

The Acadia Athenæum.

VOL. VIII.

WOLFVILLE, MARCH, 1882.

No. 6.

THE ACADIA ATHENÆUM,

PUBLISHED MONTHLY DURING THE COLLEGE
YEAR BY THE STUDENTS OF ACADIA
UNIVERSITY.

CHIEF EDITORS:

A. G. TROOP, '82. E. A. COREY, '82.

ASSISTANT EDITORS:

T. S. ROGERS, '83, F. M. KELLY, '84

MANAGING COMMITTEE:

C. O. TUPPER, '83, SEC.-TREAS.

I. W. COREY, '83, H. B. ELLIS, '84

TERMS;

ONE COPY, PER YEAR, \$1.00. POST-
AGE PREPAID.

Business letters should be addressed to C. O. Tupper, Sec.-Treas. Upon all other subjects address The Editors of the Acadia Athenæum.

Those not having paid their subscriptions will confer a favor by remitting at once.

The burning of the buildings at Mount Allison has called forth the generosity of her friends, and loyally they have responded. The endowment fund has been realized and more spacious buildings are to be erect. Let the friends of Acadia make a move to swell her endowment fund.

For years the opinion has been, educate the lower classes to a higher standard and crime will decrease. The truth of this statement is weakened by the fact that our prisons are at present crowded to a greater extent than for years past. So important is this question that the National Education Association commissioned a deputy to inquire into the efficiency of education as a preventive of crime. The report as follows places the question in a better light. That in the prisons of Pennsylvania, the colleges and high schools are most insignificantly and the fairly educated classes only moderately represented, while one sixth of the crime of the State is committed by the wholly illiterate, who constitute only one thirtieth part of the population. He further

concludes that about one third of the crime is committed by persons practically illiterate, and that the proportion of criminals among the illiterate is about ten times as great as among those who have been instructed in the elements of a common school education or beyond.

Will you write an article for the paper? Can you contribute something to our society? are questions repeatedly asked of many of our students, and in nearly every case you will receive the lazy man's answer "No time." Excuses are acceptable at times of a press of work, but in the majority of cases the same answer invariably greets our ears. It is a great mistake we make in shirking every opportunity to improve our literary taste. We ought at least be able to express ourselves intelligibly in writing, and one has said to become a versatile writer we must "Write! write! write!" A very little time would be lost and not much effort required to jot down facts which would interest us either as an item for our paper or as a literary production for one of our societies. It is not for our entertainment alone that we wish your cooperation, but that you may reap benefits from a source available to all.

Much is being done amongst American institutions of learning to prevent the growth of what are called Greek Letter Societies. Some of the colleges have gone as far as to expel students for refusing to pledge themselves not to join a secret college society, and their action has been upheld by the law courts. Perhaps we have never yet been able to learn of the real benefit derived from these societies; but when such a decided stand is taken by college authorities, and their action endorsed by the law, we infer that they are not attended by any permanent good. One argument urged in favor of them is, that they encourage competition. If the competition they evoke were for proper ends, and confined within limits which insure a salutary influence, their existence would