

Soft went the music the soft air along,  
 And fluent Greek, a vowel'd undersong,  
 Kept up among the guests, discoursing low  
 At first, 'tis freely was the wine at flow.  
 But when the happy vintage touched the brains,  
 Louder they talk and louder come the strains  
 Of powerful instruments ;—the gorgeous dyes,  
 'The space, the splendour of the draperies,  
 The roof of awful richness, nectarous cheer,  
 Beautiful slaves, and Lamia's self; appear,  
 No longer strange.

Beside his fair bride sat Lycius in a trance of love, gazing on her form. At last he glanced across the board at old Appollonius, prepared to pledge *him*. The old philosopher had fixed his steady, glittering eyes upon his Lamia who, beneath that piercing glance, had turned pale. Lycius pressed her hand but found it icy cold, and he cried in horror, "Lamia, what means this? Knowest thou that man?" But Lamia answered not, and at his cry all the sounds of the banquet ceased, and a horrid silence came like a deadly presence there and no man but felt that horror. "Lamia," he shrieked, but no answer came. Then, turning fiercely to Appollonius, he exclaimed: "Wretch, shut those juggling eyes, or may the righteous curse of all the gods strike thee with ten-fold blindness. Corinthians seize the murderous sorcerer! Behold how my sweet bride withers beneath his demon glance!" "Fool," said the sophist, gruff with contempt, while Lycius, overcome, sank upon the floor, "fool, from every ill of life I've saved thee and now shall I see thee made the prey of a serpent?" At that word Lamia breathed death-breath. Like a sharp spear the Sophist's eye went utterly through and through her. "A serpent," again he cried, and, no sooner had he spake, than with a frightful scream Lamia vanished and Lycius, without life, sank to the floor.

E. B., '94.

#### ACADIA MEN IN EDUCATION.

WHAT an institution accomplishes for the advancement of education is not measured by the triumphs of those who have gone from its halls to follow the profession of education as their distinct life work. All men who have enjoyed the blessings of higher education have a responsibility upon them to assist the development of knowledge. To the graduate bodies, to the men with degrees the public look for the institution of progress and reform, they are the leaders and moulders of public sentiment on educational matters.

Men as they are about to enter upon the active duties of citizenship should bear this responsibility in mind, no matter what