

D. P. HIGGINS, M. A., PH. D.

The Acadia Athenaeum.

"Prodesse Quam Conspici."

Vol. XXI. No. 2. ACADIA UNIVERSITY, WOLFVILLE, N. S. December, 1896.

PROF. D. F. HIGGINS, M. A., Ph. D.

It is with pleasure that we present our readers with this sketch of the life and work of our esteemed Professor in Mathematics, Daniel Francis Higgins, M. A., Ph. D., whose portrait appears in this issue.

The subject of our sketch was born at Rawdon, Hants Co., N. S. in 1830. By his own efforts he obtained his early education. At the age of twenty-one he engaged in teaching for one year, and in 1854 matriculated from Horton Collegiate Academy. He took his freshman year, and once more engaged in teaching. Coming back after one year he completed his college course without interruption, graduating from Acadia in 1859. After graduation Dr. Higgins held a position on the teaching staff of Horton Academy for one year, and at its close received his appointment as Tutor in Mathematics in Acadia College. In 1861 he was appointed to the position of Professor in the same department, where, ever since, he has performed his duties faithfully and well.

In the same year he received from his Alma Mater the degree of M. A., and that of Ph. D., in 1882.

Since the time of his graduation he has been regarded as one of the foremost educators of the Province of Nova Scotia. It was no small tribute to his intellect and ability, when the governors of Acadia College recognized in this graduate the man who was needed to fill the mathematical chair. Dr. Higgins is also one of the Provincial Examiners in Mathematics, under the Common School Law of Nova Scotia; and was one of the Senators of the University of Halifax, when the scheme for the alliance of all the provincial universities, under one regime, and under the name of the University of Halifax, was being promoted. He is now one of the Senators of Acadia University.

As a scholar Dr. Higgins is mature and keen. He has made a specialty of more than one branch of knowledge. He possesses superior ability as a linguist, being especially intimate with the Hebrew, the French and German languages.

The judgment of thirty years, and of many graduates has been given on the work of Dr. Higgins. All recognize

in him an earnest and painstaking teacher, and one who through all the years has had the interests of Acadia dear to his heart.

THE AIM AND VALUE OF THE COLLEGE COURSE.

An address delivered by Prof. Higgins, at the opening of the College, October 8th, 1894.

CONCLUDED.

If anyone should ask whether these results are within the reach of everyone who desires to get an education, it would be necessary to remind him that all things in this world are conditioned upon other things. Two or three of the conditions in this case may be named: 1st, The student must have brains enough and previous culture enough to enable him to master the subjects of the course. If, for lack of either, he finds himself obliged to commit his geometry to memory because he cannot feel the force of the argument, or if he has to resort to a pony because he cannot discriminate between the subject and the predicate of a latin sentence, he can hardly expect to gain either strength or wisdom by the exercise. On the contrary, the humiliation of a daily defeat would soon take all the pluck and courage and manliness out of him, so that if it were possible for him to go on in that way he would be injured rather than benefitted.

2nd. Given brains enough to master his tasks he must add to that, sufficient hard work to really master them. The gain will, as a rule, be proportioned to the labor expended.

3rd. He must not allow himself to slight this subject because it is difficult or that one because it is not agreeable to his tastes. A student is apt to dislike any study that he finds to be difficult, and so may be tempted to give most of his time and strength to the studies in which he can most easily excel. But the fact that a student finds any one of the subjects more difficult than the others, is a proof of his special need of the training which that subject is adapted to give. If, therefore, he would make the most of his opportunities, if he would gain the rounded symmetrical culture of which we have been speaking, he must strive to strengthen himself at the points where he finds himself weak. He should give special effort to these difficult subjects until by conquering them he has made them easy.

4th. The student who would make the most of his opportunities must be careful to cultivate the spiritual side of his nature at the same time that he is developing the intellectual side. All truth has its origin in God and leads up to Him, and whoever attempts to study, reason or think, without including God in his thinking, will fail to find the only clue to the labyrinth, and however confident he may be of his ground, will be able to find no issue and can only wander in hopeless perplexity. But it is not sufficient that one should recognize God in truth, in nature and in history. He should recognize the Godward side of his own nature, and seek to satisfy, in the only way in which they can be satisfied, those irrepressible yearnings that spring up in his own soul. He should feel that God is very real, and that, whether we wish it or not, he is very near to every one of us, and is willing to give us not only such help and nourishment as are needed for the development of the spiritual life, but also the help that may be needed for the prosecution of our daily duties. The motto adopted by Luther, "Bene precasse est bene studuisse," is not a mere pious platitude, as some who have never tried it may be disposed to think,

but is a profound truth and is in strictest harmony with what we know of the relations of the human to the divine. A man is not only an animal that thinks, but also a soul that aspires, he is not only a being with a mind, a will and a purpose of his own, he is also subject to the supreme will and controlled by the unfailling purpose of his creator, and unless he recognizes these facts and works in harmony with them he will fail of achieving the best results of culture.

