

COLLEGE public opinion is a mighty power. Sometimes it sways to the right, and sometimes it drags ponderously to the wrong. The sentiment of a body of youths like that assembled on the slope of this hill cannot by any student be *lightly* disregarded. When he finds himself opposed by public opinion he should look it fairly in the face and set himself to find out, if possible, what are the premises, the logic and the motives out of which that prevailing opinion has been constructed. If the public sentiment is *right* he should gladly fling away his own preconceived false notions and accept the new light with a thankful heart. Or if the pending issue is only a matter of mere convenience or polity, he should yield cheerfully like a man to the wishes of the majority.

But if public opinion is wrong morally; if it runs against conscience; then no matter how unanimous it is or how blatant the clamor a student should be led by it or driven or coaxed or influenced by it no more than he should be led or coaxed or influenced by the devil. For sometimes a black and blackening storm sweeps over an assembled multitude like that which crossed the brow of Milton's arch-angel fiend and darkened the day and raised immonious war in heaven. Anyway it will not do to believe anything just because all the rest believe it even if all the rest are a third part of the host of earth. *Possibly*, sometimes all the rest are wrong. It is amazing "How few sometimes may know when thousands err." Nor will the indignation of the crowd against a conscientious dissenter be proof positive of the righteousness of their position. Sometimes, the more error there is in a gust of public opinion, the more its abettors will flash "dark lightning" at the presumptuous man who dares oppose what many hold is right and one alone pronounces wrong. But no-one will ever be a *man* until he plants his foot and sets his face squarely toward the right and swears in that direction to march and live and die though he march and live and die alone, opposed by all the world.

"Nor numbers nor example with him wrought
"To swerve from truth or change his constant mind."

"A voice
"From midst a golden cloud was heard:
"Servant of God well done, well hast thou fought
"The better fight who single hast maintained
"Against revolved multitudes the cause
"Of truth, in word mightier than they in arms,
"And for the testimony of truth hast borne
"Universal reproach, far worse to bear
"Than violence: for this was all thy cure
"To stand approved in sight of God,
"Though worlds judged thee perverse."

JUST as it is in the power of men to *help* one another by kind words, good counsel and noble example, so it seems to be in their power also to help *ruin* one another. Just as duellists, sometimes, make simultaneously the fatal opposing thrusts and the blood of two men flows and mingles on the clashing blades and two men die, each by the other's hand, so two youths, though only in wanton sport, or friendly social debauchery, help to spill each other's blood and sap the very purity and strength out of each other's life. In plain English, we can put our hands upon a dozen fellow-students, to-day, *who have helped each other down*. This is not written to accuse anybody and it is hoped no-one will take it to himself unless he ought to. But we know whereof we speak, have put it mild and if it is not true are willing to be hanged. What a retrospect for one to have of college days! What can purge the conscience from the guilt of that four years wherein one helped to blight another's life? Not all the rain of "the sweet heavens."

IN another column will be found an article on the Kindergarten. It certainly looks like a reasonable way to teach children. It is a lamentable fact that the majority of people just begin to realize that they either know nothing or if they have acquired a certain amount of knowledge that it has to be learned all over again in a proper way at the age of about seventeen or eighteen. If such a process as this German method can do away with the stuffing idea, it deserves encouragement and recognition.

We understand a class has been formed by a competent teacher lately settled in Wolfville, Miss Whidden, who thoroughly understands the Kindergarten system and is following that method with her pupils. We don't know with what success she has met, but should consider this educational centre a grand starting point for testing the work.

A CRITIC is a good article to have on hand if he has not missed his calling. When criticism is carefully given and judiciously used it quite often brings about excellent results. Pills are useful but it is not pleasant to taste them; a coating of sugar remedies this fault.

Two essentials should characterize critics: they should know something about the circumstances, the