

all human experience. We can enter into the very life of the race, and become the interpreters of the history of mankind.

Here work and duty are very naturally suggested, and seem to grow out of what has been said. In fact means presuppose and must of necessity comprehend an end. Sound, wholesome, action is the end, the grand result of careful telling preparation. The girding on of the armor unmistakably tells of the stern conflict, the fierce struggle. The student now stands in an atmosphere which smells of battle. And all the toil, and struggle, and preparation of the past are of value only as they serve to find the quickest passage to the heart. The now reveals the secret of the by-gone and the future. There is abundance of work for the student. There is the giving body and roundness to already-existing truths, and the bringing of new ones to light, the purging away of the dross until there is a perfect reflection of the image, the getting of such a conception of what has been done and thought that the individual is seen amid universal life, nobly aiming to elevate the human race, taking hold of the chains which connect things, telling whence they come and whither they go, testing old and new theories in the crucible of thorough investigation and inflexible logic; in a word following hard on the ebbing tide that he too may gather his pebble and thus add to the wealth of the race. This he may humbly hope to accomplish, if he be faithful to his Nature, to his blessings, and to his God.

THE CHRISTMAS VACATION.

THERE is no one sublunary institution that gives such universal satisfaction as the Christmas vacation. Like charity, "it blesses him that gives, and him that takes," diffusing, in all directions, the aroma of unalloyed enjoyment. It is the one thing upon which instructors and students are in perfect accord, having by some mysterious process of intellection reached the common conviction so well expressed by Horace:—

Dulce est desipere in loco—anglice. A little fun about Christmas-time wont hurt anyone.

Sollicitous parents, too, are eager to gaze again upon their hopeful descendants; while others, whose relationship has in it both the elements of contingency and futurity, await the event with emotions,

which we may be pardoned for not describing.

To the student the prospect of this vacation gives unmeasured bliss. During its continuance his matutinal slumbers may not be invaded by the inexorable bell: mathematical formulas and Greek roots need not exhaust his youthful vigor; he shall not tremble under the frowns of incensed Professors nor shrink away abashed from the presidential ire. Instead of these come floating dreamily across his fancy visions of parental indulgences, under the symbols of mince-pies, roast-turkeys and late breakfasts, accompanied by the comfortable satisfactions that he may enjoy to the full, the *dolce far niente* for which he so often sighs.

Other elements enter into the teacher's anticipations. Mingled with an undefined sensation of grateful forecasting, is a feeling of regret that vacation means a suspension of hostilities—a calling off the forces which have been winning *spolia opima* from the domain of the knowable. Mournfully the Mathematical division is ordered to cease its "advance" upon a symptotes and cycloidal curves; the classical Professor sorrowfully reflects upon unmastered genitives and unexplained subjunctives and science comes to a stand-still before chemistry still unsubdued. This reluctant abandonment of work is, we suppose, shared by all the instructors; though it never so far gets possession of them as to induce a desire for shortening the holidays. This would be gratifying their aggressive inclinations at the student's expense, a deed which every right-thinking teacher must condemn.

Gratefully then, we welcome the holidays and wish our fellow-students and all interested in them a Merry Christmas and a Happy New Year.

SEASONAL.

CHRISTMAS holidays have come, so eagerly anticipated by the weary student, and with them a release from the solemn round of toil. Most of our students at once started for home, where no doubt they intend to surprise the natives by a display of their acquirements in the realm of knowledge. A small number "owing to circumstances beyond their control," have been obliged to remain in the solitudes of a deserted College, "monarchs of all they survey." They determined, however, to make the most of their situation. The village was soon convulsed for its most charming ladies, the livery stables soon emptied of their most stylish teams, and about three P.M., the merry party left for Canning. If good roads, spirited horses, with beauty and a pleasant day can make a sleighing

party a success, then no fault can possibly be found with the result.

After a bountiful repast had been amply discussed a very pleasant evening was passed. The drive home was if possible attended with greater pleasure, at least so it seemed, as far as could be judged from appearances. All arrived safe and in high spirits, with the exception of one gentleman whose arm was slightly injured, from what cause doth not appear. A kind friend sent him a bottle of liniment next day, and we are happy to say that his arm is now convalescent!

LATIN GRAMMAR OR DITCHING.

"WHEN I was a boy" said the elder Adams, I had to study the Latin Grammar, but it was dull, and I hated it. My father was anxious to send me to College; and therefore, I studied Grammar until I could bear it no longer and going to my father, I told him I did not like study, and asked for some other employment. It was opposing his wishes, and he was quick in his answer: Well John if Latin Grammar does not suit, you may try ditching perhaps that will. My meadow needs a ditch and you may put by Latin and try that. This seemed a delightful change, but I soon found ditching harder than Latin. That night I made some comparison between Latin and ditching but said nothing. Next night I told father if he was willing I would return to Latin. He was pleased and if I have since gained any distinction it has been owing to two days labour in the abominable ditch.

ERRATA IN LAST ISSUE.

P. 4,	column 2,	line 28,	place a period after "perfect idea."
" 4	"	3,	" 11, place a period after "and vitalizes the other."
" 4	"	3,	" 14, read for "so the love," "so the soul."
" 4	"	3,	" 18, for "comprehend," read "comprehends."
" 4	"	3,	" 30, for "mutual" read "mental."
" 4	"	3,	" 33, for "form" read "germ."
" 5	"	1,	" 26, for "imitableness" read "suitableness."
" 5	"	1,	" 47, for "tropical" read "torpid."
" 5	"	1,	" 53, place a period after "animated being."
" 5	"	1,	" 57, for "intimation" read "intuitions."
" 5	"	2,	" 19, for "encouraged," read "illustrated," ("conveyed.")
" 5	"	2,	" 31, for "personal," read "personal."

The table in the Mathematical room has been dusted.

The *Provincial Wesleyan* in recognizing our paper, spoke of it as "issued from Wolfville Academy and College." We wish to correct the mistake. The *Acadia Athenæum* belongs exclusively to the College.