Now if it be granted that a liberal education is a good thing, it still remains to enquire whether it is a good to which all may aspire or whether it should be limited to a very few. The prevailing opinion seems to be that for Doctors, Lawyers, Ministers and Teachers a college education is a decided advantage, perhaps some would say a necessity, but for others, it is a waste of time and money, or at the least an unnecessary accomplishment. But the doctor and the lawyer have to learn their business after they leave college just as the farmer and the mechanic have to learn theirs. Why should we think of the four years as wasted time and money for the mechanic because it has not taught him his trade any more than for the doctor seeing that the doctor also has his trade still to learn? The true purpose of a liberal education is not to teach trades or professions but to develop and strengthen character. Why should not men and women in all the walks in life need this increase of power and roundness of character equally with those who follow the so-called learned professions? It may be urged that these professions make a greater demand upon the intellect than do the other callings in life and that those who follow them are, therefore, more in need of the training the college can give. Now this may or may not be true. It is an open question whether the manufacturer or the merchant or the navigator or the farmer has not in the course of his business to face and solve problems quite as difficult as any that confront the lawyer or the doctor. But granting for the moment, that the professional man needs an education more than others do, does it follow that others have no need of it? Is it not true that everywhere, in every calling and sphere of life there is a demand, a crying demand, for more brain power, for men who can better understand the forces with which they have to contend and are better able to solve the problems that meet them every day of their lives? It will not, I suppose, be claimed that the technique of any of the occupations in which men are engaged has been so thoroughly mastered as to leave no room for improvement. However carefully any line of business may have been studied out there is still a probability that new problems will arise for the solution of which no provision has been made. How shall these new problems be solved? The best trained technical student can only follow the routine that has been marked out for him—practise his calling as he has been taught it—unless he has in some way acquired the power of independent thinking. The more ability a man has to think and reason, the greater will be his chances of being a successful workman in any calling, high or low.

But when one has acquired the knowledge and skill necessary to the practice of some special calling, he has still much to learn to qualify him to fight successfully the battle of life. Each occupation has relations to other occupations, each depends upon the others for its prosperity and each in turn contributes to the prosperity of the others. Sometimes these relations are not fully recognised or are not properly adjusted, and so it comes to pass that one class of workers think they are being preyed upon by those of another class. To be fully equipped for life's duties

one should be able to understand the nature of these relations, so that he may know what are his rights and what are his obligations in relation to his fellowmen. He should not only understand his duties to men of other callings and their duties to him, but he should be wise enough to discover some just and efficient means of asserting his rights in case they are encroached upon. Not to be able to do this is to leave himself helpless in the hands of anyone who finds it to his interest to crowd him to the wall, while to be able to do it, will oftentimes tax the utmost resources of wisdom that the wisest man can command.

That there is a sad lack of this wisdom amongst the multitudes of people who have learned their business and have learned little or nothing else is manifest enough. Coxe and Debs ought to be sufficient to point out the moral. Fortunately Debs has repented, and now, of late, Powderly has advised his men not to engage in strikes but to study the question. Yes, that is the proper thing doubtless, but how much more easy it would have been for the poor fellows to study it, and how much more probable that their study would lead to some sound conclusion, if they had learned how to study while they were young.

Then look at what is going on amongst agriculturists in this country and in the United States. For years past farmers in New England and in some parts of Ontario have been selling their farms for a song or abandoning them unsold and going West to buy new farms or taking up some other line of business. It is also said that farmers all over the country are growing poorer, getting in debt and increasing the mortgages on their farms. Meanwhile millionaires are multiplying. That so large and important a class of society should become impoverished while another class is becoming enormously rich, is certainly not a healthy sign. It may be that the two things have no necessary connection with each other, and that the fact of their occurring simultaneously is a mere coincidence, but it may also be that the one is in part at least the cause of the other. But whatever may be the explanation of this condition of things, the condition should not be allowed to continue. We may possibly be able to look on complacently while the millionaire rolls up his millions, provided he gets them honestly and does not use them as a means of oppressing his fellows. But we cannot regard the country as prospering if it be true that the agriculturists as a class are becoming poor, and are coming more and more into the grip of the rich men who hold the mortgages. About the worst use that can be made of a farm is to use it to carry a mortgage. But how can the matter be remedied? Evidently the first thing is to discover the cause, and then to look for a remedy. Whatever may be the cause, the agriculturists ought to be capable of searching it out, and they must find a remedy if a remedy can be found. They have no right to expect that the lawyers and doctors and bankers whom they are in the habit of electing to represent them in parliament, will be greatly distressed by their condition, or will seriously tax their brains to devise a cure. But unfortunately farmers are apt to think, and to train their boys to think, that all the culture that is necessary for their business can be obtained in the public school. This supplemented by the knowledge that a boy can gain by working on a farm and seeing how his father does things, is all that the average boy really needs; or if that does not satisfy him, a term or two at an agricultural college, should give him an ample equipment for all the duties of his calling. If any one of a farmer's sons is brighter and more intelligent than the others, especially if he shows any fondness for books, his father is likely to think the boy was not meant for a farmer,

so he will give him an education, not to fit him to be a better farmer and help to lift himself and the class to which he belongs out of the ruts but to be a professional man—a lawyer, perhaps, with a snug office where he can wait for somebody to get into a quarrel so that he may help to divide the spoil. Meanwhile the great questions that affect the tiller of the soil are left unsettled or are settled for him by those whose interests are opposed to his, because all the men of the best culture—sons of the soil though many of them are—think they have too much education to become farmers.

