. A. Mackenzie, Premier of the Dominion, then favoured us with a short speech, advocating thoroughness in education and expressing his interest in College work. He spoke with remarkable fluency and showed a minute acquaintance with the details of the school system of Ontario. His remarks were frequently interrupted by hearty applause.

Mr. Jones, M. P., one of our newly appointed Governors, being called upon by the chairman, spoke of the advantages which young men enjoy at present in the matter of education, and warn-

ed them that if they did not make good use of their privileges, they would have but a small chance of making their mark in the world.

D. C. Fraser, Esq., B. A., President of the Alumni Association, in a few well-chosen words assured us of the interest which the members of the Association take in the College, and their determination to do everything in their power to advance its usefulness. They already look forward to founding a Professorship at no distant date.

The Chairman then spoke of the work which the College has been doing, and in words which thrilled the heart of every student present, declared that the friends of the College would never suffer her to go down, but would do their best to make her stronger and more efficient from year to year. In our humble opinion there is little need of apprehension while men so active and public spirited as he have the management of her affairs.

Rev. G. W. Hill closed the meeting with the benediction.

INAUGURAL ADDRESS.

MR. CHAIRMAN,—In meeting to commence the work of another session this day, we have to congratulate ourselves, students, graduates, professors, governors, and our friends of the public, on what our college has achieved in 12 years of its existence. During that time our work has been silent, unobtrusive, scarcely advertised. Our success has been progressive and without check; and though the recognition of it has been tardy and cannot yet be considered fully come, for this there are reasons, some reasonable, and some perhaps unreasonable. The number of our students has been increasing from

year to year. Last year we had 89 students in Arts, and 35 in the Medical School, whose connection with the University has now ceased. It is as yet too soon to compute our numbers for the session just commenced.

I have to congratulate you also on the good character, the orderly and gentlemanly behaviour, which our students uniformly maintained last session, as in previous sessions. Discipline, in the coercive sense, has hardly ever needed to be hinted at. When you consider the smallness of the College buildings, the crowded state of some of the class rooms, the tides of young men hourly surging in and out through a too narrow hall where they had the whole limited field to themselves, and where there were consequently unusual facilities for the establishment of disorder and the partial restoration of *chaos*, which the students wisely and well forbore to use,—you will agree with me that the credit due to them on this ground is not small. From this well-deserved praise the students of the late Medical Faculty of the University are not excluded. As a consequence of the self-government of the students, the internal work of the college has moved smoothly on as if on invisible friction-wheels. The Senate continues to them that confidence in their good feeling and good conduct which has never yet been abused.

Here it becomes me to allude to a nuisance which is capable of leading to embarrassing consequences, and which is surely not irremediable. I refer to the Grand Parade, and to those uses and abuses of it which are now of the nature of "use and wont." The Parade has many of the characteristics of a ruin, without either the picturesqueness or the venerable associations of true antiquity. Its dilapidation is artificial, though achieved without art; and it is progressive, for here the select juvenile ragamuffinism of the town disports in much of its unsightly strength, and here too the children of a neighboring school periodically deploy for recreation: and all pursue their strenuous games up to the very entrance of the college with a fearless freedom, which, but for the indulgence or apathy of the proper authorities and the forbearance of the students, would be rash, and is always and highly inconvenient. We have treated this annoyance hitherto with something like good-humoured contempt: but one cannot live on contempt. So long as this state of matters is permitted to continue there is the near possibility of a "difficulty." At present our good

repute, so far as it can be affected by the state and uses of the Grand Parade, may be described as in a condition of *unstable equilibrium*. With deference I commend this matter to your serious consideration.

Withdrawing attention from our material surroundings, let me, at the risk of repeating what many here know, say one gratulatory word on the educational position and standing which our University may now be considered to have attained. Its friends have all along maintained its undenominational character, its complete separation from the influence or manipulation of any religious sect or party. At the end of last session the highest official authority in this Province declared that it was to Dalhousie College, as a Provincial Institution which was doing important Provincial work, that an additional grant of money for its support had been voted. This money was not given to the Presbyterian body or bodies. Whatever claims these might have to Provincial aid for their own Higher Education they agreed to forego, in deference to the claims of the Governors of Dalhousie College, which they based on common public grounds. Their strong reason for doing so was that, in harmony with many enlightened men in other denominations, they do not believe in small Denominational Colleges. What the Presbyterians would have done had the Governors' claims been rejected, it is not necessary to speculate. What more they could have done for the cause they wished to forward than they did, I do not see, and I believe I am right in saying that they will not control the expenditure of any part of the money voted, or receive benefit, unless in College appliances of increased efficiency, to the extent of one farthing.

But the true position of the College thus unmistakably recognized by the House of Assembly is much more easily denied than disproved; and great is the power of iteration to induce belief, as those who are unfriendly to us seem to have thoroughly understood. There are still persons in Halifax, not to say in the Provinces, who think this College and the Presbyterian Theological Hall in this city related to each other as parts of one whole. Now our College has the same connection with the Presbyterian Hall that it has with the London University or the Welsh Eistedfods. Some time ago, our Governors, trusting to the unsectarian standing of this College, made advances to the Governing bodies of the Denominational Colleges in the Province, with a view

to the fusion of them all into one Central University; but their advances were unsuccessful. The piping elicited only apologies for not dancing. It is to be hoped this failure planted no root of bitterness in the mind of any of the parties addressed; but it is said that Dalhousie College is this year to be the focus of an attack. The quick ear can already detect the rumble of the enemy's artillery, and the rattle of his small arms. I cannot doubt that the result of the assault—if assault there shall be—will not prove more than that there are others besides the "heathen" who can "rage," and that there are some (though in this regard not many) among "the people" who can still "imagine a vain thing."

