

himself down to some single hobby and shut everything else out of his life for the sake of that ideal, but rather that he should keep constantly before him a goal worthy of his best energies. He should have ideals of duty, of character and of attainment. No better incentive to the formation of worthy ideals, can be employed than biographical studies: for  
 "Lives of great men all remind us" etc.

But it is one thing to have an ideal of attainment and quite another thing to attain to that ideal. The former will be useful only as it develops into real aspiration and actuates to earnest endeavour in the direction of actual accomplishment.

"Rome was not built in a day," neither can a high standard of excellence in any sphere be reached by one tremendous stride, or by a succession of spasmodic efforts. The student may have his ideals of scholarship and of manliness and yet for want of persistent application of their principles, fail in both those directions. The elements that contribute to the realization of these ideals should appear in every act. The one who allows himself to be satisfied with partial application during the best part of the College term is not very likely to reach a very high standard by ever-so-much extra exertion at the close of the term. He may *save his standing* but is sure to come out weak on his work. If the first years of the course are skimmed over lightly, there is little hope of strength being developed in the later years. If the College course does not bring any marked achievement the future is not very promising. And yet how many students,—how many men are content merely to cherish high ideals, to dream of grand achievements without making an attempt to realize them.

No man can afford to do any work carelessly. One may not at first realize the connection between reasoning in the mathematical formulæ and that in the later philosophical studies, and yet he is sure to find out to his sorrow if the former be neglected. He may not at the proper time understand the bearing of "Angus' Hand-Book" and the principles of rhetoric upon elegant composition and the eloquence of the *Forum* and the *Bar*, but he will learn by bitter experience if, in later life, he is compelled, by constant reference to these texts, to master the lessons that should have been learned in his schooldays.

"Do noble things, not dream them, all day long;  
 And so make life, death, and the vast-forever,  
 One grand, sweet song."

WHAT a strange fascination has that little word 'eh'! It is not much to look at; but how full of meaning, how demonstrative of wisdom! Why to become a very Socrates it is only necessary to put on a look of vast erudition and utter a deliberative 'eh' or two. For the student it contains an untold and magical potency. He need never to prepare a subject for some carefully balanced 'ehs' distributed as addenda to the suggestions of the much-enduring teacher will see him safely through the recitation. The academian uses this marvellous word with advantage. Through the successive years of the College course it gains fresh meaning and power until a senior may use it with almost supernal efficacy, and—happy to tell—the same little word can still be used. Anyone who lacks the art of ready expression can fill in what would otherwise be meaningless and wearisome pauses with accommodating and graceful 'ehs.' Alas, however some do not see its true beauties. They use the word for expressing inquiry or surprise it is true, but fail in apprehending its importance for filling those gaps in speech occasioned by a lethargic intellect. On the other hand, an adept in its use has been known by actual count to place in one sentence and with real eloquence too a whole dozen of 'ehs.'

(Contributed.)

THE death of HELEN L. BUTTRICK referred to before in this paper, was keenly felt by her friends in Acadia Seminary. The actual circumstances attending her death are not known. Letters received recently from Berlin say that Miss Buttrick had been suffering from nervous prostration brought on by over study; and that she had been persuaded to discontinue for a time, lessons and practice in music. On Wednesday afternoon, March 13th., she left her boarding place to walk for a short time in the open air. Later in the week her body was found in an arm of the river Spree. Whether, in a state of bewilderment, she fell into the river; or, in a moment of intense mental depression, threw herself in must remain a matter of conjecture. There are no indications that she had designed to take her own life. Her work in the Hoch Schule was highly creditable and her efforts had been commended by her professor.

Last Autumn Miss Buttrick, obtained leave of absence for one year to pursue studies abroad and