But it is not the farmers alone who thus belittle and degrade their calling by flinging away from them the thing which would lift them up to a higher plane and enoble both the workers and their work. The heresy has spread widely through nearly all classes of society. If a dollar's worth of education cannot be turned into a cash dollar within twenty-four hours, your thoroughbred utilitarian thinks it is simply wasted. A man who will freely spend his money to have his daughter taught music and painting, will often refuse to give her any opportunities to study Latin or mathematics, because in the former case the results are manifest, while in the latter the advantages seem to him doubtful or wholly imaginary. If the girl has set her face against matrimony and determined to make her own way in the world by teaching or the like, he may be able to see that, in these special circumstances, those otherwise unattractive and useless studies may be really useful. His daughter may have to teach Latin and therefore will need to have acquired some knowledge of it. But if she is not to practise a profession of some sort in which a knowledge of these subjects will be required, he finds it difficult to see what advantage can be gained by studying them. And so it comes to pass that the women who are to hold the most important and responsible position that a woman can fill—that of a wife and mother—and who, as a mother, holds the destinies of the future so largely in her hands, must be content with such accomplishments as will fit her to shine in society. The studies that she, more than any other woman, really needs, studies that would strengthen her mind, increase her resources and give her the wisdom needed for the difficult task of training her children, is, for the most part, withheld from her. It is encouraging to see that some at least of our people are beginning to wake up to the importance of a solid education for women, as is evinced by the increasing number of young women who are seeking admittance into the colleges. May their number be multiplied indefinitely. And when they shall have become bachelors, as it is to be hoped they all will, let us hope they will not *all* think that, because they are learned bachelors, it is their duty to remain spinsters. An educated woman has no reason to feel that she is flinging herself and her education away when she enables some worthy male bachelor to become a benedict.

It would be easy to multiply instances in which society would be greatly benefited if those who need education and do not realise their need, could be led to see the error of their ways, and to avail themselves of the opportunities within their reach. Much of the unrest that is one of the marked features of our time, much of the eager chasing after amusements and distractions of various kinds, are due largely to intellectual poverty. A man who has no resources within himself, who has never learned to think except as his thought is awakened by the passing shows about him, can only live and be happy when these shows are the most varied and of the most stimulating kind. Hence the constant demand for something new—something that will suggest a new thought or give rise to a new sensation. Hence also the effort to “kill time” in which so many of these unfortunates spend so

large a part of their lives, and the shrinking almost amounting to horror that many of them feel at the thought of being alone with nothing to do and no one to talk to.

In like manner the unhealthy eagerness with which men pursue after wealth is often intensified by the lack of culture or the narrowness of the culture which they have received. How often it happens that a boy with a strong, vigorous spirit, ambitious to do something in the world and feeling within him the yearning to do so many things is, from his earliest childhood, taught to believe there is only one thing in the world worth doing and that he should concentrate all his energies upon this one purpose of getting on in the world. Any aspirations or ambitions that are inconsistent with this purpose must be repressed, any faculties that cannot be utilized to this end must be allowed to lie dormant, while the faculties that can be made to contribute to the increase of wealth must be sedulously cultivated so as to give them the utmost possible degree of strength and efficiency. And so by the time the boy has grown to be a man he has almost forgotten that there are any other sources of enjoyment or any other outlet for his activities than those that lie along the narrow channel in which he has been taught to work. Into this channel, therefore, he pours the whole force of his being, and works with an intensity all the greater because of the narrowness of the aim. As a machine for making money he is probably a great success, but the pity of it is that in making so effective a machine it should have been necessary to spoil a man.

This intensity that is born of narrowness, or the narrowness born of intensity, (for sometimes each may help to accentuate the other), is not confined to those who are in pursuit of wealth. It is a danger that threatens every specialist whatever may be the line of work in which he is engaged, and the more ambitious he is to attain to high distinction in his own specialty, the stronger will be his temptation to forget the essential quality of his manhood and allow himself to degenerate into a mere machine for the accomplishment of useful work. You probably all remember that pathetic story of Da Vinci in his old age, trying in a bewildered sort of way to recall the religious convictions of his youth, and vainly endeavoring to imagine what it was that used to make poetry and song a pleasure to him. With all his wealth of knowledge in the line of his special work, he was not only ignorant in other directions but had even lost the power of knowledge. He had allowed some of his faculties to lie dormant so long that they had become completely atrophied—starved to death for lack of nourishment and use. This is, of course, an extreme case, but, as I said, the tendency is a very common one. Whoever would do effective work must work within narrow lines. The progress of civilization brings with it an ever increasing progress in the division of labor, and involves, therefore, an ever increasing narrowness in the work of the individual. If each individual is to learn nothing outside of the range of his own work, the outlook for our civilization is not a promising one. Better, it seems to me, roll back the wheels of progress and let us take in some of the barbarism of our dead ancestors than that the whole human family should be converted into tools for manufacturing the conveniences of life. And yet this must be the inevitable outcome if the technical education which each worker must have, is not preceded and based upon a broad, generous culture that looks to the development of the man rather than the equipment of the workman. The more narrow one's line of work may be, the more important it becomes that he should have some outlook beyond it, and that this outlook should not be so discolored and distorted by the nature of his own work as to be only misleading, and so be worse for him than no outlook at all. However important or valuable a

man's work may be, the man himself is the most important, the most valuable product; and his work is valuable only so far as it contributes to the production of a higher and truer type of manhood.

