

difficulties Principal Oakes is doing well, and we are pleased to see that the standard is gradually being raised each successive year. The College depends upon the work done in this and other Academies; if the preparation is insufficient, the student is maimed through his entire course. Only students who mean work are wanted in our schools. They should not be considered reformatories or nurseries. There is no room for drones. In our opinion the standing of the Academy can be raised considerably, and we believe it will be done.

Viewing, then, the past year with retrospective glance, we cannot but feel proud of the work which has been done. One more chair has been endowed in the College and should pave the way for others soon to follow. Our institutions are in a vigorous state; but just as the plant when thriving most requires most food to keep it in that condition and promote further growth, so do these our schools require food in the shape of sympathy and benevolence.

THE new Seminary Building is rapidly nearing the region of reality. The plan pursued in raising funds for its erection has been not to ask for gifts towards the principal, but for a series of yearly instalments, enough to pay the interest on the money required. A good amount having been subscribed, and a design adopted, the Governors expect to be able to let the contract during the month of August, and to have the building well under way before the winter sets in, so that it will be ready for occupation a year from next September.

IN one of the first issues of the ATHENÆUM during the present Collegiate year it was urged that the students—past and present—of Acadie Seminary organize themselves into an Alumnae Society, which should sustain the same relation to that institution as the Associated Alumni bears to the College. A correspondent to the *Messenger and Visitor* has since brought the matter to public notice. We are pleased to know that the idea has been in the minds of the teachers of the Seminary for some time previous to our mention of it, and is now receiving their favorable consideration. The acting Principal, Miss Harding, is fully in sympathy with the movement, but deems it advisable to leave the founding of the pro-

posed society to Miss Graves, who is expected to take her former place at the school next September. Meanwhile those interested will have abundant opportunity to formulate plans for the successful working of the organization.

NO subject in a College curriculum is of more importance than English. We study Latin and Greek—and it is very desirable that we should do so—but after all, they are to augment our English. We do not converse in Latin; our compositions are in the mother tongue. The knowledge of science and philosophy are made to bend to the requirements of English. Are not learning and beauty stored up in the treasures of English literature? The “myriad-minded Shakespeare” can teach us lessons which the pages of philosophy may not convey. Milton has placed a fund of classical learning within our reach. Dickens teaches what some are so slow to learn, practical life; and so we could proceed with our catalogue of English authors and their qualities. Three years’ study of English in College may not reveal all the hidden treasures of English literature—we question whether many times three years would enable one mind to grasp even a small percentage of the great whole—but one thing is sure, three years’ study should cultivate such a love for the subject, should encourage such a systematic study of the same, that when the graduate leaves College he will be eager and able to continue the work. We believe in enthusiasm, not misdirected, but turned into the proper channels; and that is just what the College student needs in his English. Our experience leads us to believe that the department of English is the most difficult one to teach in the College curriculum. And why? The average student enters College with a fair knowledge, say, of the principles of the language. He has read a few books, and is apt, as all are liable to be at the beginning of their course, to think that he knows about all there is to learn in English. It is hardly necessary to remark that he is mistaken, which he learns to his sorrow as the years roll rapidly along. Again there is opened to his gaze such a vast field which he was never permitted to look upon before, that English is forgotten in the enthusiasm for other knowledge. We do not pretend to say that this is the case with every student, or need be so with any number; but unless the teacher is a thorough edu-