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THE Acadia Athenæum.

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ACADIA ATHENÆUM.

The Sanctum.

THE time is drawing near when the class of '90, will go out from the halls of "Acadia" for the last time. For several years we have looked forward to the closing exercises with a considerable degree of pleasure, but after the celebration of the college anniversary on the first Thursday in June of this year, we go out, to resume our places no more as students at "Acadia." It is this last thought that contains the element of sadness and takes the sweetness out of the thought of leaving. Many are the pleasant associations that cluster round a college life. All are knit together by class ties which, when severed or about to be, make us feel that this union that has existed so long is now at an end. We do not expect, much as we may hope to see it realized, that the nineteen will ever again meet on the "Hill" together. The institutions will be dearer to us as

we are now able to say that the men in charge are in every way worthy of the esteem and confidence which the denomination has placed in them. We are personally acquainted with them and can affirm that their greatest desire is to keep the college, not up to any fixed standard, but continually on the advance, so that it will rank first-class as an educational centre. Friendships have been formed with others than the members of our own class. All are noble fellows and to the different tastes some appear more genial and warm-hearted than others.

WHAT is the good of the Sophomore recital? This is one of the unsatisfied questions that has long existed among the students. The answer given is, It leads the student to commit to memory a piece of good English literature, and trains him to speak in public. No one can find fault with two such worthy objects. But we cannot see that they are in any way accomplished by the Sophomore recital, which seems to be a crude form of a common school custom, that has escaped into the college curriculum and established itself in just the wrong place. It seems a little absurd to require a student to recite before the students and faculty, some piece that he has known for years, and we cannot believe that this one piece is any great test of the student's familiarity with English literature.

Neither can we rank the stage-training received as of the highest order. A few from the other classes wander in with books in hand to see what the recital will amount to. Other individuals arrive a quarter of an hour late and settle into an earnest study of monthlies or reviews till the time for recreation on the campus arrives. With such intelligent training and such an attentive audience, our careful observation for a number of years has led us to believe that the Sophomore who has poor powers of expression