Now, if these things be true, we need not go far afield to find an answer to the question, "Who should come to College?" Every class of society needs the uplifting which a liberal education is fitted to give. Every individual of every class is the better for all the education he can get and is competent to receive. But it does not follow that everybody should come to college, for the simple reason that there are unfortunately a good many people in the world that have not been endowed with that quality of mental fibre that would enable them to profit by the college course. But to every bright boy and girl who has the necessary mental equipment let us throw wide open the college doors and encourage them to come in. The larger the number that can be induced to come, the richer will be the harvest of blessing to those who come and to the world at large.

THE SCIENTIFIC MIND.

The present is a period of great scientific activity. Great is the inheritance from scientific predecessors. Vast is the field of research still lying beyond the realization of the most energetic and the dreams of the most sanguine. Old traditions, long undisputed, are tested by the touchstone of science and either cast aside as worthless or embraced with new and assured faith. To meet the demands of the time every man should be a scientist. By this is meant that he should have a scientific mind—a mind trained to scientific methods of thought.

The scientific mind is devoid of prejudice, unswerving in its search for truth, and unshaken in its fidelity to that which is recognized as verity. No great work has been or ever will be achieved by the man not characterized by a recognition of truth as the great desideratum, to be attained at any cost of persevering labor and self-denial.

In its search for truth such a mind is essentially inductive. The man of scientific mind probes continually the universal secret of cause and effect, seeking to bring the forces of nature into co-operation with his own will, and free himself, as far as possible, from the tyranny of present and antecedent conditions. Thus is placed, as it were, a new nature by the side of the old. So, "while the tide of thought is turning the wheels that grind out the wages of workmen and the wealth of capitalists, the crest of the wave of scientific investigation is far away on its course over the illimitable ocean of the unknown."

Yet it must be distinctly understood that deductive reasoning is not rejected or undervalued by the scientific mind. On the contrary, having established certain laws, it hastens to increase their significance and applicability by the unfolding process of induction.

Ability to deduce laws, and invent facts, does not, in itself, indicate a thoroughly scientific mind. A mind of scientific habits of thinking must recognize the relations which laws and facts hold to one another, and possess the faculty of arranging them in accord with that relation, so that their maximum utility and effectiveness may be secured. The unscientific mind is chaotic. The facts with which it is stored resemble a mass of building material, useless in itself, but which

may become, under the skilful hand of the master workman, a thing of beauty and utility.

Science and scientific thinking depend on the hypothesis that in all the phenomena of nature and mind there is none which is not joined with the rest by the law of cause and effect, none which is not a link in the chain of conceivable relations.

Nature is the *alma mater* of science, and science in all its phases deals with nothing unnatural. In the study of nature through the sciences the mind is led to the recognition of uniformities of condition and result. To learn the lesson implied in those uniformities, and, having entered into the spirit of nature's teaching, to go on to discover new relations of cause and effect, has been the test of the truly scientific mind in every age. It is thus seen that the man who studies the sciences is training his mind to scientific methods of thinking.

Yet it must not be supposed that time spent in the study of the sciences is alone productive of the desired effect. Any other line of study conducted on correct principles may be quite as effective. In the development of a scientific mental attitude more depends on methods than on the particular study pursued. The method of study should not be such that the result is an indiscriminate conglomeration of facts. Better a few facts thoroughly assimilated and definitely related than a cumbersome mass of ill-assorted material.

The sage advice, "know thyself," must be heeded by him who aims to cultivate a practically scientific mind. But not only must he know himself. He must be a student of the minds of men, learning how to deal with them on their own ground; to understand their joys and sorrows, their hopes and fears, their stabilities and caprices. This knowledge may be obtained by study of mental philosophy and general literature; but most thoroughly and practically by mingling with men in every-day life. Let the recluse and the slave to text-books beware lest they secure only a one-sided development.

As results of training the mind to scientific methods of thought will follow those qualities which are most admirable in man, and most necessary to success in any of the pursuits of life.

As the mind strives to trace less and less obvious resemblances and form higher generalizations, concentration will be developed, the consummate condition of success.

He who investigates thoroughly is schooled to that "passionate patience," which gives great momentum though it compels a slow advance. He is like the glacier, slow-moving, yet of tremendous energy. With patience comes exactness even in details which though seemingly insignificant may be chief factors in determining the result.

The man of scientific mind does not regard the dictum of any one as infallible or as a criterion of unlimited applicability until he has thoroughly investigated for himself and become satisfied of its truth. There is developed a spirit of virile independence and keen discrimination.