Looking still further afield, we have to notice, with feelings akin to congratulation, that the Gilchrist scholarship for the Dominion of Canada has again been gained by a candidate from the Lower Provinces. Mr. J. Schurman, from Prince Edward Island, no doubt personally known to some of our students, was not only first Dominion candidate, but, it is said, stood 10th in the list of all who, in July last, passed the Matriculation Examinations, of the London University. This is a very distinguished place to have taken among probably about 500 candidates, of whom one-half would be rejected. The first praise is due, no doubt, to Mr. Schurman himself; but it is fair to Prince of Wales College and to Acadia College, at both of which Mr. Schurman received education, to believe that they did much to produce this gratifying result. We can say, from long experience of them, that our students from "the Island" are among the best we have, and those who have come to us from Prince of Wales College have been exceptionally well grounded in the elements of a college course. Of Acadia College, I am, through inacquaintance with both its methods of instruction and their results, disqualified for saying anything. But I have a remark to make respecting the London University Examinations not quite irrelevant to ourselves.

If you look at the subjects of these examinations—and observe they are as hard as any Matriculation Examinations in the British Empire—you will observe that they cover a very narrow field. A little Latin, generally two short portions from authors not the most difficult; for Greek, a Book of Xenophon or Homer; four Books of Euclid, with elementary Algebra and Natural Philosophy. These are the most conspicuous subjects, and you might think it very

easy to meet the requirements of such examination. Many of our matriculating students come up to us with a far more extensive syllabus of professed accomplishments. But I feel sure that not one I have ever examined for matriculation could live long before the London University papers: they are so searching, so thorough; and this is a characteristic for which our students in this country are not usually so well prepared, not from any incapacity on their part, but for want of one or two good High Schools or Academies. In this respect Halifax is conspicuously, painfully deficient; some of the country towns appear better furnished. I allude to this at present, however, not to found on it a plea for a High School in Halifax, but to vindicate Dalhousie College from an imputation sometimes cast upon us. It is sometimes said that our entrance examination at Dalhousie College is too easy; that our standard of matriculation is blamably low. The case of the London University enables me to say that even over a seemingly simple area of subjects, the Examination may be searching, in fact difficult. The true criterion of the difficulty of an examination is, what kind of questions are asked, and what kind of answers are accepted. I think our examinations are as difficult as the state of education in the Province warrants; but, at all events, we wish to discourage superficiality, and to foster thoroughness and accuracy. Such is our defence. Our matriculating standard will rise with the growing efficiency of education in the Province. Meantime, we refuse to be like the music publishers who print their music at *so and so*, but are really glad to sell it at half price.

If any of my young friends here to-day entertain the ambition of hereafter trying issues at the London University, or at any similar examinations of an acknowledged high class, I would caution them not to expect too much from our college course. Let it be understood that the special preparation must be made by yourselves. Help of an indirect kind you will indeed receive from our courses of instruction; but neither this College, nor, I suppose any other College in the Province, professes to prepare for any special examination, outside its own curriculum. We profess and endeavor—and this fact needs iteration, though it has often been urged heretofore by us—to give a general training, the uses and application of which must be specialized by each one for himself according to after requirements. And here let me explain

that when I say "general training," I do not mean that we try to impart *general* knowledge. "General Knowledge," educationally considered, must always mean practically *definite* and *dense ignorance*. A college course takes up a small number of subjects, selecting them more for their supposed educational value than for those results which a short-sighted utilitarianism prizes the most; and its purpose is to cultivate these with close attention to details as well as principles; on the ground, justified by experience, that the powers and habits of mind, of observation, attention, reasoning, comparing, thus brought into active exercise, will be useful to whatever subject matter they may be afterwards applied. Even those branches of knowledge and of thought which are here taken up, we do not profess to treat exhaustively. We who teach are but students in our special subjects, a little more advanced than you who are being taught. You do not expect us to be encyclopedias of human knowledge. It was only an old woman in Cape Breton that could hold up hands of astonishment and incredulity when she learned, upon his own testimony, that there was a professor in Dalhousie College who did not know Gaelic!

The value of a college training extends, as you know, far beyond any direct application to one's future profession or calling. It places you upon a higher platform of ideas, opens up wider avenues of thought, gives a dignity and interest to the otherwise rather monotonous duty of living; or if it does not actually accomplish these things, it tends at least, to make them more possible; and if it fail of this effect, the fault is your own. But, for professional and what are called practical purposes, it is not to be underrated. Your further progress, whatever the subject to be mastered may be, will be made at once more easy for you, and more thorough and satisfactory to yourself, by a sound course of the Liberal Arts. This fact is recognised almost everywhere, except in N. Scotia. As instance, let me refer to the case of the English Legal Practice, which exacts, after a certain entrance examination, a course of five years' study in an attorney's office; but to a student who has taken the B. A. degree at the London University this apprenticeship is shortened to three years. In Nova Scotia College Education gets but scant recognition, or rather is positively discouraged; since, as I understand, the law requires a college graduate, if he desire a teacher's license, to pass a fresh examination even in college subjects,

