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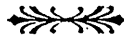
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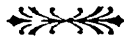
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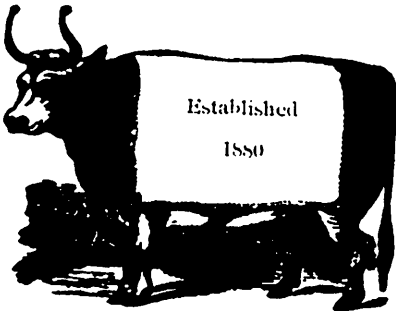
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We request students to patronize our advertisers.

With this number of Vox the first volume closes. The publication has met with considerable success, and has, the management hope, fulfilled, partially at least, the purpose for which it was created. Financially the journal has been a success, and for this the thanks of the college students are due to a liberal patronage on the part of subscribers and advertisers. The editorial staff has been reconstructed, a number who were honored with a position on it being among those who graduated this year. The next number of this magazine will appear in October next, when we hope to make it better than ever.

We are pleased to be able to present to our readers a complete result of the examinations for the year. All friends of the college will, with the professors, be delighted with the showing made by our candidates. In the senior year Wesley won the Governor-General's silver medal, a bronze medal in classics and one in the general course. The Governor-General's

bronze medal for general proficiency in the previous year was won by Mr. L. J. Carter, of Wesley. Wesley thus accomplishes what has never been done before in the University of Manitoba—captures both the Governor-General's medals. In the junior B. A. year Wesley took three scholarships out of eleven for the four colleges. The previous class, however, carried off the palm in prize-winning by taking five out of a possible ten scholarships, besides the bronze medal. In the preliminary, Mr. T. D. Brown, of Wesley, carried the first scholarship in the year, value \$80.

Wesley's success this year should urge its students to greater efforts. These successful men in the previous should feel in duty bound to win honors in the special courses which they will enter, and assist in making next year the first "Wesley College year" in the history of the University of Manitoba. And not alone in the realm of letters, but upon the football field may the year be distinctively Wesleyan.

Well, dear boys and girls, college is over. Vox comes to you to-day for the last time until again you will find yourselves happy in colleg halls. Are you sorry that college is over? How much you will miss those pleasant chats in the halls, holding up the stair banister! How much you will long for the exhilarating feelings that surged through your souls as you swept over the gleaming ice! How you loved the mischievous fun that made the Minister of Public Works (janitor) wrinkle his classic brow! Oh, you are the villains, and no doubt you will be compensated for your misdeeds when you come to "styx." Come, now, think a little. What are you going to do with all the brains that you have within your

heads? How often will you allow that big front door to close behind you before you come to the knowledge of all that depends upon you in this work-a-day world? Not very often, surely. You will not soon forget those happy college days, and sooner or later the results will be seen in noble lives. How we would like to keep these days with us in some ways, and be forever young, forever able to study and play at games and go to college, and yet there are none of us that would like to forfeit our place among the world's workers, none that would care "to

rust in idleness." Therefore, let us all "keep a-going."

Even tho. you should be plucked.

Keep a-going.

Tisn't such an awful crime.

Don't let fall your chin, and whine,
Tell the folks you're feeling prime.

Keep a-going.

There, how's that? Something in it. "Keep a-going." Many's a fortune has been mrd that way, picked up at the feet of those who were idly dreaming. Then, boys and girls, let us do noble deeds, not dream them all day long, and thus make Life, Death and the vast Forever one grand sweet song." Haveto.

CHRIST'S WIDENING KINGDOM

A paper read by Miss Maude McCrossan before the College Missionary Meeting,
January 13th, 1897.

"Out of the shadow of night
The world rolls into light,
It is daybreak everywhere."

These are Longfellow's last words, and they are eminently true. The light of the Gospel is now shining in some of the darkest corners of the earth. As we look back to the day of Pentacost, and contrast it with the present time, our hearts are filled with thankfulness when we see how wonderfully Christ's kingdom has widened and increased, and we look hopefully and expectantly onward toward that ideal condition which is imaged in the Scriptures, and which imagination vividly portrays.

Before He ascended into heaven, Christ said to His disciples, "Ye shall be witnesses unto Me, both in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost parts of the earth." And after they had been filled with the Holy Ghost and with power on the day of Pentacost, this order was strictly adhered to. The Gospel was first proclaimed in the city of Jerusalem, and gradually the believers gained in strength until some five thousand were numbered in their ranks. Here the Gospel lingered for some time, this being the centre of all the energies put forth by the Church of Christ until the disciples were "scattered" by reason of the "great persecution" against the church

which arose about Stephen. Looking back upon the community at Jerusalem, we see in it the beginning of that great organization, the church, which is now sending forth its branches far and wide over the face of the earth.

The death of Stephen marks an important point in the early history of the church. Where can we find the record of a death scene more peaceful or more triumphant? What could be a more confident assurance of the comfort and consolation derived from faith in the Gospel of Christ? Nothing could more truly foreshadow the certainty of its final victory. After the death and burial of Stephen, the disciples were subject to the most violent persecution. From this, and the attempts to make them disloyal to their Master, they naturally fled. "They were all scattered abroad throughout the regions of Judea and Samaria, except the apostles." But great results followed their dispersion. Compelled to leave Jerusalem, "they that were scattered abroad went everywhere preaching the Word." "The moment of lowest depression was the very time of the church's first missionary triumph." Thus did God in His wisdom, employing persecution as an unconscious instrument in His hands, begin to fulfil the prophecy and command, "Ye

shall be witnesses unto Me, both in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost parts of the earth."

Pierson, in his "New Acts of the Apostles," says in reference to this, "Thus, for all time, God's voice was heard, and the lesson is left on record that in all this age and evangelism, the policy of His people is to be diffusion and dispersion. No favored, favorite capital is to become our chapel of ease, our earthly rest, even though it could be an earthly heaven, while hell is found raging in the regions beyond. Even the joys of Christian fellowship may become too absorbing. Selfishness, in its most refined forms, must yield to the unselfishness which resigns such companionship for ourselves that it may become possible to introduce the most depraved, degraded and destitute to the fellowship of saints, and of God. Any influence, any combination of causes, implies a curse to the believer, whenever it makes the church a cradle to rock God's children to sleep with the soft lullaby of 'Home, Sweet Home.'"