The man whose spirit and methods of thought are scientific is recognized by his regard for truth, his fidelity, his submission to the bounds imposed by natural law, and his contempt of all that is lawless and abnormal, by his freedom from infatuation and pedantry. He is a man whose moderation is known to all men, whose patience is learned from nature herself, whose thought moves year by year in larger circles. Such a man alone is fitted to deal with the complications of the present, to hand down the attainments of the past, and train those minds which must mould the future to meet their responsibility.

A. W. N.

Correspondence.

MR. EDITOR,—In response to your invitation “to write something about my vacation trip to England,” I shall not weary your readers with a recital of experiences common to all in these days of universal travel.

My trip was undertaken in company with Dr. Lorimer to attend the Summer School of Theology held at Oxford during July. There were present some 350 students from various parts of the civilized and uncivilized world and representing almost every shade of evangelical belief. The session extended over eleven days, averaging 1 daily bill of fare of from five to six lectures. The Theology was of a somewhat mixed quality—mildly “modern” with a saving dash of mediæval grimness. Principal A. M. Fairbairn of Mansfield College was of course and of right the foremost figure among the lecturers. Professors A. B. Bruce and George Adam Smith and James Robertson of Glasgow, Prof. Seth of Edinboro’, and Dr. Sanday of Oxford, were among those who gave courses in their various subjects.

We dined in the Great Commons room of Wadham College and as a matter of course many delightful friendships were formed over an occupation so dear to the soul of men. Among others I met Rev. T. Witton Davies, B.A., Principal of the Midland Baptist College, Nottingham, and Rev. Joseph Clark pastor of the great Baptist Tabernacle in the same city. Mr. Davies is a genial scholarly gentleman who has been entrusted by English Baptists with a position of peculiar difficulty and requiring, what he certainly supplies, a man of character, helpfulness and persistency.

Mr. Clark is a royal character. The father of a true patriarchal family, with one son a rancher in Manitoba, he is as young as any of his boys. A splendid specimen physically, he happily possesses a corresponding stature of mind and spirit. On my return from Scotland I accepted his invitation to pay him a visit and preach for him. I can testify from most delightful experience that Mr. and Mrs. Clark know how to dispense true English hospitality. As Carlyle put it “We had much good talk.” I soon learned that one of Mr. Clark’s pet projects is to stock the Canadian North-West with—young Baptist preachers—men possessed of pioneer souls, able to live on “almost nothing” and fitted by training and nature to endure hardships. When I heard this and considered other things seen and heard, I soon became convinced that Acadia ought to have a colony of British young men among her students. If the scores and hundreds of young men from Baptist homes who are destined to come to America were to come earlier and obtain their education at Acadia they would be infinitely better equipped for life in America than would be possible in any other way. For this reason I say that the matter ought to be wisely put before the English people from time to time and thus enlarge our sphere of influence. And why not? Why should not Acadia serve as an educational mediator

between the English childhood and American manhood of those forced to emigrate? I suggested this to Mr. Clark and as I expected was instantly assured of his sympathy and co-operation. When he comes to America next summer I hope Acadia will have the pleasure and profit of a visit from him, while the University will without doubt make a substantial recognition of her new but loyal friend.

The word "College" in England is applied to Theological Seminaries, which fact needs to be borne in mind to prevent confusion. One bright morning I went with Dr. Lorimer to Spurgeon's Pastors' College. This institution has always seemed to me as a sort of short cut seminary, where zeal took the place of learning and the net result was a complete *spurgeonizing* of a number of little men. Let me hasten to recant and condemn that opinion. I was wrong. I have never seen a nobler appearing set of men together in any school than the company of professors and pupils who greeted us with such enthusiasm and christian courtesy in Spurgeon's College. If Professor Marchand and his colleagues exact from their students a tithe of the intense application to work which distinguishes their instruction, the College must be a hive of industry.

And now a word as to Acadia. I am forced to admit the justice of much of the adverse criticism which from time to time is directed against the school. This is to be considered a hopeful sign and ought to be hailed with delight rather than resented as a personal impertinence. Acadia like every other human institution needs the stimulus, drastic though it be, of a wholesome and bracing criticism. A few changes involving, doubtless, some self-sacrifice and grief would enormously increase the efficiency and prosperity of the University. All this I firmly adhere to. But there is another side. In full view of all her needs, abuses and deficiencies it is my calm and dispassionate conviction that Acadia gives as rich, true and complete a development of *character* as any institution of learning in America, and in this regard is infinitely in advance of Universities with twenty times her numbers and a hundred fold her wealth. I thank God for my four years at Acadia, and as earnest of the honesty of this declaration I do not hesitate to pledge in advance, to the best of my ability, a life-time of active interest in her welfare.

CHARLES A. EATON.

Natick, Mass, }
Nov. 14th, 1894. }

Selections from the Prose and Poetry of Oliver Wendell Holmes

It is meet that we devote a share of our space to the remembrance of this artist of wit, fancy and imagination who has recently passed away. The following selections from his own pen will do him more justice than any elaborate review of his works.

POETRY.

