

charge of the Institution, and was reinstated in the Presidency in 1860.

The services of Professor A. P. S. Stewart, in the Mathematical and Scientific Department, were secured in 1853. His departure, in March, 1858, was much regretted.

The Rev. A. W. Sawyer, A. M., (now Dr. Sawyer,) became Professor of Greek and Latin Classics in 1855. His resignation of the office, in 1860, was reluctantly accepted. He was succeeded, in 1861, by James DeMille, A. M., who left in 1865, and accepted a Professorship in Dalhousie College.

By invitation from the Convention of the Maritime Provinces, Dr. Crawley returned from the United States, and reassumed a Professorship in the College, in January, 1866. He became Principal of the Theological Department in 1869.

On Dr. Cramp's resignation, in 1869, Dr. Sawyer was unanimously invited to the Presidency.

The following list is taken from the Baptist Year Book for 1874:—

### University of Acadia College.

#### FACULTY.

##### Department of Arts.

REV. A. W. SAWYER, D. D.,  
President, and Professor of Moral Philosophy and the  
Evidences of Christianity.

REV. J. M. CRAMP, D. D.,  
Professor Emeritus.

REV. E. A. CRAWLEY, D. D.,  
Professor of Mental Philosophy and Political Economy.

D. F. HIGGINS, A. M.,  
Professor of Mathematics. (Appointed in 1854)

R. V. JONES, A. M.,  
Professor of the Greek and Latin Languages. (Appointed in 1864.)

REV. D. M. WELTON, A. M.,  
Professor of Rhetoric and Logic.

J. F. TUFTS, A. M.,  
Professor of History.

G. T. KENNEDY, A. M.,  
Instructor in Natural Science.

##### Department of Theology.

REV. E. A. CRAWLEY, D. D.,  
Principal, and Professor of Hebrew, New Testament,  
Greek, and Exegesis.

REV. A. W. SAWYER, D. D.,  
Professor of Evidences of Christianity.

REV. D. M. WELTON, A. M.,  
Professor of Christian Doctrines and Pastoral Duties.

The number of matriculants has amounted to upwards of three hundred. Of these, 143 have taken the degree of A. B., and 51 have proceeded to A. M., in course.

Twenty-one of the Graduates have studied Law; twelve, Medicine; and fifty have entered the Christian Ministry. Many are employed in Tuition. Two are Superintendents of Education, (in Nova Scotia and in New Brunswick.)

### WRONG INCENTIVES TO STUDY.

The principle expressed in Caesar's celebrated aphorism, "That he would rather be the first man in a certain Alpine village, than the second man at Rome," has been the cause of a great deal of evil. In the history of nations, war and bloodshed have followed its workings, while in every department its application has been productive of much harm—and in none more surely than in the department of education.

An earnest desire to excel, is not only, right, but highly commendable. If one, with the talents his Maker has conferred upon him, can qualify himself to fill the first place, let him occupy it; if, however, he is unable to do this, let him labor diligently and contentedly in the position his abilities fit him to fill.

We will endeavor to point out the effects this motive has a tendency to produce, when brought to bear upon the student by what we may call extreme cases. If a student, actuated wholly by this principle, possess the ability and courage of a Caesar, and is obliged to contend with powerful rivals, one purpose takes possession of his mind, and spurs him on to action. He lives upon the sharp edge of a perpetual fear. The dread of being outstripped, like an evil genius, continually haunts him. When he applies himself to his tasks, his mind, feverish and excited, is divided between the work before him, and thoughts of his rivals. It performs no real, healthy work, and receives but little true culture. He studies, not so much for the sake of knowing as of *seeming* to know. The same anxious dread follows him to his recitations, cuts short his much needed exercise, and drives him back, unrefreshed, to his books. A nervous system, constantly excited, affords no real invigorating sleep. If it were possible, under circumstances like these, to pass through a course of study without injury to both mind and body, still the grand end of education has been missed.

Another, perhaps, with less ability or less perseverance, becomes discouraged, gives himself up to indolence and sloth, and excuses and consoles himself by a false but common saying, "that many of the most distinguished men were poor students in College." Thus he allows the most precious portion of his life to run to waste.

The student should approach the work

of each day with a mind, free from any external fear, and capable of bringing all its powers to bear upon the work in hand. The beautiful and sublime sentiments of the classics, the precision and conclusiveness of mathematical reasonings, and the wonderful and instructive truths of the other sciences, should be well studied and digested, and allowed to exert, upon the mind the refining and disciplining effects they are well calculated to produce. One of the grand results of an education is to form the habit of doing the work of each day promptly and well.

Thus, if while reaping the full benefits of a course of study, and not neglecting other duties, he is able to surpass his fellows, he should take his true place; if not, let him work perseveringly in the place he is able to fill, remembering that all classifications are but superficial tests, and that in the life work the race is not always to the swift, nor the battle to the strong.

### POETRY.

CLOSELY allied to all that is grand and ennobling in the human mind is poetry. It is the voice which falls upon the ear in gentle accents to quell the troubled soul and awaken within the breast aspirations for the true and the holy. It is the spontaneous outburst of a nature imbued with a sense of the sublimity of the subject with which it has to do—the power which fires another with the same inspiration which itself feels, and which it claims as its birth-right.

It is not the senseless utterance of high-sounding words to please the ear. If not profuse in syllogistic forms, arrayed in their natural garb, its very cadence profits but to please. The simple narrative, touched by its sacred wand, becomes the subject of admiration, as, in undulating tones, it falls upon the ear in accents soft and sweet. The poet, like the orator, is one of deep thought and emotion, fine sentiment, and lofty imagination. His words, guided by reason, not by impulse, lead the thoughts of others along the same channel as that in which his own are directed. Thus he becomes the pioneer of joy amidst the surrounding gloom, as truly as the morning dawn heralds the approach of the genial sunlight.

True poetry walks forth in all the majesty which adorns true greatness. Despising the streams which would woo its presence, it seeks the fountain of Truth at which to resort, there to catch the inspiration of its waters. Like the eagle, it soars above the clouds which would darken its prospects, to enjoy the sunshine of unbroken day. It mounts the craggy cliff only to breathe an atmosphere purer and more serene, in which it loves to dwell.