in which any one who looks at the examination papers must see that he has already passed a more severe ordeal. Upon the framers and the upholders of this law rests the grave responsibility of maintaining that the greater is contained in the less. Surely the law is at once insolent to the colleges and humiliating and vexatious to our graduates. I am informed, also, on fair authority, that no advantage is given in this province to graduates entering the legal profession, in respect to the length of the term of apprenticeship. And have we not all heard too often complaints from high sources that at the pass-examination for entrance at the bar, college men are often excelled by lads from the common schools? This statement has more than once been illustrated at our convocations by striking affirmations which, we were told, had been advanced by graduates at the legal pass-examinations, as for instance, that Shanghae was an Island in the South Atlantic, or that the river Congo flowed thro' Eastern China into the Black Sea, or that the battle of Lexington was fought in 1066.—The correct answers to the questions which called forth these assertions, would at most have shown acquaintance with the most valueless part of geography and with a chronological table of events; but, I submit, these are school-boy questions, and cannot receive more than correct school-boy answers; yet they are specimens of the questions on which our College training has been condemned. It would be nearly as just to our Colleges to condemn Graduates for failing to pass an examination in the practice of cricket, or the rules of Short Whist. If the legal authorities would judge us fairly, let their pass examinations include a due amount of College studies in their due prominence; let them enforce the professed requirements without favor or fear; and if they then find reason to laugh at us as they do now, we shall cease to reciprocate their laughter.

But if our legal friends have been led, by circumstances over which they *had* control, to undervalue our Graduates, I am afraid those of the general public mis-estimate, though in another way, the meaning and value of a B. A. or M. A. Degree, and suppose it to imply that the holder of it is an immense reservoir of acquirement, albeit of an unpractical kind. Such florid epithets as "erudite classical scholar," "profound analyst," "deep metaphysician," "accomplished chemist" are, as students well know, out of place when applied to the graduate

fresh from the College. He may be meritorious in his kind, but he staggers under the weight of such encomiums. All that is necessarily implied in a University Degree, not only here, but at every College of which I have any knowledge, is that the student has submitted himself to a certain curriculum and passed certain examinations without discredit. But the examinations are, for the ordinary student, of an elementary character: because the degree is intended *for the mass of the students*, and is not, as is thought by some, a sign and reward of special excellence. Observe that I now speak of the Ordinary Degree. There *is* a mark of special excellence in a Degree with Honours: but I am trying to show you not what a graduate *may* be, but only what, at the very least, he *must* be; and the difference between Colleges of good repute is not nearly so much in the lower limit of College attainments, *i. e.* in the value of the Pass degree, as in the value of the higher degree. I must say, however, that though our students on the whole work steadily and well, and still find it hard to reach Graduation day, (as is proved by the fact that only the strongest men weather the curriculum to the 4th year,) I should like to see our ordinary standard somewhat raised, though, as I have already implied, it is now about as high as the state of education in the Province permits. The first year of our curriculum is a composite affair; one half the session being taken up with work that ought to have been mastered at the High School, or Academy, but usually is not. Two or three thoroughly equipped High Schools would meet the needs of the Province for a long time to come, and enable us to improve our curriculum. The multiplication of Academies, like that of colleges, within so small an area, is no doubt an educational mistake, felt to be so, and therefore, I suppose, irrevocable.

Certainly, Halifax ought to have such a school, whether the requirements of University Education be taken into account or not. Sometime ago, there was something approaching to an agitation on this civic question which resulted in a scheme brought forward by our educational authorities. But the scheme was a hybrid, born of two conflicting ideas, that of a High School proper, and that of a technical School for instruction in the higher mechanical arts. Now, the well-to-do-people of Halifax did not want the latter, and the body of the citizens did not care for the former, so that the scheme met with what many thought a timely dismissal to its appropri-

ate limbo. Since then, the provisional plan has been adopted of having a High School department in some of our larger Public Schools. Time will shew how this compromise works.

Of the Private Schools which profess to do High School work, it may be mistimed, but it is scarcely presumptuous in me, to offer an outline of my opinion. I have had frequent occasions, both in public and in private, to test specimens of their products. And though, under any system of education you are certain to have some good pupils, just as under every system you are sure to have backward ones, yet, keeping the interests of truth in view, I am not able to speak of these Schools in terms of warm commendation. I may add, without referring to the qualifications of the teachers, that, even were the educational appliances in some of them more abreast of the times, it would be impossible, with the variety of subjects in all different stages of advancement, if the word *advancement* can be rightly used where none are really *advanced*—impossible for the existing teaching force that is at work in these Schools to produce satisfactory results. It ought not to be the fact, though it is, that a lad in a second class Parish school in Scotland, can obtain a sounder education than he can in the best school in Halifax. No wonder that intelligent men among us, who see what the state of our schools is, and, valuing education for themselves, desire to discharge aright their parental duties and offer the same advantages to their sons as themselves have had, are asking almost despairingly in regard to this matter, "Who will shew us any good?"

But while the want of a High School is great as seen from without, the need of it, as felt from within, is not urgent. The class of citizens that ought chiefly to desire it do not desire it. The common schools are enough for them, nor do they ask even from the common schools all the education they are capable of giving. They want but *little* and they do not want it *long*.—The proof of this assertion is ready.

What strikes the least observant person, on seeing a stream of Halifax youth flowing out from one of our city schools (and private schools are much the same) is that all this is very admirable, but surely it is the Infant Department.—"Where are the big scholars?" The truth is there are scarcely any. School education in Halifax is over at 13 or 14 years of age. No boy is kept at school much after 15, unless his schooling has begun very late or he is exceptionally dull.

