

Thirdly, a Provincial University must be supported by Provincial funds. Reference to the statements of Dalhousie's income for 1873, shows that out of a revenue of \$10,900, but \$3,950 are derived from Provincial sources. The remainder, between *six* and *seven* thousand dollars, arises from fees and contributions, (chiefly the latter). Dalhousie is therefore partially and *only* partially sustained by the Government, just as are the other colleges of the Province. For some years previous to 1863, that institution was closed. Since that date it has principally depended on the various Presbyterian bodies of the Province for its sustentation. Let the \$3600 which these denominations yearly contribute to its support, be withdrawn, and Dalhousie, braggadocio and all, *would go under*. There are indications of this. For while the Baptists, throughout the Maritime Provinces, have worked zealously for Acadia, and have succeeded in augmenting her invested funds to *seventy thousand dollars*; the Presbyterians have, of late especially, been less active in behalf their college,—have raised its invested capital to but *forty-seven thousand dollars*, and are now endeavoring to shirk the burden of the maintenance of Dalhousie by casting it upon the shoulders of the Province.

Such are a few points to which we deem it expedient to call attention in this paper. The *Gazette's* reply will probably call for a more exhaustive article in our next.

The whole field of controversy between the *Gazette* and the *Athenæum* has now been traversed by us in the present issue, in order that the former paper may have ample chance for reply in its next and last publication for the current year.

To have withheld any of the main points until next month would have been unfair to the *Gazette*.

Friday evening, April 2, opened the third and last term of the ATHENÆUM, for the present collegiate year.

The following officers were elected for the ensuing term ;—

I. M. LONGLEY, *President*
D. H. SIMPSON, *Vice Pres.*
G. A. SMITH, *Cor. Sec.*
S. A. BURNABY, *Rec. Sec.*
H. BARSS, *Treasurer*
B. W. LOCKHART, *Critic*

The animated and interesting discussion of the following evening may be taken as a sure proof that the interest in the society is still staid and firm; and that the same success which has attended its meetings heretofore is still vouchsafed to it on the part of its members.

ACADIA COLLEGE.

CONSPECTUS OF STUDIES FOR THE YEAR 1874-75.

FIRST SESSION.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
FRESHMAN CLASS.....	Latin or Greek. Geometry. Physics.	Latin or Greek. Geometry. History. B.C. 31—A.D. 800	Latin or Greek. English Literature Essays & Eloc't'n	Latin or Greek. Geometry. History. B.C. 31—A.D. 800	Latin or Greek. Geometry. Physics.
SOPHOMORE CLASS.....	Trigonometry or Anal. Geometry. Latin or Greek. Rhetoric.	Trigonometry or Anal. Geometry. Latin or Greek. Rhetoric.	Astronomical Lecture. Ethics. Essays & Eloc't'n	Trigonometry or Anal. Geometry. Latin or Greek. Rhetoric.	Trigonometry or Anal. Geometry. Latin or Greek. Rhetoric.
JUNIOR CLASS.....	Latin or Greek. Surveying, Navigation and Mensuration. Political Economy	Latin or Greek. Surveying, Navigation and Mensuration. Political Economy	History, (Middle Ages.) Rhetoric.	Latin or Greek. Surveying, Navigation and Mensuration. Political Economy	Latin or Greek. Surveying, Navigation and Mensuration. History, (Middle Ages.)
SENIOR CLASS.....	Intellectual Philosophy. Evidences of Christianity. *Greek or Latin.	Intellectual Philosophy. Evidences of Christianity. Greek or Latin.	Rhetoric. History, (Middle Ages.)	Intellectual Philosophy. Evidences of Christianity. Greek or Latin.	Intellectual Philosophy. History, (Middle Ages.)

* Hebrew may be substituted.

SECOND SESSION.

FRESHMAN CLASS.....	Latin or Greek. Algebra. Physics.	Latin or Greek. Algebra. History.	Latin or Greek. English Literature Essays & Eloc't'n	Latin or Greek. Algebra. History.	Latin or Greek. Algebra. Physics.
SOPHOMORE CLASS.....	Calculus. Latin or Greek. Logic.	Calculus. Latin or Greek. Logic.	Astronomical Lecture. Ethics. Essays & Eloc't'n	Calculus. Latin or Greek. Logic.	Calculus. Latin or Greek. Logic.
JUNIOR CLASS.....	Latin or Greek. Mechanics and Optics. Geology.	Latin or Greek. Mechanics and Optics. Geology.	History, (First Centuries.) Rhetoric.	Latin or Greek. Mechanics and Optics. Geology.	Latin or Greek. Mechanics and Optics. History, 1st Cen.
SENIOR CLASS.....	Moral Philosophy Reviews or *Equivalents.	Moral Philosophy Reviews or *Equivalents.	Classics. History, (Middle Ages.)	Moral Philosophy Reviews or *Equivalents.	Moral Philosophy History, (Middle Ages.) Classics.

* A portion of the class are taking a course in Mineralogy—the rest study German.

Original Poetry.

MORNING.

Have you ever watch'd the dawning
Of the silvery morning light,
As it casts its beauteous radiance
O'er the world obscur'd by night?

Have you mark'd the golden sun-beams
Enter on their upward way,
Wide proclaiming o'er all nature,
The glad coming of the day?

Have you gaz'd upon the rising
Of the Sun in all his glee;
As a joyous bride-groom issuing
From his chamber, fresh and free?

Marching forth, he runs right gladly
On his heavenward course so fair,
Mantling with his robes of splendor
All that move in earth or air.

Stream and fountain feel his influence,
Joyous birds his advent sing;
Vale and hillside, land and ocean,
Into light and gladness spring.

Have you marked his dazzling brightness,
As he still pursues his way;
Hasting with majestic footstep
To the zenith,—perfect day?

Thus when man's sad night is gilded
By the rays of light divine;
Sin's dark shadows are all scattered
When the "Morning Light" doth shine.

Jesus in the soul diffuseth
Life, and hope, and peace serene,
And the ransom'd sinner deemeth
Heavenly glories on him gleam.

Oh, Thou Prince of Light celestial!
Beam upon us from the skies;
Fill our hearts with Thy effulgence;
Sun of Righteousness, arise!

MENTAL CULTURE.

There are possibly but few words in our language which in their signification have been so generally misunderstood as the common word education. The idea conveyed to the minds of a large majority of the community by this term is that of cramming the intellect with an immense amount of facts gleaned from all departments of knowledge; and in their way of thinking the man who possesses the largest collection of such isolated facts who has spent his time in conning the pages of multitudinous books in every branch of literature, is the educated man.

This so far from being the true idea of the word education, is precisely the opposite to it. Not that the acquirement of knowledge, or a mind stored with useful facts, is in any way incompatible with education. They must go, hand in hand, for the one must ever be deficient without the other; yet whilst education is the process by which the faculties of the mental organism are drawn out, strengthened and matured, reading, on the other hand, is that by which they are filled