

must know text books ; yes, and *many of them*, but he must be their master but not their slave. If the lack of object study is the weakness of Acadia's scientific department, lack of analytical method is the weakness of *nearly all* her departments, unless she has very lately reformed. No other proof is required than the *one text book*, thumbed and greasy, on the Professor's desk. The effect upon the student is noticeable. Ask him to write an article and, without one original thought, he hunts through rows of encyclopædias—piling up sheet after sheet of "facts," bounded by the circumference of his limited investigation, which arranges and rearranges until a sufficiently lengthy and comely composition is made. Ask him to explain a phenomenon and his first thought is for a book—"Oh, for a horse, for a horse. My *brains* for a horse!" This one book method should be used *nowhere*, not even in Mathematics. Students, as well as teachers, must be investigators, they must be the masters, too, not the slaves of books. The analytical method is the cure.

There is a real weakness along the above lines at Acadia. She may be no worse than other Colleges, but that is no excuse. Her poverty, which compels such heroic struggles on her behalf, is no excuse. Object study, and a true method can be introduced even in her poverty, and *no amount* of money, alone will reform the weakness pointed out above. Mark Hopkins said: "Give me a log and another man on the other end of it, and I have a University." It lies with Acadia's teachers. Wake up, Oh ye teachers to your privileges! Gain knowledge for use and give to the students, or rather lead the students to gain it themselves, knowledge that will be a part of themselves and that they can use. Advance is being made in right teaching, sweeping reforms are passing over this country, and the same spirit of reform, in a very few years, will sweep over Acadia leaving stranded all who will not progress. Soon men will not be chosen to teach because of a *degree*, and no man will be retained as a *teacher* merely because he can save money. The two functions will be separated. Men will be chosen to teach who are trained and who *can teach*.

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SCHILLER'S WILHELM TELL.

Tell, has for centuries been the national hero of Switzerland. He is their embodiment of all that is brave, liberty-loving, and daring in the service of his country. Filling a large place, as he does, in their literature and patriotic utterances, he serves as a constant reminder of what the country expects of her loyal sons. For the Swiss have an intense love of political liberty. Breathing the free air of the mountains, and familiar from youth with the awful grandeur of Alpine scenery, where man comes into