This, the evidence of the eye, is inferred also from the published report of the School Board. Their figures tell us that if we put the Industrial School out of account, the number of pupils over 15 years of age at all the Halifax Schools put together does not amount to more than 200! and it could be easily shown that most of these are girls. Without going into the details on which the estimate is based, I may say that the number of boys attending our common schools who have attained the ripe age of 15 does not exceed between 50 or 60, and these are mostly dull and backward lads.

Now, if these schools were the schools of the working classes, this deficiency of maturer pupils would be excusable. But such is not the case; they are also the schools of the children of a large majority of the well-to-do classes, whose means would suffer no undue pressure from keeping their children a year or two more under instruction. But they remove their sons from school as soon as they have some knowledge of the three R's, and send them straight into shop or office, just at the time when they have acquired educational *machinery*, but before they have got education itself; at the time, *i. e.* when acquirements cease to be mere matters of observation and memory; when the faculties of reflection, taste, and expression would begin to be called forth, and the foundation laid for habits of accurate thought and the formation of opinion from reasoned premises; and when there might be sown the seeds of mental pursuits, which would be the ornament and pleasure of a life.

The usual parental hypothesis being that the 1st object of living is money, and that the 2nd is still to make money, and the third like unto the 2nd, the children are turned at the earliest possible time into business-machines, though I hear, and, from what I see, can believe, that they are not specially successful ones. The parental justification of this mental starvation of the young is—"Oh! if you want to succeed in *our* business, you must begin early. Education is no doubt a very fine thing; but in this practical age, and in this particular case, there is no time for it." This idea has percolated down to the young mind itself, and expresses itself in its own fashion. "Books!" said a young friend of mine to me lately, with a confident smile that took everything for granted, "who cares for books?"

In a highly religious community like ours, it is shocking to say of a man that he is a *liar* or a *swindler*; unless he is a public man, in which

case these terms would not differ appreciably from the language of compliment. It is still severer censure to call a man a *materialist*; and we hurl the epithet, as one of our heaviest bolts, against such men as Stuart Mill, Bain, Darwin, Tyndall, Huxley, Spencer and the like, who set up for philosophers and shock us from time to time with their scandalous opinions. Huxley tells us that he does not know whether the universe consists of one substance or two; and, if there is but one, whether it should be called *matter* or *mind*. Darwin proposes for us a theory of existing animal and vegetable life on the globe, according to which these may have come from simplest beginnings to their present highly complex and varied conditions by changes imperceptibly going on thro' long periods of time. Tyndall lately informed us that we might possibly be wrong in supposing matter to be that inert and dead thing it seems, inasmuch as, for all we know, it may have "all the potencies of life;" and Spencer environs us with a philosophy of evolution, the moral of which is that "whatever is right," or at least, if aught is wrong, that it is useless trying to mend it; and so on. Such theories, even if they could be shown to be probable, would explain the origin and cause of nothing, and leave all that is vital in religion and morals not necessarily disturbed. They are paradoxes certainly, and to a certain type of mind they are all the more shocking for being not understood, just as when O'Connell called Mrs. O'Rourke "an old parallelogram," she took it that she was being detestably abused. Well, whatever the opinions of these men, there is something to be said for them. You cannot call them worldly-minded like the ordinary Philistine parent. They do believe that there is something in man and nature worth knowing, and worth some sacrifice to know; that there is a dignity in life beyond that of dollars, and the material things these can buy. Fancy such men turning their sons educationless and immature into the world to slave and grub for money as if it were the very staff of the soul's life, in the way our good people do! I ask, *who are the materialists?* Does the stigma of this name fall with most force on such men as these, or on those who are starving the intellectual life of their children, and bringing them up perforce to believe that money with its accessories is the one thing needful?

A more wise and useful sermon, probably, could be preached on the delinquencies of parents and guardians in respect to the education of the

young than in denouncing these new-school philosophers. This duty I leave to the proper authorities; but meantime I think it requires no Cassandra-like foresight to see that the general level of illiteracy which is destined to characterise the next generation of Halifax men is not likely to prepare them for the due discharge of the duties of citizenship in a free democratic state, not likely to bring much honor to the city, or even to secure the material prosperity on which we are so much bent. It does not need to be proved that popular education, as a means of stimulating intelligence, industry, and self control, acts directly on the material resources of a people. But it does need to be repeated that Halifax is not what it was, and will not in the future have the "easy times" it has had in the past. Political changes have dragged it out of its snug corner. It will have to maintain the struggle for existence, the common lot of all living things, and be subject to the inevitable law of the "survival of the fittest." When less intelligence, should that be ours, comes into conflict with greater, other things being equal, there is no doubt with which of the two the superiority will remain.