Here is an illustration of vigor, elasticity, terseness, finish, movement,—

What secret charm long whispering in mine ear,
Allures, attracts, compels and charms me here,
Where murmuring echoes call me to resign
Their secret haunts to sweeter lips than mine ;
Where silent pathways pierce the solemn shade,
In whose still depths my feet have ever strayed ;
Here in the home where grateful children meet,
And I, half alien, take the stranger's seat,
Doubting, yet hoping that the gift I bear
May keep its bloom in this unwonted air ?
Hush idle fancy with thy needless art,
Speak from thy fountains, O my throbbing heart !
Say, shall I trust these trembling lips to tell
The fireside tale that memory knows so well ?
How is the days of Freedom's dread campaign,
A home-bred school-boy left his village plain,
Slow faring southward, till his weary feet
Passed the worn threshold of this fair retreat ;
How with his comely face and gracious mien.
He joined the concourse of the classic green,
Nameless, unfriended, yet by Nature blest,
With the rich tokens that she loves the best ;
The flowing locks, his youth's redundant crown,
Smoothed o'er a brow unfurrowed by a frown ;
The untaught smile, that speaks so passing plain,
A world all hope, a past without a stain ;
The clear-hued cheek, whose burning current glows
Crimson in action, carmine in repose ;
Gifts such as purchase, with unminted gold,
Smiles from the young, and blessings from the old.

THE DAYS OF YOUTH, From Astraea.

The following is a rich blending of humor and pathos :

'I know it is a sin
For me to sit and grin
At him here ;
But the old three cornered hat,
And the breeches, and all that,
Are so queer !'

From the Last Leaf.

Here again is a sportive, yet lofty and beautiful selection from *Bill and Joe*.

'Come, dear old comrades, you and I
Will steal an hour from days gone by ;
The shiny days when life was new,
And all was bright with morning dew, —
The lusty days of long ago.
When you were Bill and I was Joe.

'You've won the great world's envied prize,
And grand you look in people's eyes,
With H. O. N. and L. L. D.,
In big, brave letters, fair to see, —
Your fist, old fellow ! off they go ! —
How are you, Bill ? How are you, Joe ?'

'Ah, pensive scholar what is fame ?
A fitful tongue of leaping flame :

A giddy whirlwind's fickle gust,
That lifts a pinch of mortal dust ;
A few swift years, and who can show
Which dust was Bill, and which was Joe ?

'No matter : while our home is here,
No sounding name is half so dear :
When fades at length our lingering day,
Who cares what pompous tombstones say ?
Read on the hearts that love us still,
Hic jacet Joe. Hic jacet Bill.

Melody, earnestness and grandeur are displayed in the following :

'Build thee more stately mansions, O my soul,
As the swift seasons roll !
Leave thy low-vaulted past !
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea !'

Many of the characteristics of his poetry appear in his prose writings. They show suggestiveness, careful thought, poetic diction, aptness of illustration, distinct mental pictures, and an overflow of sentiment in spite of the apparent efforts to suppress it. His thought and his expression are admirably adapted to each other. He is keen in analysis, often expressing every possible phase of a subject, but writes in such form as to awaken new delight at every turn. He mingles humor and wisdom ; he laughs at folly but shows no bitterness ; he despises pretence but fully appreciates strength and character. He adapts his sentences as to length to the importance of his thought, and in other ways shows his mastery of the art of writing and his ability to conceal his art. It would be easy to fill columns with his bright sentences. The following sentences, taken almost at random, will give a taste of his quality.

"Genius has an infinitely deeper reverence for character than character can have for genius : To be sure, genius gets the world's praise, because its work is a tangible product, to be bought, or had for nothing. It bribes the common voice to praise it by presents of speeches, poems, statues, pictures, or whatever it can please with. Character evolves its best products for home consumption ; but, mind you, it takes a deal more to feed a family for thirty years than to make a holiday feast for our neighbors once or twice in our lives. You talk of the fire of genius. Many a blessed woman, who dies unsung and unremembered, has given out more of the real vital heat, that keeps the life in human souls, without a spark fitting through her humble chimney to tell the world about it, than would set a dozen theories sm-k-ing, or a hundred odes simmering, in the brains of so many men of genius."

"The old-world order of things is an arrangement of locks and canals, where everything depends on keeping the gates shut, and s holding the upper waters at their level ; but the system under which the young republican American is born trusts the whole unimpeded

tide of life to the great elemental influences, as the vast rivers of the continent settle their own level in obedience to the laws that govern the planet and the spheres that surround it."

His mind loves to deal with sentimental subjects but he does not become sentimental.

"It takes a very true man to be a fitting companion for a woman of genius, but not a very great one. I am not sure that she will not embroider her ideal better on a plain ground than on one with a brilliant pattern already worked in its texture. But as the very essence of genius is truthfulness, contact with realities (which are always ideas behind shows of form or language) nothing is so contemptible as falsehood and pretence in its eyes. Now it is not easy to find a perfectly true woman and it is very hard to find a perfectly true man. And a woman of genius, who has the sagacity to choose such a one as her companion, shows more of the divine gift in so doing than in her finest talk or her most brilliant work of letters or of art."

