

elsewhere than McMaster Hall, the union will be only nominal.

At date of writing there are at least six graduates of Acadia studying Theology in the United States; and we think this is below the average number. What warrant have we that henceforward our Theologues will go to Toronto? *Should* they go?

In this cosmopolitan age we cannot count very much upon national sentiment as a basis of choice in matters of education; yet, other things being equal, it would form a proper datum for preference. By all means, therefore, let our divinity men seek the best culture, but *ceteris paribus* let considerations of home and country impel them towards the institution which unites with its aims for individual training, that of ennobling the heart of our nation, and which carries in its bosom the burden of our people's interest.

THE President of the College took occasion, the other morning, to call the attention of the students to the importance of exercising greater care in the use of our English tongue. He said he regarded a college training as seriously defective, which failed to give the student power to express himself in pure, if not elegant language. He claimed that, while friendly criticism, the drill of the class room and the translating of the Greek and Roman classics were all well adapted to train the student in the use of correct forms of speech, as well as to give him freedom and even beauty of expression; yet if still greater excellence would be attained, the student must be his own critic; he must select his words with care, and be ambitious to develop a taste for accuracy in speaking his mother tongue. No amount of labor on the part of the teacher can atone for neglect in the student. Rigid adherence to correct rules of language in the class room will avail but little if it be succeeded by carelessness in conversation and debate. Whatever may be the attainments of the student in college, if in his intercourse with men he allows himself to fall into an

inelegant or corrupt manner of speech, he will be regarded as essentially lacking in culture, besides exposing himself to the charge of having devoted too much attention to the *dead* languages at the expense of a living one. In order to be correct in the use of our native English, it is not necessary to be pedantic, or acquire the habit of using large terms. A show of learning is not culture. The cultured man will avoid the extremes of pedantry on the one hand and inelegance on the other, and the student who anticipates a literary line of life, and who hopes to impress men and give direction and shape to thought, must not expect to gain admission to the intellect if he stumbles at the threshold by offending the ear. To obtain the best results in this direction, every student should have a model—some eminent writer of prose or verse, with whom he should become thoroughly familiar—whose purity of style and accuracy of expression would naturally elevate his tastes and influence his language.

C. G. D. ROBERTS.

The true poet voices the spirit of the time and place in which he writes. A poetic genius preserves the life of the nation and transmits it to after ages. So will it be, we believe, with Charles G. D. Roberts, "The Poet of Canada." Born in the city of Fredericton, "fit nurse for a poetic child," he has caught the inspiration of her beauteous scenes, and has painted them in such rich and varied colors that they will be scanned by generations yet to come. His invocation "To the Spirit of Song" is calling forth a volume of praises. His poem entitled "Orion," will not suffer when compared with the best poetic compositions of the day.

Men of letters in Canada, and especially in these Maritime Provinces, should not be slow to recognize and appreciate a great genius that has appeared in our midst. Every student should have a copy of Roberts' poems.

Mr. Roberts having resigned his position