I do not now plead in the interests of the higher education; though this would be a fitting occasion. It is idle to urge the cause of Academies and Colleges on people, when they have hardly time, as they think, for Common Schools, and the rudiments of education. I think it becomes us all rather to urge on them a fuller use of the schools they have got, while still trying to improve them. But there is one evil thing which ought to be avoided, and which I wish had been more avoided in the recent agitation of the School question in this city: that is *disparagement of the teachers*. Not to say that much of the disparagement was unsupported by evidence of demerit on their part, it must have had the effect of *lowering the teachers in the estimation of the pupils*; a result which, with some of its consequences, ought to have been obvious. It is scarcely too much to say that in this a blow has been struck at sound *morale* and healthful progress in the schools, the effect of which it may take a great many fresh Commissioners and bran-new School regulations to undo. No one needs moral support from the outside more than the teacher. The saying of Juvenal that "the greatest reverence is due to a child" includes this also; The greatest reverence is due to a teacher in

presence of his pupils. This ceases to be true only when you have broken with him and parted from him. "The divinity that doth hedge a king" ought also, in the eyes of the scholar, to hedge the schoolmaster. There is an old well-known illustrative story. The King of England was once visiting a great English school, and was shown over the premises by the Head-Master. The King, after the manner of gentlemen in such circumstances, walked, hat in hand, following the Doctor through the different class-rooms where the youths were at work. The Doctor, *his* hat sternly pushed down over his forehead, strode in front, and explained to the King. But when the class-rooms had been all passed through and the last door closed, the learned man fell on his knees before the King, entreated his Majesty's pardon for his arrogant behavior, and explained it by saying that, if the boys even suspected that there was a man in all the world as great as himself, his authority would be at an end. The moral of this story is worth keeping in view in our future public discussions of school questions.

I do not profess to have any acquaintance with Common School Education, or to be able to criticise, as an expert, either its methods or its results, actual and possible. On these matters, I admit that I am as ignorant as a Commissioner. But it strikes me, and it has been thought by others, that there is a point not referred to in anything that has been publicly talked about our Schools, in which desirable changes might be made. The public at present have no definite knowledge of what is being done at the Schools, and no means, unless by personal inspection, for which many are unfitted, of judging of the attainments of the scholars. The Commissioners' Report gives an imposing list of no fewer than thirty branches of instruction—more than enough to excite the envy of the ignorant and to confound the perspicacity of the clever, if they were really separate subjects, which they are not. Well, but it gives no criteria of the pupil's state of acquirements in any one of these. There is nothing corresponding to the "Standards" in use in the common schools in England, or the "Grades" in at least the best schools in the United States, with their well-defined requirements and tests. We are told *e. g.*, that so many are learning *vocal music*; but this may mean anything from singing Hymns "by the ear" up to the study of Counterpoint and the

(Continued on page 10.)

## DALHOUSIE GAZETTE.

HALIFAX, N. S., NOVEMBER 20, 1875.

## EDITORS.

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

WITH the present issue we enter upon a new volume and a new series; and in again coming before our readers with thanks for their past favors we deem it well to note briefly the various changes that have been made in this paper since its commencement. Seven volumes, extending through as many years, have already been given to the public. Begun at a time when College journalism was entirely unknown in Nova Scotia, it was looked upon as a new and slightly improper thing under the sun, and no doubt many of those who became subscribers did so from curiosity; but we are happy to be able to state, that either from courtesy (so powerful in this polite age), or from consciousness of our modest merit, or worthiness of success, they have never yet deserted us, and their kindly support has enabled us to live and grow, and we trust to improve with our years. They have our sincere regard; and whatever changes we have introduced have been made with the view of rendering the DALHOUSIE GAZETTE more worthy of their support. Last year we enlarged it from 8 pages to 12, continuing the subscription at the same low rate and the paper used of the same medium quality. This year we have made a still further enlargement to 16 pages, which, though a little smaller than formerly, are much neater; and it will be observed that in point of paper and printing the present number is a great improvement on any former issue. Our old custom, in common with general practice, of publishing 10 numbers during the winter Term, will give way to our new rule of issuing 12 numbers during the ensuing Session. Thus it will be seen, that the early volumes of the GAZETTE consisted of 10 numbers of 8 pages each, that is, of 80 pages; while the present vol-

ume will consist of 12 numbers of 16 pages each, that is, of 192 pages; and if our readers will consider in addition to this, that the new paper is of fine quality, and that we have been compelled to have it specially imported from Montreal at high rates, they will understand at once that it is impossible to continue the publication at the former low rate of subscription. Desirous, however, of making the least allowable increase, and of having the price lower than that of any other college paper of like size and style, we have placed it at One Dollar a Volume. We trust that these changes will be pleasing to our patrons, and that all efforts to improve will be seconded by our subscribers. We would even express a hope that they may discover that publishers really do need money, that it is just as easy to remit a subscription at the beginning of the year as at the end of it, and that it is far more satisfactory to pay for a newspaper year by year than to neglect the duty for a time and then have to clear off several old scores. This hope is perhaps vain; but yet for such a millenium we shall watch and wait, and we trust that our readers (friends of advancement) will aid us in bringing in to editors this Golden Age of justice. We have only sufficient space left to thank those of our exchanges that have continued their welcome visits during the recess, and to express our desire that with both our general and college readers we may spend a friendly, pleasant, and profitable season.

As most of our readers are aware, all connection has ceased between Dalhousie College and its Medical Faculty. The latter, which is now known by the name of the Halifax Medical School, has erected a building on Carlton Street, near the Provincial & City Hospital. The sole cause of their leaving us was want of room. We believe that if they had remained with us and borne for a few years longer the inconveniences which they had already found it possible to endure, this evil might have been removed. But though we think their policy was short-

sighted, we heartily wish them success and hope to see them with us again before many years are over.

