

truth, needing no other evidence than a sort of intuitive recognition of its excellence, there are others to whom it becomes necessary at some time in their lives to re-examine every stone in the foundation of their faith. Such enquiry should not be discouraged for, if honest, it must result in fuller appreciation of the great doctrines of Christianity. Especially are we, as Baptists, bound by the principles we profess, by our antecedents, educational and religious, to contend for religion and intellectual independence.

The manner in which Dr. Crawley's address was received by his audience, show that his students are well able to estimate at its true value the rare coinage of his vigorous mind. May he long be spared to us, to receive the honor due him for his valuable services, past and present, and the lively interest he shows in everything which concerns the well being of Acadia and its students.

THE PRIZES.

The President of the Associated Alumni—Prof. Jones—then presented the prizes. There were two Matriculation prizes, and two class prizes won last year, but not awarded. The successful competitors were, for the Matriculation prize, W. G. Parsons, and G. F. Currie; for the (last year) Freshman and Sophomore class prizes respectively, G. O. Gates and W. T. Pipes.

Dr. Sawyer then addressed to the students a few words of hearty welcome to the pleasures and responsibilities of College life.

ENGLISH LITERATURE.

PART ONE.

"Literature is the immortality of speech. It embalms for all ages the departed kings of learning, and watches over their repose in the eternal pyramids of Fame."

ONE hundred and ten years ago the Leviathan of Literature, Samuel Johnson, wrote: "The riches of the English language are much greater than they are commonly supposed," and the eleven decades that have since elapsed, have emphasized his words by the thousands of volumes, which writes in Old and New England have added to the stores he contemplated.

There has been much thought evolved from the English mind, and during the past twelve centuries, this has been recorded in the books of our language. Come with me into a great library. The volumes are arranged in accordance with the topics of which they treat. Over one alcove we read *Law*; over another *Medicine*; over another *Science*; and over another *Philosophy*. Does the literature of which we are treating include all of these volumes? We are told that it does not.

True, we speak, and very properly, of the literature of the law, of theology, of science; but when we speak of literature in general, we refer to something that is universal, catholic, and which appeals to man as man simply. We must, therefore, exclude from our idea of literature all which relates to the positive sciences. Such books appeal not to man as man, but to students in the pursuit of knowledge of a special sort. DeQuincey has well said that there is a literature of knowledge and a literature of power. The former fills the mind, the latter strengthens it. It is the latter which we propose to investigate.

The literature of power is neglected in our schools. Our plan—it was the plan of the Dark Ages also—is to rely upon the authors of Greece and Rome as the means to the development of mental strength. Let us not join in the hue and cry injudiciously raised against the classics as school studies. They must not be excluded. Our motto should not be "No Latin and Greek," but rather "More English." A thorough study of our native speech in its wonderful growth, fascinating literature, and composite derivation, affords a stimulating drill, and leads to comprehensive thought as well as to great delicacy of taste. "It is common," says Dr. Johnson again, to "overlook what is near, by keeping the eye fixed upon something remote," and this is what we are doing when we neglect our own literature to cultivate acquaintance with that of another land. Shall we not encourage our sons and daughters to wander over the charming fields of poetry, guided by our Chaucer, Milton, Shakespeare, Watts and Tennyson? Is it a small privilege for them to search out the different beauties of the prose of Bacon, Herbert, Addison, Johnson, Froude, Motley, Hawthorne and Tackeray? Aye, will not loving communion with the masters of thought and expression ennoble our children, strengthen their minds, and beget in them a praise-worthy ambition to develop their own resources?

Suppose we had in one room a series of thirteen alcoves upon the shelves of which were chronologically arranged specimens of the books written in England and America during each of the centuries since the year six hundred. The number of volumes need not be very large to give us a fair view of the whole of our best writers. Let us now, in imagination, look through this collection.

As we open the few antique volumes in the alcoves of the earliest dates, we find that we can scarcely understand them. The lan-

guage, the letters, the spelling and the style are all strange to us. Further examination reveals the fact that our literature, which has now attained magnificent proportions, has passed through many stages of growth, as well in regard to the subjects treated as to the style and spirit of its authors. To trace this growth and to enquire for its causes will be our interesting study.

