

and is training to-day more students in Arts than any other college in the Maritime Provinces. They have come up in tribes from every corner of these sea-girt lands.

Then, to crown all, the friends of Acadia have the fifty thousand in their pockets. They have it to *spare*, and twice as much. Of course this statement is founded on a very cursory estimate, but the closer we figure, the more we are convinced that our statement is true. "Why not?" is our answer still. The money is coming. How is it coming? It is coming *voluntarily*, and that is the right way. Our agent does not propose to go around and extort the people's money from them, but he is going to let them *send* it out of the fulness of their hearts. He is not a beggar, but is just standing in the midst of the great congregation, *who love our institutions*, holding the treasury at their feet, and the contributions are already pouring in.

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EVERY Sabbath afternoon, between four and five o'clock, a body of students may be seen in College Chapel engaged in the study of the Scriptures. This class was first organized by special request of the students. Hitherto they had been attending S. S. in the village or listening to fortnightly lectures by Dr. Cramp. The exercises in their present form are conducted by Dr. Sawyer, and all the students are urged to attend. The teacher's current plan is to bring before his pupils such portions of Biblical truth as will have a practical bearing on their present course of life. Each lesson gives evidence of careful preparation, and when our President toils no student can afford to lose the product. No thoughtful person could listen to his lectures on "The Sabbath" without feeling their great strength. He talks so close to the Scriptures that you can tell where the thought comes from and feel the force of its divine origin. A number of students, who engage in mission work, are hindered from attending this class, but the great body of the College is still left free to go every Sunday, and although the attendance does not seem to be rigidly compulsory, yet it is to be regretted if any student would needlessly stay away.

THE classes in Elocution are again organized under the management of the same teacher who did so good work last year. A respectable number of students are taking advantage of the opportunity for culture in this line; yet there is cause for regret that so many are letting it slip by unimproved. Doubtless many are hard driven by their regular studies, and many more do not feel able to bear the extra expense; but the advantages of such a training, and the *disadvantages* of its absence, make its acquirement well worthy of an uncommon effort.

In a public man a defect in vocal expression is a bad defect. A poor elocutionist is half dumb. He roars more than he talks, and does not tell you half he tries to say. A man of great intellectual strength, with a naturally musical voice and an earnest spirit, just for a needless improper use of the organs of speech, loses half his power, and slabbers and spills at his feet what might have been sent, well cut and clear, with gentle, yet telling force, upon the most distant ear. Moreover, such a man often ruins his voice in early manhood, when it might have been preserved sweet and strong to a good old age. To be an adept in this art means neither to be mechanical, nor self-conscious, nor affected, nor to be forever straining after effect. Such lily-handed performances are not the work of an elocutionist, but the antics of a poor ignoramus, a platform dude, or a dishonest fool. But the honest man, with common sense, will but attain unto that clearness, naturalness and force of utterance which will become a *habit* and that will always make the people *hear what he says and understand what he means*. So little have we heard of really excellent vocal expression that the student does not know his glaring deficiencies until he joins the class himself.

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SOME of the present Freshmen were prepared for college at our public schools. S. C. Shaffner, teacher at Paradise, and J. R. Ruggles, of Lockeport, each send one; J. F. Godrey, at Hebron, sends two, and L. D. Robinson, of Berwick, sends three. This is not the first time these teachers have prepared students for matriculation. Others, too, have done the