WE are exceedingly gratified to record for a second time the success of a Nova Scotian (or at least of one largely indebted to Nova Scotia for his education) in the annual competition for the Gilchrist scholarship. Though Dalhousie cannot claim the honor of enrolling Mr. Schurman among her *alumni*, this detracts very little if any, from the pleasure we feel at his success. But at the same time we cannot help drawing an inference from these annual contests productive rather of vexation than of any pleasurable feeling. Though Nova Scotia has twice succeeded in carrying off the palm, a much greater number of victories must be scored to the other Provinces of the Dominion; and the question at once occurs to us, what could we not do if our educational advantages were concentrated and strengthened, instead of being squandered in the present reckless manner? The students of the Maritime Provinces at present work under great disadvantages, and it is much to their credit that their success is as great as it is. We are firmly convinced that were the four or five small Colleges, that are struggling for existence in this Province, to unite their forces, the intellectual status of the Maritime Provinces would very soon be raised to an equality with, if not a superiority to, that maintained in any other Province of the Dominion. Meantime we wish Mr. Schurman success in his efforts after a higher culture. We hear he intends prosecuting his studies in London. We trust he will return from the intellectual focus of the world with a mind richly stored and cultured, not only for the successful prosecution of his own labors in professional or business life, but also for the dissemination of that intellectual life so needed by all classes in these Provinces.

WE regret that a suitable heading could not be obtained for this number, but hope to have it for our next issue.

HIS Honor the Lieutenant-Governor has been pleased to appoint the following gentlemen to be additional Governors of Dalhousie College: the Hon. Jeremiah Northup, Senator; Alfred G. Jones, Esq., M. P.; the Mayor of Halifax for the time being; William P. West, Esq.; the President of the Alumni of Dalhousie College for the time being. Also to be a Governor in place of Dr. Forrest, deceased, William J. Stairs, Esq.

*Dallusiensia.*

WE are glad to note that within the last two or three years several of our Dalhousie Graduates have become favorably known in Britain as authors of no mean order. J. GORDON MCGREGOR's pamphlet on The Conductivity of Electrical Fluids in certain Saline Solutions was thought worthy of being printed by the Royal Society of Edinburgh, and its fame even reached Germany.

Last Spring SAMUEL McNAUGHTON sent through the press a little work on Baptism entitled "Our Children for Christ" (printed in Edinburgh), which was highly commended by no less authorities than such men as Prof. Smeaton, D. D., Dr. H. Bonar, and Rev. J. H. Wilson.

And lastly, WALTER MILLER THORBURN has astonished the political world of England by an octavo volume called "The Great Game, a plea for a British Imperial Policy." This admirable book is published by H. Allen & Co., London, and dedicated to the Royal Colonial Institute. So popular did it become and so highly was it spoken of by leading critical reviews, that a second edition was called for and may now be bought in the booksellers' shops of Great Britain.

We would call the attention of our Dalhousie students to one fact, viz: that these Graduates who are now on the fair road to distinction commenced their literary career by writing frequently for THE GAZETTE.

DURING the past week we have had some lively games of foot-ball on the Common. Students after a confined day's work in poorly ventilated rooms require something to waken them up, and make the blood flow faster, and a brisk run against the bracing north-west wind, such as we have these days, is well calculated to do this. It is worth as much as half-a-dozen doses of physic. If our students were all wise and considered this, and acted up to their convictions, our sick list would be very much reduced, and we would not be so often distressed as well as terrified by seeing so many prominent cheek bones and ghostly faces in our College Halls towards the close of the Session.

THE want of a gymnasium in connection with the College is very much felt. Foot-ball is at present our only substitute and we hope that the interest in this healthful and invigorating sport may be kept up throughout the winter.

(Continued from page 7.)

analysis of Handel's fugues. So many are taught *Reading*, and a number less by 800 are taught *Spelling*, which ought to mean that 800 are learning the alphabet. But what is it the majority are learning to read and spell? There are all stages of difficulty in these studies. You may have to deal with exercises in simple vernacular monosyllabic language, or you may be called upon to grapple with the latest "oration" by an American Graduate on the occasion of his leaving College. Now would it not be possible, even if no other improvement be made, to introduce something corresponding to these "Standards" or "Grades," so as to give us the means of knowing, with respect to School Education, where we really are? For such important information the Commissioners' Reports have hitherto been necessarily useless.

Amendment will not stop here, if our people should come to care for their interests and their duties. The Board of Commissioners will need to contain some persons who have practical knowledge of educational matters; and it will be required that square and round men, though good in their kind, shall not be inserted in triangular holes. Those splendid school-structures, the expensive product of crude theory, to support which the heavy hand of taxation is laid upon the middle classes, while the common people go almost "scot-free," will be asked to yield to those who support them a more satisfactory return than at present. Nor do I see that such amendment need involve additional expense. The materials are at hand, and need only to be adjusted and economised. What difficulty would there be in setting apart one at least of these ample buildings for the tuition of senior pupils? Suppose that admission to this school were obtained on passing an examination; and while provision was made for free scholars, that the ordinary pupil had to pay modified fees. Suppose that the average age of entrance were about 12 or 13 years, and that the curriculum extended over 3 or 4 years. You would then have, at the end of the course, intelligent and even cultivated lads, ready to go into mercantile pursuits, or, with some further preparation, to prosecute their studies at a University. This would be something like the Prussian plan, and would be such an improvement on our existing system as might meet substantial wants for a long time to come. As a complement to the scheme of such a school, the business of the

other schools would be greatly narrowed, and what they lost in breadth they would gain in depth. They would confine themselves to the work of elementary English education, which is enough for the young citizen up till the age of 12 or 13, and quite as much as City or State ought to provide for nothing. If two-thirds of the 30 branches at present professed were lopped off, valuable attention might be given to the remainder. In Geometry, Navigation, Natural Philosophy and the like, boys under 14 years of age can, for the most part, learn but to smatter; or, if the work is done intelligently, it is at the cost of an immense waste of time and energy. Now smattering is the arch-vice of education on this side the Atlantic; nor is it in Halifax alone that the cry against it is going up. But, by such a change in our school system as I have indicated, smattering would be discouraged. Expense would not be increased, since the senior school would be to a great extent self-supporting. With fewer subjects in other schools, and pupils more nearly on a level, fewer teachers would be needed than we now have in them. Teachers, some of whom at present are crushed and some protected by a cast-iron system which supplies no motive for any but perfunctory work, would have stimulus and opportunity to distinguish themselves professionally. And the people who now mournfully point to purses depleted in the payment of a heavy school-tax which yields no adequate return, might be approximately satisfied.

