

will not be helped by the recital, and he who has been awkward and diffident before will be awkward and diffident still. The Junior and Senior essays and theses are highly esteemed by the student, and are most efficient in developing his power, but the Sophomore recital is equally as efficient in developing his disgust.

We would not say, however, that the work which the Sophomore recital aims to do should have no place in the college. The Professor of English might, with profit, according to the sound educational principles, require the students to commit to memory a greater number of the gems of English literature as a part of the class-work. This part comes completely within his domain, the other, should be resigned to the teacher of elocution, who could most intelligently correct the faults and develop the student's powers of expression in both voice and manner. In addition, the ATHENÆUM Society affords the student excellent opportunity for speaking in public. These means we believe would accomplish the good results aimed at by the Sophomore recital, with which every one will admit there is something wrong.

WE are pleased to learn that John B. Morgan, B. A., '87, who was one of the ablest and most respected students of that year has fully recovered from his sad illness.

THERE is one feature of the college work we would like to speak about; it is the examination known as "Special English." It would seem to us a better time for such a test when the student is passing the matriculating examination. Every one who enters this college should be able to pass the English examination for grade B License, and after two years stay be quite in advance of that. If this is not required we would think it only fitting that any young man holding such license be exempted as a recognition of work done by him previous to coming here. The teacher who comes here and takes two years of college training feels somewhat humiliated, to say the least, to be informed that he is to be examined in a branch of study that he has been teaching in the seventh and eighth grade of the common school. He begins to feel that all this time

he has made but a small advance in *book learning*. Now we believe the examination to be needed and the more searching the better, but we also believe the time for such a test, is not after the student has devoted two years of his time in the pursuit of the higher studies. Make this examination a positive requirement in the Matriculation examination, and let every one be given to understand that he will not be permitted to proceed with college studies without a good knowledge of English. This is the most essential branch for all in this enlightened age. If a student does not possess a good command of his mother tongue he has no right to attempt and hope to receive a college certificate.

AS four years have passed since the introduction of our present arrangements for the study of Elocution, a word on that subject will be in order. We ask what is Elocution, and what place does it hold on our Curriculum? By Elocution as taught at Acadia to-day, is meant the science and art of expressing *thought and feeling* correctly. A merely arbitrary and wholly mechanical system of emphases, inflections and movements, learned, parrot-like by rote, and applied without regard to law of any kind, is *not* Elocution. Elocution, as a science, demands thorough and long study of being and its modes of manifestation through the voice and body. As an art it demands that the voice and body shall manifest or express the subjective nature with ease, precision, and in perfect harmony with physical law. Four years ago Mr. Shaw outlined a comprehensive course of Elocutionary study and one well worthy a student's time and thought. Now we hold that this department, though making considerable progress, has not achieved the success it so well merits. This is neither the fault of the instructor nor his subjects. The blame, if blame there is, attaches to other causes. In the first place Elocution has never had a fair chance among us. The authorities, recognizing its importance in any system of education at all comprehensive, decided to give it a trial. It has not had a fair trial, for the following reasons. In the first place it was introduced as an experiment, but the experiment has been constantly surrounded by conditions decidedly neutralizing in their effects. It was left entirely optional. It was taken up purely as an extra and nearly always by