Baptist Book Room,

120 GRANVILLE ST., HALIFAX, N. S.

1894. - XMAS - 1894.

After the FOOTBALL is over read HEROES and CONQUERORS.

Abraham Lincoln	} 45c. EACH	Lord Wolsley	} 30c. EACH.	Sir H. Lawrence	} 20c. EACH.
Sir John Franklin		Lord Shaftesbury		Wm. Carey	
Martin Luther		John Howard		James Nasmyth	
Joan of Arc		H. M. Stanley		Josiah Mason	
Henry Martin		Charles Lattimer			
Stephen Juellett		George Stephenson			

1000 Beautiful Calendars from 10c. up to \$1.50 each.

A Christmas Greeting FREE with each order. Remember the CASH.

GEO. A. McDONALD, Sec'y-Treasurer.

R. Robertson, who will deliver an illustrated lecture on China and Japan, a subject which at this juncture cannot but be of special interest. The New York Tribune and the Brooklyn Eagle join in hearty commendation of this lecture. Following this in February, Prof. Henry Lawrence Southwick, of the Emerson School of Oratory, Boston, will spend two evenings with us. He will deliver a lecture on, Hamlet the Man of Will, and give us a second evening of readings and recitations. The sixth entertainment will consist of a humorous lecture on Banking in Kansas, by W. O. Fuller, Jr., of the Rockland (Me.) Tribune. Mr. Fuller is called 'the Mark Twain of Maine' and has received many flattering encomiums. The course will close in April with a grand concert by the Harvard Male Quartette, accompanied by Miss Sherwood, one of the foremost readers before the American public. This concert promises to be more enjoyable than that given last year by the Old Homestead Quartette.

THE different branches of Y. M. C. A. work have been receiving their full share of attention, by the various committees in charge. The Bible courses are now outlined—leaders chosen and classes organized. The courses of study are based on Outlines of the Life of Christ, by James McConaughy, instructor in the English Bible at Mt Hermon School, and promise to be specially interesting. There is also a Missionary Bible class, taking up the historical development of the missionary idea, based on the History of Christian Missions by Geo. Smith, LL. D, F. R. G. S., Edinburg. The World's Review of Missions, to be presented by essays and short addresses at our regular monthly missionary meetings has not yet begun, owing to the visit of Mr Eddy at the time of our last meeting and the necessary haste in arranging the programme of the first one. The committee hope to make a beginning at our next regular meeting.

THE first number of the Shurtleff College Review which is on our table gives the inaugural address of President DeBlois, to which reference is made in our exchange column. DeBlois is another of Acadia's graduates who has been called to a commanding position in public life. He graduated from this University in 1886 and from Brown University with the degree of Ph. D. in 1889. At this time he was probably the youngest Doctor in Philosophy on the continent, as he is

now the youngest college president. A pamphlet issued by him entitled: Why should you go to Shurtleff College? gives a good idea of the standing of our sister university in the west. Shurtleff is the oldest Baptist college west of New York State. It is the oldest college in Illinois, having been for 70 years an educational and denominational centre. Toil and sacrifice similar to that allied with the early history of Acadia were also factors in the rise of Shurtleff. Alton, Ill. is situated on a beautiful hill two miles from the Mississippi and 22 miles from the city of St. Louis. In the matter of religious and social influences and opportunities, the pamphlet presents the counterpart of those at Acadia. The Chicago Standard in discussing the inaugural address of the new president says: "It will be seen at once that a fresh personal force of marked character, has entered into the educational life of the state. It is rarely that principles so fundamentally vital in education, are set forth with such clearness and vigor. President DeBlois has studied in the German Universities and travelled on the continent. He was principal of the Union Baptist Seminary St. Martin's, N. B., for two years, and is well fitted by a liberal and practical education, for the responsible position which he now occupies.

In many of the issues since the opening of College the Acadian has printed correspondence in reference to numerous depredations which are being somewhat systematically committed within the limits of the town. These letters are becoming quite interesting to the college fraternity, and the weekly issue of the Acadian is awaited with a wondering expectancy. The most curious features of the articles referred to, are the philosophical and elaborate discussions on the relation of culture and education to civil and social demeanour in which ethical problems too deep for words are set forth. Each correspondent follows in the same old well-beaten track, and proceeds to turn his fire on college students. No one seems anxious to distinguish himself—and indeed it would be a distinction—by following any other trail, but with chronic spitefulness and blind splenetic impulse each turns to the old familiar practice of vilifying the students for acts of depredation which some of their own sons are highly capable of committing. Property in which the students themselves have surely too much interest to destroy—notably the band-stand and the goal posts on the *can pus*—has been destroyed, and by whom? The Acadian recently referred to some like proceedings which occurred during the summer, such as the destruc-

tion of a wire fence belonging to the W. & A. Railway. The students were not here during the summer. By whom were these acts committed? As a body of students we certainly deplore and condemn such actions, whether committed by members of our college community or not. But let those who complain prove their insinuations to be true,—before heaping upon our shoulders all the opprobrium connected with every mean act committed, and spreading abroad through the press libellous reports concerning those whose character and standing are entitled to some degree of respect. Let the slanderers prove their position and then will they command the respect of the honest citizens among them.