These conceptions of a change in our present school arrangements, I know, are not new, but have long been familiar to many educated and intelligent men among us; and the mention of them here and now, when we are met chiefly to consider subjects connected with education, has seemed to me not inappropriate.

But now not longer to detain you, let me say a word to our students, ere I relapse from a speech which is scarcely silvern, into silence which is certainly golden. You who have come here to study with us, be assured of the interest we take in your studies, of the pleasure with which we mark your progress, of the concern with which we have sometimes to record your failures. Let me remind you of the purposes with which you are here; first, to obtain a definite modicum of literary and scientific knowledge; secondly, and chiefly, to form just and well-ordered habits of thinking, and expressing thought. These will be useful to you in all employments, professions, studies, circumstances. Let no man deceive

you by separating the subjects of a college course into the *practical* and the *unpractical*. There is no such distinction possible, except by a debasement of the word *practical*. If the whole of the purposes of life be considered, all knowledge that is assimilated by the mind, is practical: none is, which is not so but has remained a mass of undigested facts. Do not then at present concern yourselves with the future uses and applications of the subjects of your studies, but study generously, unconcerned about results. Believe that developed faculties are the best furniture with which you can meet the yet unknown responsibilities of the future; and, as for the particular sphere of activity that may be in store for you, trust to the "Providence that shapes our ends." Your presence here to-day is a kind of protest against the materialism of the age in which we have the fortune or the misfortune to live. Act then while you are here, in the spirit of those well-worn words, only a little less than inspired:—"In nature there is nothing great but man; in man there is nothing great but mind."

#### ADDRESS TO SIR WILLIAM YOUNG.

ON Tuesday morning last Hon. Sir W. Young and lady took passage by R. M. S. *Caspian* for England. The powers that be in connection with our College, very wisely we think, deemed the event of sufficient importance to grant us a half-holiday, so that we might have an opportunity of bidding farewell to our esteemed friend and patron.

Accordingly, a short time before the sailing of the ship, Cunard's Wharf began to assume a classical appearance. Caps and gowns and College Regalia were to be seen on all sides. The Students and Graduates arranged themselves in the form of a crescent, the front rank being occupied by our Professors and our Venerable Principal, and as Sir William stepped on the Wharf he was presented with the following Address:

To the Honourable Sir William Young, Knight, Chief Justice of Nova Scotia:—

SIR WILLIAM,—We the Professors, Graduates and Students of Dalhousie College, desire to unite in a warm profession of good wishes for yourself and Lady Young on the occasion of your departure for Europe:—

May you, by God's blessing, have a safe and comfortable voyage. May you enjoy, in health and cheerfulness, a pleasant

winter residence in the Old Land. And may you return safely, with renewed vigour, to resume the functions of your high office of Chief Justice, and to continue those efforts for the promotion of higher Education which have so long formed a prominent feature in your public career.

It is unnecessary for us to refer in detail to your long and spirited and successful public labour for the welfare of the Province and its people. As regards our College its prosperity in the past has been largely due to your energetic action as Chairman of the Board of Governors. May you be long spared to continue and carry out those measures for increasing its efficiency, which promise to place it on a still more satisfactory basis as the Provincial University.

We have the honor to be, Sir William, your respectful and obedient servants,

Signed in name of the Professors, Graduates, and Students.

JAMES ROSS, D. D., *Principal*.

Dalhousie College and University,  
Halifax, N. S., 16th Nov., 1875.

Sir William made the following reply:—

GENTLEMEN:—Accept my grateful thanks for this expression of good feeling towards Lady Young and myself. I value it all the more because it comes not only from the Professors but from the Graduates and Students as a body, having always felt a strong sympathy with young men drawn towards a College by a noble ambition to cultivate their faculties, to acquire the powers of thought and of expression and fit themselves for the higher destinies before them. Some of them make sacrifices of which the world knows little, not for the *auri sacra fames*, but from a generous thirst after letters, and the pure and ennobling glories of intellectual distinction. I do not confine this to the students of our own college, but extend it to all, and the youth who is striving after literary or artistic eminence may always reckon on me as a friend disposed to help him.

Whether this Province shall see a Provincial University in my day is doubtful, so strong is the attachment of the different denominations, each to its own Seminary. Yet it is a thousand pities that it should be so. The higher education of each becomes isolated and narrow, and the brightest geniuses, who are among Nature's rarest productions, are not brought into collision to stimulate and sharpen each other. Should a sound opinion at length prevail by the reconciling of ecclesiastical differences, I have no expectation, however, (and I may add, no desire,) that Kings, Acadia, and Sackville, should be absorbed into Dalhousie College. What I do desire is that the better parts of all should be united into one, and the youth of our Province possess the same advantages of competition and a generous rivalry, as all the Scottish Colleges, and some of the American ones, afford.