The dispersion of the Christians had not been confined to Judea and Samaria. Our attention is now directed to Paul, who, "breathing out threatenings," had determined to follow them. In making his memorable journey to Damascus, he was directly and miraculously called to his apostleship. Henceforth his life was consecrated to the service of God. His particular work was "preaching among the Gentiles the unsearchable riches of Christ." I need not attempt to describe all that Paul has done towards widening the kingdom, the sufferings, the numerous journeys taken to carry the Gospel everywhere; the persecutions endured for Christ's sake, the epistles written by him which have survived to move and influence the world down to the present day. It has been said that he has bequeathed to the church, in her government, and her discipline, the legacy of his apostolic labors, leaving his prophetic words to be her living oracles, pouring forth his blood to be the seed of a thousand martyrdoms. Among the glorious company of apostles, and the noble army of martyrs, his name stands pre-eminent. Wherever the church

throughout all the world acknowledges God, there Paul of Tarsus is revered as the great teacher of a universal redemption, the herald of glad tidings to all mankind.

Passing down to modern times, we find the names of men like Carey, Morrison, Williams, who have given their lives to mission work in foreign fields. The Gospel truly is spreading to the uttermost parts of the earth. India, Africa, China, Japan, and the islands of the various oceans, have felt its influence. Yet how many millions there are who have never heard it. Oh! that we all, like Paul, were true soldiers of Christ, and would go forth into the spiritual war, wherever He might call us, wearing the Christian's armour, the girdle of sincerity and truth, the breastplate of that righteousness, "the inseparable links of which are faith and love;" our feet shod with the preparation of the Gospel of peace: above all, taking the shield of faith on which the fiery darts of the evil one fall unavailingly, also the helmet of salvation, and finally, the sword of the Spirit which is the Word of God, which, when wielded by the great Captain of our salvation, turned the tempter in the wilderness to flight, while in the hands of His chosen apostles, it became the means of establishing Christianity on the earth.

Pierson says, "A thousand times within the last century has the night of vision at Troas been repeated. That man of Macedonia may be seen whichever way we look, and the voice calls to us from every quarter of the horizon. Who that watches modern missions does not feel that what Paul saw and heard at Troas has become the vision for all believers, and the voice from all lands? Let the eye sweep around the whole world, and on the coasts of Corea, of Japan, from the depths of inland China, from the hills of Burmah, and the rivers of Siam, from India's coral strand, and Persia's plains; from the borders of the Red Sea, from the valley of the Nile, the banks of the Congo, and the vast stretch of the Soudan; from Papal countries and Pagan communities there comes one loud voice, 'Come over into Macedonia and help us.' Were our eyes

not dull of vision, and our ears of hearing through the flare, and glare, and blaze of this world, we should see and hear this man of Macedonia, standing at every point of the horizon, stretching forth hands of appeal, and calling for help. It is one of the irreconcilable contradictions of history that the instinctive human sympathies have more readily responded to the appeal of food and famine, pestilence or plague, than the Christian heart to the awful need of those who perish of hunger for living bread, or who are swept away by the flood of sin and smitten with the leprosy of self-consuming lusts! Temporal wants and woes are real to our sluggish sense, but we are dead to the spiritual poverty and misery of humanity."

"Then shall I not at God and duty's call
Fly to the utmost limits of the ball?
Cross the wide sea, along the desert toil,
Or circumnavigate each Indian isle?
To torrid regions fly to save the lost,
Or brave the regions of eternal frost?
I may, like Brainerd, perish in my bloom.

A group of Indians weeping round my tomb;

I may, like Martyn, lay my burning head
In some lone Persian hut, or Turkish shed;
I may, like Coke, be buried in the wave.

I may, like Howard, find a Tartar's grave:
Or perish, like a Xavier, on the beach
In some lone cottage, out of friendship's reach;

I may,—but never let my soul repine,
'Lo! I am with you!' heaven is in the line;

Tropic or pole, or mild or burning zone,
Is but a step from my celestial throne."

One of our lecture rooms was recently enlivened by the presence of Rev. F. Finn. It requires only the sight of Father Finn's smiling face to set the boys in good humor. His visit seemed to be especially opportune, as he was in a position, as few others are, to throw light on some problems in Romanism which were under discussion at the time. On another occasion the boys listened with interest to a short account of a trip to the Southern States. Father Finn prefers Canada and the Canadians.

THE BROTHER IN WHITE

The stories in the lodges of the greatness and glory, the frailties and follies of the white man, as told in the native tongue from the standpoint of the red man of the plains, are more than amusing, for, with the humor and pathos, there is a human lesson so needful and yet so hard to learn. We laugh at the strange costumes and customs of the red men, but they laugh at the queer ways of the white folk, and where is the difference? The dwellers in the lodges sit around the fires discussing the inventions, as the locomotive and steamboat, the telegraph and telephone, the various kinds of agricultural implements, and the sewing machine, and not content with expressing their opinions on these matters, they talk freely of the growth of towns, and contrast the civilization of their white brethren with their own, sometimes concluding with force of argument that the simplicity of life, law and religion on the prairies is superior and more preferable for them.

The native of the lodges makes the mistake of his civilized brother, as he criticises the modes of life and thought in the towns and cities from his own standpoint. Could we but see ourselves as others see us, and were we able in judging men and things to put ourselves in their places, we should not be so liable to make mistakes, and the honor and position due to others would be freely given. There is culture in an Indian lodge and education in a native camp, as well as in a city, although of another kind, and there are grades of culture among the tribes on the plains.

"I want you to give me some tea, sugar, flour and salt?" said the Blackfoot Indian to the missionary. "I have none to spare," was the reply. "Well, write a letter to your brother at the store in town, and he will give me all you say." The tribal relationship, with its laws and social obligations, were applied in this instance to the white race, and he knew nothing of cleques, notes and orders, with interest at

eight or ten per cent. The sending of a letter was to the Blackfoot a simple act, and the missionary must be a hard man who refused to help him in such an easy way.

Familiarity with various forms of labor has taken away the contempt of the red man for the men who degraded themselves by engaging in agricultural pursuits, or sawed and split wood and hauled water. The dignity of native manhood the social customs of the tribe and the divisions of labor would not permit a man in the early days to perform such lowly forms of toil, as these occupations belonged to the native women, and were too mean for men to engage in. "Well, you saw and split some wood for me?" said the white man to his brother in red, and the latter curtly replied, "I will bring my wives." "Bring me two pails of water from the river," said the grave white teacher. "Do you take me for a woman?" angrily the Blood Indian answered, as he disdainfully turned and walked away. The natives of the plains were hunters in the early days, and, as among other nations, there were divisions of labor between the male and female portions and the old and young members of the people. When the white race advanced westward, the buffalo and other kinds of large game, were killed or driven far into the recesses of the mountains, and the Indian of the plains was left alone, a man without an occupation.

