

subject and the writer, and they should not be blinded by either petty jealousy or baulky prejudice. We know of people who possess no qualities outside of these at all worth mentioning, and who sit back with cool complacency and inextinguishable self-importance grandly criticising; young people who can't write three paragraphs of decent English talking about awkward sentences! Contemptible brats who revel in balderdash literature canting about solid matter as if they fairly lived upon boiled metaphysics! This is what injures real critics, those who know what they are talking about and wish to give others the benefit of their experience not excluding perhaps the author of the work criticized. This it is that often calls down upon the whole world the sneer 'do something better yourself.' It is quite possible to criticise and yet not pretend to be able to do as well as the author under review; it is quite just also, but be careful to state your true position. It is becoming fashionable now-a-days to say we want builders instead of destroyers or pullers down. The remark often passes for original too, and this, together with its plausibility, guarantees its utterance at the very least as often as is consistent with good taste and the risk of laying yourself open to the charge of public plagiarism. But the remark is more plausible than sensible. Stolen philosophy should be punctured, dangerous theories knocked on the head. The critic's work is all right if he can keep within his sphere. What we protest against is, poltroons setting up for judges, dough-heads aping solomons, pusses putting on big boots.

THE Chair of Modern Languages at Acadia is manned at last. Prof. Wortman has come. We are not going to expatiate upon this "long felt want" and this "step in the right direction." Everybody knows or ought to know that the establishment of this Chair is both. No longer is it pardonable in any institution that bears the name of a University to be without a Professor of Modern Languages. Neither shall we stretch ourselves to wax eloquent, on this occasion, over Acadia's watchword of progress and her glorious future. It is plain to see without the assistance of any grand eloquence that she must have some vim about her or she never would have gained her present footing in spite of contrary tides. It is as plain to see that she need not reasonably expect

greater opposition in the future nor less of energy in herself. So still it must be ADVANCE.

Call this life what you may, it has been there, it is there yet, and seems destined to remain. Some will persist in calling it divine providence working itself out through the heart, brain and pocket of her supporters. We need not argue that Acadia's successful efforts to struggle forward, should win the sympathy and admiration of all her friends. This is a year for *sacrifice* on the part of all who love our denomination.

Professor Wortman seems to be the right man. During the past year he has been studying in France and Germany—chiefly at the old University of Heidelberg. We never saw him before, but he does not seem a stranger. He has been with us only a few days, but has already won the reputation on "The Hill" of being a *good teacher*.

MME. BAUER, up to the first of March has had charge of the department of Modern Languages in college. At the same time she carried on her regular work in the Seminary. The weekly expectation of relief by the looked for arrival of Prof. Wortman is the only consideration that could justify such an amount of overwork. Nevertheless Mme. always appeared before her classes in good spirits and taught with the animation of one who knows and loves her work. Her teaching was highly appreciated by the students.

DALHOUSIE is considering the propriety of lengthening the college year two months making a term of eight months' study instead of the present term of six. While not presuming to judge of the expediency of such a move on the part of the authorities of Dalhousie we think experience teaches that addition is a better rule than subtraction in a matter of this kind. What is "plugged" in a short time can be *learned* in the proper use of the term in a reasonably longer time. There is all the difference of education between the two processes. *Festina lente* is as appropriate here as anywhere.

Nobody pretends to uphold "cramming" in theory but a great many depend upon it in fact. The arguments against it are unanswerable, and yet who is the student that will not fall back upon this process as a last resource? Where will one be found who does