Having been the Chairman of the Board of Governors since 1864 under the present organization, and for several years previous under different forms, I have naturally been brought into prominence at our Convocational meetings; but the College is equally indebted to all the Governors for their strenuous endeavours to overcome every obstacle in its way; and for my own part I have felt honored at being the head of a body drawn from all the Protestant denominations, and second to none in point of ability, character and social position.

THE following, written by Mary Queen of Scots a short time before her execution, may be new to some of our readers:—

O Domine Jesu, speravi in Te  
O care mi Jesu, nunc libera me ;  
In dura catena,  
In misera paena,  
Desidero Te ;  
Languendo, dolendo, et genu flectendo,  
Adoro, imploro ut liberes me

We may be permitted to offer the subjoined imitation for those who may prefer English to Latin:—

O Jesus, my Lord, I have trusted in Thee ;  
O Jesus beloved, deliver Thou me ;  
In thralldom oppressing,  
In sorrow distressing,  
I long after Thee ;  
And bowing in anguish, I trustingly languish,  
And adore, and implore Thee to liberate me.

### Literary Notes.

GAMMA.

John Howard Payne, the author of "Home Sweet Home" edited a college journal named the "*Thespian Mirror*" when he was only thirteen years of age.

The "Merchant of Venice" has been translated into Tamil by Mr. Charger, a graduate of Madras University, and the same gentleman also announces a translation into Sanskrit.

A writer under the *nom de plume* of "Agri-ker" has lately published a book entitled "Rhymes in the West of England Dialect." These "Rhymes" are said to display much wit and great power of versification ; and, apart from their merit as poems, they will no doubt be of very considerable value to philological students.

THE publication of a new edition of "Cassell's History of England" in monthly numbers has just been commenced. This History was written for the most part by Mr. William Howitt, and is a reliable and able work. It is to be very fully illustrated, and a fine new portrait of Her Majesty the Queen will accompany the first number as a presentation plate. Morton is agent in Halifax.

"POEMS en Grece Vulgaire" and other works in modern Greek are now published at Paris. Emile Leyard is the editor. To students who desire to extend their studies of the most truly national of literatures over a period of nearly 3,000 years, a new facility is here offered.

### Miscellaneous Notes.

GAMMA.

THE *Finmarkenpost*, a newspaper published at Hammerfest, states that Captain Gunderson while on a voyage to the Arctic Regions, discovered a journal in Nova Zembla, which was kept by the Dutch voyager Crabant, and apparently gives an account of his doings during the summer of 1580. It is written in the Dutch of the period, and will no doubt be an interesting addition to Northern literature.

MR. Sydney Hall, one of the artists of the *Graphic*, accompanies the Prince of Wales to India by invitation. Two other artists, Mr. Johnson and Mr. Horsley, will also represent the *Graphic* during the visit of His Royal Highness to the East.

SEVERAL crowns, cups, coins and vases of gold have lately been exhumed from an ancient brick tomb at Kertch. They are said to be of fine, and ornamental workmanship ; and some are adorned with engravings of the head of Alexander the Great.

THE Blood Cure which was once in considerable use has for some time been almost entirely neglected, but there now seem some signs of a revival of the practice. Dr. DePascale, of Nice, has commenced this mode of treatment. He does not, however, administer the warm blood of bullocks to consumptives and others, which was rather nauseous ; but dries and pulverizes it, by which he holds it loses all taste and retains all remedial properties.

DR. Zöllner, from recent observations, has determined to his own satisfaction that the *reflecting power* of Mercury is about the same as that of our Moon. He also maintains that the general inclination of the mountains is 52°, and that the planet is destitute of atmosphere.

WE believe that some medical writers and practitioners are of opinion that it makes no difference whatever from what kind of a subject the matter used in vaccination may be taken. A case reported from Trinidad, if true, is worthy of note. It is, that a white child was inoculated with matter obtained from the arm of a negro, and that shortly after the healing of the pustules, the child became covered with dark spots showing the rete mucosum of the negro. This transmission of color is certainly wonderful, and may suggest that, apart from this particular case, more care is called for than is frequently exercised in the use of vaccine matter. The child remains in good health, but the indignant father has commenced an action at law against the physician.

NEW South Wales seems to be flourishing under Free Trade. She has almost trebled the number of her manufactories during the last ten years, while Victoria under the Protectionist policy of that colony, has not so much as doubled hers. Even in branches of trade to which Protectionists point as their strongholds, there is little cause for boasting, but rather the contrary. And this, though the population of New South Wales is only about five-eighths of that of Victoria. It is not at all surprising that what has long been a matter of science should find new proof upon further observation.

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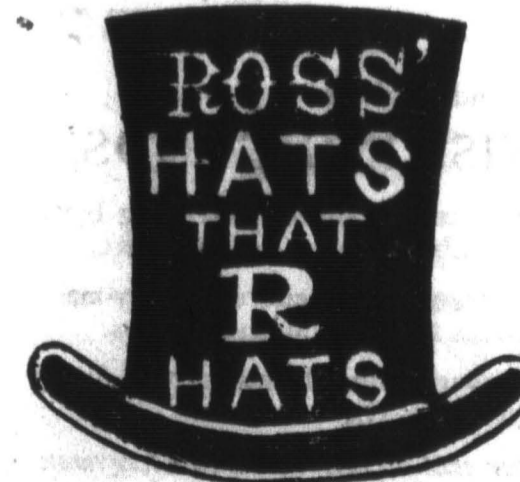
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