"What is the name of the man up the river, who has the white horse?" asked my red companions. "John Smith." I replied. "What is the name of his eldest son?" "John Smith." With a laugh at the strange customs of the white men, again they questioned. "What is the name of his next son?" "Tom Smith." With a louder laugh, they continued. "What is the name of the next boy?" "James Smith." Again they laughed. The climax was reached with "What is the name of the white man's wife?" "Mrs. Smith!" With an outburst of great hilarity, and after a moment's reflection, the spokesman asked, "Why does the woman not keep her own name?" I was innocent

enough to say in reply, "I do not know, but I think that would be a good plan for the married women to keep their own names, or for the men, just for a change, to take the names of their wives, and I will tell the white man about it." "How many horses did you give for your wife?" enquired one of the warriors. "I did not give any," was my answer. It was still the old method of criticising others from our own standpoint. "How did you get her?" continued my warrior friend, and I told him as best I could the modes of courtship among the white people, and then the marriage ceremony, and the order of setting up housekeeping. When quietly narrating the custom of the bride's mother giving the bride the necessary articles of bedding and other things useful for the home, the eyes of the natives glistened, and with roars of laughter they replied, "They paid you for taking her!" The red man buys his wife, but the white man gets his for nothing, and the mother-in-law, as the red man puts it, gives her son-in-law goods to get her daughter off her hands.

The silent alien pacing our streets with a visage of darker hue than our own is a man, observant of the ways of his conquerors, with a heart as kind and true as dwells in any human body, and though living in that strangest of all conditions of society, the stage of transition, he reverts the memory of his fathers, their names and heroic deeds help him to maintain his attitude of patient endurance, and he lives a passive life amid the bustle of the city, a victim of Saxon aggression and pride.

JOHN MACLEAN.

Neepawa, Manitoba.

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A PROBLEM OF MISSIONS

The deep interest taken in missions and mission work by the students of our colleges is a most hopeful sign of the times.

The many who stand ready, at the call of the church, to go forth to the regions beyond to do work for the Master is certainly encouraging to all interested in the spread of the Kingdom of God. That the cause of Christ is not getting its share of the world's wealth is certain, and needs no fuller demonstration than what is everywhere to be found more or less on the surface of life.

Hard times are everywhere spoken of as the cause of depleted missionary treasuries, and I doubt not that to some extent that is true. Yet, if a hundred thousand dollars is needed for some great project, the end of which is the moral degradation of the multitude—such as a championship prize fight—it is not lacking, and while millions of earth's sons are without the gospel of life, God is robbed, and they are left without the light of the Gospel, not for lack of open doors to enter in at, nor for lack of men, but for lack of means to send those who are ready and willing to go.

Are we doing the best with the means we have? Is there sufficient interest taken in the work at our own door, and among those more immediately committed to our care? Does the halo of glory so rest on the foreign work as to surely and steadily leave the impression, in fact, if not in theory, that the soul of one in China, Japan, India, or Africa, is of more value than the soul of a perishing neighbor at our own door, or by our side?

Viewed from the practical side of mission life, I find this ever staring me in the face. Are there not thousands of dollars of the Lord's money wasted annually in our "Home Mission" work by the various denominations? And that, too, in the face of the Macedonian cry, "Come over and help us." Wasted by two or three evangelical churches working the

same ground, having their missionaries travel long distances, and with little chance to give careful pastoral attention to any one appointment or station, for lack of time, as it requires, and at the same time each church paying the bulk of what the worker gets from the missionary fund, when by a division of territory, such as prevails in foreign fields, there would be both work and support within reasonable distance for each individual missionary, or at least sufficient support to reduce by thousands of dollars annually the present missionary outlay for the same territory. This would also give a surplus of men for fields beyond, and present to an un-awed world the fact that we value the salvation of souls first, and made all our schemes for denominational growth and development second to the development of the Kingdom of our Lord and Saviour Jesus Christ.

I am aware that it is very much easier to see defects than to remedy them. Yet it does seem to me that if the heads of our various denominations could reach some practical solution of the above named difficulty, so as to secure a fair division of the territory now occupied, and from time to time arrange new territory, the great bulk of the people everywhere would loyally fall into line and act on the principle that conversion to Jesus Christ and obedience to His will is the great requirement of life, and that under the pastorate of any true and capable minister of God they would heartily cooperate to this end.

Toward this I think the church of God is moving. May He hasten the time when nothing from the point of human selfishness, or ardent love for that which is short of the redemption of our race, shall stand in the way of the fullest carrying out of His purposes for the salvation of men.

A. W. ROSS.

Calgary, April 6, 1897.

WHY DO WE STUDY LANGUAGE

In answer to this question we may say there are three reasons that may be given that we may turn our knowledge of it to why we devote so much time to the study of language. We study language (1) that we may turn our knowledge of it to practical account; (2) in order that we may use it to help us in the investigation of other branches of knowledge; (3) for the sake of the intellectual drill and consequent intellectual development that it begets.

In the first of these our object is to attain a speaking knowledge of the language. This can, as a rule be attained only by constant use of it in our ordinary conversation. This speaking knowledge of language the methods of the schools will not give us. It can never be attained by the study of rules and idioms. We may in this way obtain a knowledge of the structure of a language and its points of contact with other languages, but the acquisition of a conversational use of a language by this method we regard as well nigh an impossibility.

The second reason why we study language is that we may use it as a key to unlock stores of knowledge that would otherwise be beyond our reach. For this purpose a good "working" knowledge of the language is all that is necessary. Some acquaintance with the principles of grammar, and a good vocabulary, will enable us to follow the thought of the writer, and thus master the subject matter of the work with which we are dealing. Such a knowledge of French and German, for example, would give the student access to the works on literature and science in the former, and to works on theology and philosophy in the latter. We are told that Robert Hall, the celebrated preacher, late

in life, and when in great physical pain, studied and mastered the Italian in order that he might test the correctness of Macaulay's estimate of the relative merits of the poetry of Dante and that of Milton.