Looking over one alcove after another, we are attracted by that one covering the period between fifteen and sixteen hundred, because the names of the authors and the titles of the books are familiar and intelligible to us. Not far apart we find the works of Shakespeare, Bacon, Edmund Spenser, Sir Philip Sidney, Sir Walter Raleigh, and Ben. Johnson, while near them is the Bible of King James, in the very words so familiar to-day. Standing before this alcove, we notice that the language of the books on one side is less and less like what we now call English, while those on the other hand are all written in the mature language of to-day, with but minor variations.

We are prepared to say that at some date between fifteen and sixteen hundred our language and literature were changed, or at least that one side they were in a state of immaturity, and on the other in a state of maturity. The year 1558 is a convenient one to use for the division, for it marks the opening of the brilliant reign of England's greatest queen.

We have, then, two grand divisions of our subject—Immaturity and Maturity. As the blooming peach in our orchard did not arrive at the perfection that so charms the eye and pleases the taste in a moment, but was ripened by the continuous rays of many sunny days, so our literature did not drop one form and assume another at once. Maturity in both cases was the result of growth as gradual as only to be appreciated in a comprehensive view of the process.

This view we shall get by examining the books in each of the divisions we have now made. Let us take the period of *Immaturity*. The first division we shall very naturally call the period of *Original English*. Writers have sometimes applied the term Anglo-Saxon to the language of this period, using a modern term by which it was intended to indicate the composite nature of the language. The term Anglo-Saxon was, however, not used at the period, and it has been shown by Max Müller and others of the highest authority that the language was English, and was so called by those who spoke it. The period of Original English may be said to end about the year 1150.

A new influence was exerted upon our language and literature after the conquest by the Normans. The introduction of a new social political and linguistic power resulted in a conflict between the English—which is a Gothic language—and the French—which is of Romanic origin. Thus many foreign words were introduced, the form of Original English was broken up, and we shall find it convenient to speak of the century between 1150 1250 as the period *Broken English*.

The natural result of this state of affairs was that learned men began to look upon English as an unstable language, and those who wrote used Latin, which was understood all over Europe. Thus for a century, our language, though still used by the people, was dead so far as literature is concerned. It has been called the period of stagnation, but it was stagnation that we notice in the seed before it appears above the ground. During the time England was severed from Normandy, the two races on British soil had become somewhat amalgamated, the universities of Oxford and Cambridge were chartered by Henry III., and the Magna Charta was signed by King John. Let us write *Dead English* over the period from 1250 to 1350.

Even the superficial student of English history will remember the revived national spirit that was so marked in the earlier years of the reign of Edward III., when the yeomanry were asserting their claims to liberty, and were using solid arguments upon the field of battle. The pages of history are marked by the names of Cressy and Poitiers which bring up the deeds of Edward, the the Black Prince and their yeoman soldiery. Literature was revived with patriotism, and among the writers are the poets Chaucer and Spenser, the true authors of the Bible, John Wiclif and William Tindale, and the author of the Vision concerning Piers Plowman. This influence is apparent from 1350 to 1558, which we may call the period of *Reviving English*.

And now we have reached the beginning of the period of *Maturity*. The capture of Constantinople by the Turks in 1453 caused the expulsion of many learned men from that city. Leo X., when he became Pope of Rome, and before that time, invited these men to Italy, where they established famous schools, and exerted an influence over all Europe. The period is known as that of the Revival of Letters, and we may call it, so far as our literature is concerned, the period of the *Italian Influence*. It was a time of progress in every department of human activity, a fact which will become apparent both to the student of the history and literature of the period.

There was all this time a strife in England upon religious topics. The Puritans had arisen and were earnestly inculcating their views. Their religious and political power increased until in 1649 they beheaded Charles I. in front of his own palace of Whitehall. Then for eleven years Cromwell and his partisans ruled the country. This strife and its result had a deep and lasting influence upon literature. On our book-shelves we find the works of Fuller, Jeremy Taylor, John Bunyan, Richard Baxter, and of