When, however, the object of our study of language is mental drill and intellectual development, the method of study will, or ought to be, very different. Language is but the expression of thought, and the form of the thought bespeaks both the action and the character of the mind. The study of language properly directed becomes a study of mind. The distinctive type of the national mind is always mirrored in the nation's language. Again, the study of language, to be in the highest degree profitable, ought to be comparative. There are great underlying principles common to all languages. A knowledge of these principles will reveal the fact that the peculiarities that characterize different languages are reducible to a common law, and that those of one language illustrate and explain those of other languages. We venture to assert that the study of language carried on in this way will not only result in a quickening of the mental faculties, but will in itself become a delight. It would be difficult to imagine anything more barren and unfruitful, more utterly dreary and profitless than the study of language as it is usually carried on. The memorizing of rules, paradigms and vocabularies, and then the mechanical application of these in the construction of sentences is enough to dampen the enthusiasm and deaden the mental energies of the very best student. Is it not time we should call a halt and ask ourselves the question, "Why do we study language?"

THE CLASS OF '97

There is always a peculiar joyousness about our Convocation Day, which, in so many ways, is Commencement Day as well to the one over whose shoulders is thrown the ermine, and in whose ear are whispered the mystic words of Latin lore, but with the gladness there is mingled somewhat of sadness for the under-graduate is losing a friend and fellow-student, and the old graduate is bidding adieu to beloved Alma Mater. In the case of Miss Sparling, however, we are pleased to learn that a post-graduate course will be the means of retaining for us the bright, happy face with which we have become so well acquainted during the last three years. Miss Sparling was born in Ottawa, and before coming to Manitoba lived for short periods in Montreal, Quebec and Kingston. On coming to Winnipeg in 1889, she at once entered the Carlton school, from there passed to the Collegiate, and after three years steady work entered Wesley College as a previous student. The following spring she passed a very successful examination, and last May was so fortunate as to carry off a scholarship in the Modern Language course. Were it not that we have the pleasant prospect of retaining her among us, we fear our Literary Society should feel very deplorable in losing one of its finest essayists and most accomplished pianists.

When Miss Maude McCrossan passes from the ranks of undergraduates, Wesley will lose one of her most familiar, most highly respected and most faithful students. After taking a course in the Collegiate, Miss McCrossan entered Wesley in the fall of 1890, and in the two succeeding years passed her preliminary and previous examinations very successfully. The following year she commenced her junior work, with the intention of taking the General B. A., and until Christmas pursued the studies that course requires, when, yielding to the wishes of friends, she changed and took up Modern Languages instead. This of necessity made

the work for the rest of the year very heavy, but the spring examinations showed her third in the list, and within an ace of a scholarship. Owing to illness she was unable the following year to take her senior year's work, and last year took the teacher's Normal course. This year we have been delighted to have Miss McCrossan with us again, and have much appreciated her work, perhaps most especially in the Y. W. C. A., in which society she has ably performed the duties of president.

Mr. S. T. Robson was born at home many years ago. He was characterized by those qualities which are indicative of future greatness. During his earliest days he was indebted to his parents for such pecuniary assistance as was necessary for his maintenance. But not many years after he started to walk, he commenced a Republic on his own account. At Richmond Hill High school, County of York, Ont., he received his first instruction in the classics. We next find him at Albert College, Belleville, where he won a prize on Junior Matriculation, and the following month wrote for a second-class certificate. The ink was scarcely dry before our enterprising partner had reached the Prairie Province. One year he taught school with acceptance, and the two following years he preached under the auspices of the folk called Methodists. For the past three years S. T. has been in attendance at Wesley, where he has won for himself fame as a student and preacher, so that we can conscientiously say for him that "he has competent abilities for our itinerant work." Last year Mr. Robson won a scholarship in Classics, and this year we know he will be among the medalists. He intends to complete his B. D. before being ordained and received into "full connection." On the football field he is also an active worker. Here he is Calvinistic in doctrine, believing that, however slippery the field may be, that he cannot "backslide." He is somewhat of a

landscape painter, as is evidenced by the beautiful painting which adorns room 11. In fact, Mr. Robson unites in himself very many excellent qualities. We expect great things from him in the near future. He has endeared himself to all the boys of the college. We place Mr. Robson among the most brilliant of our graduates and among the noblest of the land.

Mr. R. W. Cumming is a popular member of the graduating class. His career as a student shows what can be done by energy and perseverance. Born in Leeds county, Ontario, he received his education chiefly at Brockville High school. While at that institution he took a second-class certificate and passed his matriculation examination. In 1893 he came to Manitoba and taught school in the vicinity of Carman for two successive years. While thus employed he prepared the work of the previous year and took a high standing on his examination. He chose the Mathematical course, and although he did not come to college until after the Christmas holidays, he took first-class standing in his junior year. By his geniality and manliness, Mr. Cumming, familiarly known as "Bob," has become popular among the boys. The same qualities that have given success in struggling with conic sections and the integral calculus have won distinction for him on the football field and in the handball court. We can safely predict for him an honorable and successful future, being strengthened and fortified by the vigorous discipline of college training. It is a matter of deep regret to both professors and students that we shall no more see his familiar form in the halls of Wesley, but all will follow him with their kindest wishes.

Alfred Arthur Thompson was born on the 19th of Sept., 1875, at Pine River, township of Huron, county of Bruce, Ontario. He received his education at the school near his home, at the High school of Kincardine, and at the School of Pedagogy, Toronto. He came to the Northwest in 1892, and taught at Carnduff, in the schools of Brandon, again at Carnduff, and then near Wolseley. He came to Wesley College in the fall term of 1895, and commenced work in the

Junior B. A. year of the General course, and at the following examinations won the first scholarship of \$120. This year he graduates, goes into the ministry as a probationer, and pursues the course for the degree of B. D. During the past college year he has been president of the college Y. M. C. A. and the teacher of the Bible class at the All People's Mission. He will always be remembered as a cultured, scholarly, Christian gentleman.

Herbert William Wadge was born in Cartwright township, Ontario county, Ontario. He came to Manitoba in 1883, and received his education in the schools of the city, the Collegiate and the first-class Normal school. He taught school for four years, passed his previous examination at college in 1894, and during the past college year has very creditably carried the Senior Stick. This year he graduates in the Normal Science course. For the past two years he has been president of the All People's Mission Band, and has performed the consequent duties with faithfulness and ability.

A worthy member of the graduating class of '97 is Mr. T. J. Johnston. A native of the Emerald Isle, his character reflects some of the leading traits of his countrymen. He is not of a nature to be disheartened by difficulty. Entering Wesley at the opening of the fall term of '93, the different years of his college and university work have been successfully accomplished without loss of time. He is the only member of his preliminary class. It is understood, to graduate this year. The gentleman is also in possession of a quality of courage and independence that enables him to maintain his position against any government, though the opposing forces be very unequal. As a student, as a pastor, as a man he has the "courage of his convictions." Though not indiscriminate in forming acquaintances, he is considered by all who know him as worthy of the highest trust. His better preparation will enable Mr. Johnston to perform still more successfully his life's work, of which he holds a high ideal. "Success go with you" is the expression of many.

John Alfred Haw, the subject of this

sketch, was born in Biddulph township, spent his youth amid the beauties of Muskoka, and came to Manitoba some seven years ago. Entering Wesley in the fall of '92, he took a creditable position among his fellow Previous men. Having spent two years of earnest work on mission fields, where his efforts were crowned with success, he returned in the fall of '95 to pursue his studies. While in college he received at the hands of his fellow-students his share of social honors, and endeared himself to the boys by his sterling manliness, and by his unswerving allegiance to the traditions of Wesley. In his senior year, being inspired by blissful anticipations, he determined to carry the burden of a double course, and being strong both mentally and physically, has succeeded in measuring up to the required standard. We voice the sentiments of all his friends when we extend our congratulations to Mr. Haw, and venture to hope that we shall soon have the pleasure of again tendering him our congratulations. We dare predict that whatever fate may have in store for him, the subject of our sketch will always take his medicine quietly.

James Wesley Bruce, a scion of that noble house, is now introduced to the world at large, and is about to add lustre to his already illustrious ancestry. For some of us that might be but a simple task, but not so with Mr. Bruce. Among the never-to-be-forgotten immortal names will ever shine the name of Bruce. But we must be brief. His great-grandfather distinguished himself in the great Peninsula war by saving the life of his General, and after Napoleon had been defeated at Waterloo, he was sent as a guard to keep watch over the captive at St. Helena. Shortly afterwards this General was appointed Governor-General of Canada, and brought his benefactor along with him to the new world, where he gave him a liberal grant of land in the then forest country. The arduous duty of the pioneer was the lot of Mr. Bruce's grandfather and father, and as true pioneers they labored, not merely for self, but for the highest welfare of the country, in return for which they were enshrined in

the hearts and minds of all who knew them. Mr. Bruce was born in the county of Simcoe and received his early education at Allison. His early ambition to be a scholar was augmented by the success of his brother, who was gold medalist in Moderns at Victoria University in '85. After teaching for some months, Mr. Bruce went to Albert College, Belleville, where he soon distinguished himself as a student, and matriculated in the spring of '91. Shortly after leaving college he came to Manitoba and entered the missionary work of the Methodist church on the Bloomsbury mission. For two years he labored hard and successfully as a missionary, and it was with health much impaired that he returned to pursue his Arts course at Wesley College. He took his previous and junior years successfully, and was then forced to leave college for a year. He spent the year in teaching school near Roland, Man. He returned to college in the fall of '96 with health fully restored, and after a successful year of hard study, against many disadvantages, adds prestige to the graduating class of '97.

"O felice edi civitati, illo nato."

J. F. Brooks entered upon his educational career in Campbellford, Ontario. After passing rapidly through the lower grades, he entered the high school, and soon became the possessor of a third-class certificate. Not content, however, he took a second-class while teaching. In 1892 he entered Wesley College, and, with the exception of one year, remained in college till graduation. Being of a philosophical turn of mind, Mr. Brooks took Honor Philosophy, in which course he took such a stand as to bring honor to his Alma Mater and credit to himself. Of him it may be said he was a "college man." He made his social qualities strongly felt with every student who had the pleasure of his acquaintance. In athletics his dignified bearing was none the less familiar. Though he played good football, it was in the game of handball that he became the envy of the aspiring "freshie." But it was in literary circles that Mr. Brooks left a name, an example.

He was treasurer of the Literary Society for one term, acquitting himself with such grace as to cause the students to tender to him for two terms in succession the highest gift in their power, viz., the presidency. He was the first president of the society in the new building, and by his strong executive ability and grace in presiding, gave the society the position of honor and worth which it now holds. Vox wishes Mr. Brooks unbounded success in any profession which he may choose.

R. E. McCullagh at a very early period of life commenced to quench his literary thirst in the flourishing town of Coburg. The Collegiate soon became a victim to his ambition, and was made to yield a second-class certificate and matriculation standing to his labors. He now taught school for three years, after which he spent two years at Victoria College with a view to training in natural science.

Eighteen hundred and ninety-two found him in the Northwest, where he wielded the birch for two years. At the end of this time he took a first "professional" at Regina, taught two years at Estevan, came to Wesley and took his final year in natural science in 1896-7. Mr. McCullagh was a boy of the boys. Handball was his hobby. The Y. M. C. A. felt the benefit of his interests, but the Literary Society will long remember his valuable assistance. As a reciter he had few peers, and as a debater was, perhaps, peerless. He was fortunate in securing the Supporters' Prize in the open debating contest held during the winter. He was personal and exchange editor of Vox, and may now be seen gracing the first group photo of Vox staff. As a student he was industrious as well as clever, but it was in social circles that he kept his lamp ever trimmed and shining. Vox wishes him God-speed in the work to which he has been called.

UNIVERSITY EXAMINATIONS, 1897

STANDING OF WESLEY CANDIDATES.

The following is a result in full of the examinations held in May last. The Roman numerals indicate the class in which the student was placed, the figure following the place among the total number of candidates writing in the University.

SCHOLARSHIPS.

JUNIOR B. A.

Mathematics—Chas. W. St. John, \$80.
General Course, Ed. H. Bennest, \$120 :
Kate J. Crawford, \$80.
Previous—1, L. J. Carter, \$90 ; 3, B. B. Halliday, \$60 ; 4, W. A. Sipprell, \$60.
English and History—L. J. Carter, honorable mention ; Minnabel Dowler, \$40.
French and German, Helena Penner, \$40.
Preliminary—1, Thos. D. Brown, \$80.

DEGREE OF M. A.

Charles G. Elliott, A. W. T. Martin,
H. W. Whitla.

DEGREE OF B. A.

James Wesley Bruce, Isaac Fraser
Brooks, Herbert Thomas Coleman, Robert
William Cummings, John Alfred Haw.

William Wellington Ireland, Thomas John
Johnston, Maude McCrossan, Robert
Ernest McCullagh, Joseph Henry Morgan,
Samuel Thomas Robson, Laura
Ethel Sparling, Alfred A. Thompson,
Herbert William Wadge.

CLASSICS.

Candidates, 4.
Cicero—Class I—Robson, 2.
Herodotus—Robson, 2.
St. Augustine—I, Robson, 2; class II,
Bruce, 4.
Unspecified Latin—I, Robson, 2; III,
Bruce, 4.
Unspecified Greek—II, Robson, 3; III,
Bruce, 4.
Greek Grammar—II, Robson, 2; III,
Bruce, 4.
Latin Prose—I, Robson, 2; III, Bruce, 4.
Greek Prose—I, Robson, 2; II, Bruce, 4.
History—II, Robson, ; Bruce, 4.
Total for the year—I, Robson, 2; III,
Bruce, 4.

MENTAL AND MORAL SCIENCE.

Candidates, 13.
Schweigler—Class II, Johnston, 4 ;
Brooks, 5 ; III, Haw, 8.
Sidgwick—II, Haw, 6; Brooks, 7; Johnston, 8.

Calderwood—II, Johnston, 5; Brooks, 6; III, Haw, 9.

Morell—II, Brooks, 1; III, Johnston, 10; Haw, 12.

Janet—I, Haw, 3; II, Johnston, 6; Brooks, 9.

Mill—I, Brooks, 4; Haw, 5; Johnstone, 7.

Spencer—I, Johnston, 6; Haw, 7; Brooks, 8.

Walker and Bagehot—I, Brooks, 5; Johnston, 6; Haw, 8.

Total for the year—II, Johnston, 5; Brooks, 6; Haw, 9.

MODERN LANGUAGES.

Candidates, 9.

Lamb and Macauley—I, Sparling, 1; McCrossan, 2.

Boileau—I, Sparling, 1; McCrossan, 2.

Bossuet—I, Sparling, 2; McCrossan, 3.

Chantrel—I, Sparling, 1; McCrossan, 6.

German Authors—I, McCrossan, 2; Sparling, 3.

Wordsworth and Tennyson—I, Sparling, 2; McCrossan, 7.

Craik and Taylor—I, Sparling, 2; McCrossan, 5.

German Literature—I, Sparling, 1; McCrossan, 2.

Total for the year—I, Sparling, 1; McCrossan, 3.

MATHEMATICS.

In Mathematics, Robert W. Cummings took first-class standing in Hydrostatics and Optics, Astronomy and Differential Calculus; second-class on Statics and Optics; third-class in Integral Calculus and Problems. He was third in the totals of the year.

NATURAL SCIENCE.

Candidates, 14.

Chemistry I—Class II, McCullagh, 5; III, Wadge, 14.

Chemistry II—Class II, McCullagh, 5; III, Wadge, 14.

Quantitative Analysis—I, McCullagh, 4; Wadge, 10.

Descriptive Mineralogy—II, McCullagh, 12; Wadge, 13.

Determinative Mineralogy—I, McCullagh, 8; II, Wadge, 13.

Principles of Geology—II, McCullagh, 7; Wadge, 9.

Stratigraphical Geology—II, Wadge, 9; McCullagh, 10.

Palaeontology—II, Wadge, 9; McCullagh, 13.

Systematic Botany—II, McCullagh, 9; Wadge, 14.

Total for the year—II, McCullagh, 6; Wadge, 14.

GENERAL COURSE.

Mr. A. A. Thompson took first-class in Latin, Greek, Wordsworth and Mill, and second in Rhetoric, Physics, Geology,

Calderwood. He stood second for the two years, winning the bronze medal.

MATHEMATICS.

Mr. C. St. John took first-class in Plain and Spherical Trigonometry, Statics and Dynamics, Arithmetic, Algebra and Trigonometry, Analytical Geometry and Problems; second-class in Euclid and Conics and Higher Algebra. This standing entitled him to the second scholarship of \$80.

NATURAL SCIENCE.

Candidates, 7.

Structural Botany—Class I, Knowlton, 1; Markle, 3.

Microscopic Botany—Class I, Knowlton, 2; Markle, 4.

Zoology—I, Knowlton, 1; Markle, 4.

Chemistry I—Class II, Knowlton, 3; III, Markle, 6.

Chemistry II—Class 3, Markle, 6; Knowlton, 7.

Qualitative Analysis—Class III, Knowlton, 5; Markle, 7.

Physics I—Class 3, Markle, 6; Knowlton, 7.

Physics II—Class II, Markle, 3; III, Knowlton, 5.

Crystallography—Class III, Markle, 4.

Total for the year—Class II, Knowlton, 4; Markle, 6.

GENERAL COURSE.

Candidates, 5.

Latin—Class I, Bennest, 1; Miss Crawford, 2.

Greek—Class III, Walker, 2.

Wordsworth and Tennyson—Class I, Crawford, 1; Bennest, 2; III, Walker, 4.

Rhetoric—Class I, Bennest, 1; II, Miss Crawford, 2; III, Walker, 5.

French Grammar and Composition—Class II, Bennest, 2; III, Miss Crawford, 3.

French Authors—Class I, Miss Crawford, 1; II, Bennest, 2.

German Grammar and Composition—Class I, Miss Crawford, 1; II, Bennest, 2.

German Authors—I, Miss Crawford, 1; Bennest, 2.

Physics—I, Bennest, 1; Miss Crawford, 2.

Geology—I, Bennest, 1; Miss Crawford, 2; III, Walker, 2.

Calderwood—I, Bennest, 1; Miss Crawford, 2.

Total for the year—I, Bennest, 1; Miss Crawford, 2.

MODERN LANGUAGES.

Miss Edith Stephenson took second-class in Lamb and Macauley, Wordsworth, Boileau, Bossuet and German Literature, and third-class in Craik and Taylor, Chantrel and German authors.

MENTAL AND MORAL SCIENCE.

H. J. Kinley was Class I in Calderwood, Janet, Mill, Walker and Bagehot; II in

Sidgewick, Morell, Spencer; III in Schwegler. He took third place in the total.

J. H. Morgan was class I in Sidgewick, Janet, Mill and Walker and Bagehot; II in Calderwood; III in Schwegler. He received an aegrotat in Spencer and Morell.

Hiram Hull was Class I in Mill; II in Sidgewick; III in Janet and Spencer.

H. T. Coleman took Class II in Sidgewick, Calderwood and Spencer; III in Schwegler, Morell, Janet.

PASS SUBJECTS.

Latin—Class II, Golden, Johnston.

Greek—Class I, Kinley; II, Haw; III, Hull, Morgan.

La Fontaine—Class I, Doran, Markle, Knowlton.

Chaucer and Spencer—Class II, Coleman; III, Bennee, Ireland.

Wordsworth and Tennyson—Class I, Elliott; II, Smith, Roberts.

Calderwood (Senior B. A.)—Class I, Miss Sparling; II, McCullagh, Cumming, Robson; III, Ireland, McCrossan, Wadge.

Calderwood (Junior B. A.)—Class II, Markle, St. John, A. E. Smith; III, A. E. Roberts, G. J. Elliott, Knowlton.

Psychology—Class II, Dalgleish; III, Wadge.

Hamilton—Class I, Smith; II, Roberts, Elliott.

Jevon's Logic—Class II, McCullagh; III, Ireland, Bruce, Elliott.

Physics I (Senior B. A.)—Class I, Cummings, Robson; II, Miss Sparling; III, Haw, Miss McCrossan, Johnston.

Physics I (Junior B. A.)—Class I, St. John, Ireland; III, Kinley, Coleman, Doran, Morgan, Miss Stephenson, Hull, Walker.

Physics II—Class III, Ireland, Bruce, Bennee.

PRELIMINARY.

Latin—Class I, T. D. Brown; III, C. A. McGaw, Aggie Harris, Greenfield, Rutledge, Moody, McGregor, Campbell, McKitrick, Taylor, Walton.

Arithmetic—Class I, T. D. Brown; II, Aggie Harris, Walton, McKitrick; III, C. A. McGaw, Taylor, McGregor, Moody, G. H. Walker.

Algebra—Class I, T. D. Brown; II, Aggie Harris; III, Greenfield, C. A. McGaw, Walton, McGregor.

Euclid—Class I, T. D. Brown; II, C. A. McGaw, Walton; III, G. H. Walker, McKitrick, Aggie Harris, Rutledge.

Canadian History and Geography—Class I, Rutledge, Greenfield, Walton, T. D. Brown, Aggie Harris, Moody, Walton, McKitrick, C. A. McGaw.

English, Roman and Greek History—Class I, T. D. Brown; 2, McGregor, McKitrick, Rutledge, C. A. McGaw, G. H. Walker; III, Moody, Walton, Dunn, Greenfield, Aggie Harris.

English Grammar and Rhetoric—Class I, T. D. Brown; II, C. A. McGaw, McGregor, G. H. Walker; III, Rutledge, Moody, McKitrick, Aggie Harris.

English Composition—Class I—T. D. Brown, Aggie Harris, McGregor, Rutledge; II, McKitrick, III, Greenfield, Walton, Moody, C. A. McGaw, G. H. Walker.

Poetical Literature—Class II, T. D. Brown; III, McKitrick, Moody, Aggie Harris, McGregor, C. A. McGaw, Greenfield.

Greek—Class I—T. D. Brown; III, Rutledge, McKitrick.

French—Class II—Aggie Harris, C. A. McGaw, G. H. Walker; III, Greenfield, Moody, Walton.

German—Class II, Aggie Harris.

Botany—Class II, Walton, G. H. Walker, Greenfield, Moody; III, C. A. McGaw.

LOCAL NEWS

Winnipeg mud is like a man's debtor— it tries to give you the slip.

Mr. Fallis, of last year's Previous class, was gentleman valedictorian of the Normal class this year.

Wear your college colors wherever you go this summer, boys and girls, and be sure and speak a good word for Wesley at every opportunity. Hurrah for the red and blue.

Some one stole the little pad-lock off the Registrar's Bulletin board.

George has gone. Before he left he took some of his (lady) friends for a drive. This he did, no doubt, to atone for some of the delinquencies of others.

How nice it would be if we only had a picture of Wesley! We have not heard even a rumor of any such prospect, but would suggest that it would be a very

suitable thing if each student could possess a large sized cut of our college building.

Rev. Prof. Stewart has taken up his residence in his new home on Colony st., one of the prettiest parts of the city.

There are not many students in Wesley from the country along the M. & N.W.R. What's the matter with booming Wesley along that line?

We would like to suggest to all the football players that it would be well to keep in mind next season's work. Who is to be the captain of the team next year? And then, remember that with a capable captain and the material which will be in Wesley next year, the cup may find its place on our piano. What say you, boys?

"The Boys" have gone, much to the gratification of the "Minister of Public Works." The boys have gone and have left their works—water works, mineral water works and all other kinds—to follow them.

Prof. Riddell, President of the Provincial Epworth League, presided at the mass meeting of the young Methodists in connection with the C. E. convention. There is a scheme on foot among the Provincial Leagues to send out a missionary to some foreign field. Rev. Hiram Hull delivered an address at the above meeting on the "Power of the League in the Church."

We are glad to be able to note the fact that even amid the rush of studies and exams., the boys and girls of the Previous class have not forgotten to show to some extent their appreciation of the work done for them by the college faculty. This they demonstrated on Thursday evening, May 20th, by caning Prof. Riddell in his own home and while wife and family stood helplessly looking on. However severe that may sound, the Professor did not seem to be in much pain, as the instrument of torture was a gold-headed cane. Mr. Sipprell, '99, made a few grace-

ful remarks on behalf of the members of the Previous class, and Miss Ashdown, '99, presented the cane. It was a complete surprise to Mr. Riddell, but he rose to the occasion, and in his reply he spoke of the high grade of intellect of which the class was composed (hear, hear, continued applause.) After recovering, the ladies and gentlemen of the Previous of '97 were royally entertained by Mr. and Mrs. Riddell.

Rev. Principal Sparling delivered an address to the Normal class, '97, on Friday afternoon, 21st May. The Doctor spoke of the important position which the school teacher occupies in this country. It is more of importance who the day school teacher is than who is Prime Minister of our country. The remarks of Dr. Sparling were very suitable and much appreciated by the teachers and all present.

The concert rendered under the auspices of the Y. M. C. A. on Thursday evening, the 20th, was not all that could have been desired from the point of attendance; still, no one is ready to say that it was totally a failure. The programme was in every way an excellent one, special features being the singing of the Wesley church quartette and Miss Bull's solo. Miss Cross's instrumental selection was specially noteworthy. Mr. Roberts introduced a new feature in our college entertainments, viz., club swinging, accompanied by music. Altogether, the programme was excellent and deserved a much larger audience. It contained the following.—Quartette, Wesley church; recitation, R. E. McCulla; instrumental, Miss Cross; recitation, Miss Stewart; solo, Mr. Geo. Steed; club exercise, Mr. A. E. Roberts; solo, Miss Bull; reading, Miss Crawford; address, Mr. A. E. Smith; instrumental, Mrs. St. John Baker; quartette, Wesley church. The entertainment was presided over by Prof. Riddell in his usually genial manner. The proceeds of the evening are to be devoted to defraying the expenses of a delegate to the Geneva convention.

An Address to Our Friend :—

Front Door D. D.

Dear Friend :—We, a few of your admirers, have come to you to convey to you our congratulations for the admirable and very patient way in which you have performed your part in this year's work. We have observed your ways, both night and day, and never have we come to you but you have been willing to help us to "get out" of our dilemma. You have been a restraining force upon our lives more than any other door upon the college walls, and we can truthfully say that you have permitted us to pass out of the paths in which we were travelling only after being keyed up to the point. We have sometimes been guilty of thinking that you were in league with our enemies, and had arrayed your powers against us, but we are pleased to be able to say on the farewell occasion that you have often proved your friendship. We must ask your pardon for disturbing you some when your office was closed, but there is

no other door upon whom our charms has any influence. And now, farewell, old door. We trust you will long continue to perform your good offices both on the one side and on your other. You swing between the world and Wesley College. Be as kind and open to the Freshies and the others next year, and forever, as you have been to us. See that the "Minister of Public Works" or his deputy keeps your glasses clear. You have often been shut up, but still those who shut you have often welcomed your opening.

Farewell, old door, may you long continue to swing and usher the student to these halls of virtue and good living.

The ladies join us in these words of farewell. Their gentle hands have often clasped your hand(le), and you have no doubt, like many others of us, been drawn towards them.

These are very rambling thoughts to present to you, old friend, and there are many others.

Signed for the Boys and Girls.

ZEUS.

PERSONAL AND EXCHANGE

Mr. H. W. Wadge, '93, is teaching at Stonewall.

Mr. G. E. Campbell is visiting friends in Dakota.

Mr. J. K. Sparling, '93, is taking examinations on the LL. B. course.

Mr. B. B. Halliday, '99, will teach the young idea of Montefore how to shoot.

Mr. W. R. Sparling, '94, will represent the Manitoba medical students at Geneva.

During the summer Mr. A. E. Kenner, '99, will wield the birch at Lake Dauphin.

Mr. H. J. Kinley, '98, has been appointed to represent Wesley at the annual Y. M. C. A. convention at Geneva.

Mr. R. Cumming, '97, has been summoned to Emerson on business. He will return to the city for convocation.

At the close of the Theological examinations, A. E. Heatherington, M. M. Bennett and W. W. Abbott, all of the class of '93, bade Wesley a fond adieu. Next year they expect to complete their

B. D. course at Victoria, Toronto. We hope to hear of their abundant success. Many a fond wish follows them.

A very important personage was lately introduced to the home of Mr. Switzer. "And the little tyrant reigns supreme."

Mr. W. A. Sipprell, '99, has secured a position as book-keeper, and will remain in the city during the summer months.

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PREVIOUS

NOTE—The first number under a subject indicates the class, first being over 66½ per cent, the second being more than 50 per cent and third over 25 per cent. The second number gives the standing among the whole sixty-eight candidates.

	Euclid	Chemistry	Latin	Trig	Algebra	Shakspeare	RET. AND COMP.	Essay	Eng. Hist.	Greek	Phis.	French	German
L. J. Carter	1-1	1-1	1-1	1-3	1-2	1-7	1-3	1-10	1-19	1-7	..	..	..
W. A. Sipprell	1-2	1-10	1-10	2-22	1-1	1-8	3-27	1-29	1-29	2-21	..	..	..
E. Windsor	2-5	1-4	1-18	2-15	2-12	3-41	3-18	1-20	1-24	..	1-2	2-25	..
Helena Fenner	2-10	1-5	1-13	2-18	1-14	1-3	3-22	2-55	1-8	..	1-3	1-3	1-2
Howard Carper	2-13	1-9	2-37	2-17	2-13	3-52	3-32	2-50	3-42	..	2-10	3-35	..
Winnifred Beal	2-15	2-42	2-28	2-20	3-23	2-22	3-19	1-14	1-18	..	..	2-10	1-3
Annie Smith	2-16	3-58	2-48	..	3-47	3-47	3-47	2-32	3-62	..	..	2-30	3-14
Minnabell Dowler	2-19	3-64	2-55	3-51	3-44	1-5	2-16	1-1	1-7	..	..	2-29	2-12
B. B. Halliday	2-20	1-13	1-2	1-6	1-3	2-17	3-25	1-16	1-28	..	2-7	2-15	..
F. Roblin	2-22	1-28	2-32	3-43	3-58	2-25	3-17	1-30	1-6	2-10	..	..	..
G. McCrossan	3-24	2-35	2-47	3-49	3-41	2-16	3-39	3-60	1-30	2-8	..	..	..
S. Laidlaw	3-33	1-7	1-25	3-40	3-51	2-12	3-44	1-4	1-5	..	1-6	1-9	..
H. Graham	3-37	3-59	2-67	3-55	3-60	3-45	3-43	2-40	2-37	..	2-13	3-40	..
Ethel White	3-40	1-25	2-39	3-57	3-42	2-20	3-28	2-38	1-14	..	..	2-21	2-51
A. E. Clint	3-44	3-52	2-63	3-59	3-22	3-61	3-58	2-59	2-47	..	2-17	3-37	..
Florence Ashdown	3-45	3-54	1-16	9-53	3-34	2-18	3-26	1-28	2-41	..	2-18	1-5	1-5
A. E. Kenner	3-48	1-2	1-26	3-63	3-50	1-16	2-6	1-15	1-25	..	..	2-16	..
N. H. Carwell	3-55	1-20	1-24	3-44	3-27	2-29	3-34	2-43	2-52	2-9	..	..	..
S. Wilkinson	3-58	2-43	2-49	3-58	3-62	2-30	..	1-3	1-17	3-25	..	..	..
Edith Breen	3-60	3-65	2-34	3-47	3-61	3-43	3-53	1-8	1-27	..	..	2-18	2-10
F. Wilson	..	..	..	3-39	3-59	3-43	2-57	1-9	1-22	..	2-20	3-39	..
W. T. Halpenny	..	2-34	2-60	3-61	..	3-59	3-38	2-39	2-43	3-24
W. Rumlhor	..	2-41	2-46	3-54	3-53	3-35	2-49	1-31	2-40	2-22

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