We wish to apologize to our subscribers and friends for the poor character of the portrait of Dr. Sawyer which appeared in our first issue. Insufficient time in getting out the first issue, as well as inexperience and lack of necessary information, made it impossible to procure anything better than a hastily prepared wood cut. We will present our readers with a much better portrait of our president in the near future.

The Month.

On the evening of Oct 28th the Y. M. C. A. held a meeting in College Hall, at which a very interesting and instructive address was delivered by Mr. John Grierson of Halifax. Mr. Grierson is well known through the province on account of his connection with Sunday school work. His address was based on the passage of scripture found in Matt. X : 39, "He that findeth his life shall lose it; and he that loseth his life for my sake shall find it," his subject being: "A statement of profit and loss considered." Mr. Grierson dwelt particularly upon the value of a soul as shown by God's gift of His Son and by the Spirit repeatedly striving with man urging him to repent and seek salvation.

On Wednesday evening Nov. 14th the opening lecture of the Star Course for 1894-95 was delivered in College Hall by Sir Hibbert Tupper. The subject of the lecture was the "Behring Sea Arbitration." Notwithstanding the steady down-fall of rain a large audience assembled thus testifying to the interest of the public in a man so prominent in the public affairs of Canada, and also in a subject of such importance to Canadians. The lecture not only contained much information, but this information was presented in a manner that held the closest attention. One feature in connection with the arbitration that was a source of much gratification to Sir Hibbert, and must be to all true Canadians was the important position which Canada was shown to occupy in the estimation of the great powers of the world. For the matter of dispute affected not the British Empire as a whole, but Canada alone; and that Canada might be satisfied an arbitration was necessary.

On Friday evening, Nov. 16th, Rev. A. H. Hall, B.A., of Portage la Prairie, Manitoba, delivered a lecture in College Hall under the auspices of the Y.M.C.A. Mr. Hall's subject was the North-West and the special aim of the lecture was to awaken an interest in the missionary work of that great field. After describing the soil and climate of the North-West, the speaker described the character, manners, customs and condition of the various races found there, including French, Germans, Russian Mennonites, Chinese, Indians and Half-breeds. In doing this he clearly demonstrated the great need of missionary effort among all of them with the exception of the Germans. The lecture was closed by a forcible appeal to aid in the work by helping to furnish means by which it might be carried on. Mr. Hall who is one of Acadia's graduates proved himself an interesting and intelligent speaker and gave evidence of possessing that laudable quality, earnestness.

During the month, Mr. Sherwood Eddy, B.A., Travelling Secty. of the Students Volunteer Movement for Foreign Missions has visited the University. On the evening of the 10th November he presented a very clear and impressive address upon the world as a field for missionary operation during the present century, showing the fields intended to be white for the harvest, but the laborers to be few. This was followed, upon the afternoon of the next day, by an earnest address based upon the Parable of the Sower. And in the evening he concluded his visit by presenting the salient reasons for enlistment in this great enterprise for the reclaiming of fallen mankind.

Mr. Eddy is a plain, practical speaker with a most comprehensive knowledge of the movement and the field of operation. He is himself an intensely zealous Volunteer. Much interest was manifested during his visit.

At Wolfville on Tuesday, 20th inst., at 2.30 p. m., Acadia lined up against Dalhousie to contest dominion in the foot-ball world. This game for Acadia was nothing more nor less than a practice. On this occasion for the first time of the season did her fifteen men line out together. Eight of her men had never played on the team till this season. It was, therefore, a matter of the greatest difficulty to know just where each man could do his best work. In the sporting circles Acadia had not the slightest show. It was said that Dalhousie played her fastest game during the second half and that those "hayseeds of Acadie" must surely fail.

The result of the game proved a crowning victory for Acadia. It was her men who could play the "rush game" during the second half; for while Dalhousie scored 3 points in the first half, Acadia scored 8 points in the second half. Acadia won the choice of North goal and Dalhousie kicked off and held the ball down in Acadia's territory for fully fifteen minutes, ground was being gained neither by one side nor the other. But soon Acadia, to a man, made one of her grand rushes. Babbitt fought like a tiger and swept a road for Wick, who with a tremendous rush dashed up the touch line and settled the ball over the goal; but he was unfortunate enough to strike the flag and so miss a try. The half ended with Acadia well up in Dalhousie's territory.

It was in the second half that Acadia began to "play ball" and in ten minutes McCurdy carried the ball to the line and Wick planted it over and scored a try from which a goal was kicked.

Both teams were now fairly into it, with Acadia continually controlling the ball.

Acadia is now near her goal. The yellow and black draw nearer and then recede. The crowd yell vociferously. Acadia is cool and collected. Her half-backs are only laughing.

Now Acadia is in earnest. The forwards and quarters rush it to the 25 yard line, where Dim picks up the ball. Dalhousie faces right and left while Dimock makes the handsomest run ever witnessed and deposits the ball over the goal line in safety. A goal was not kicked and "time" is soon sounded.

ACADIA.			DALHOUSIE.
Fenwick,	} Back.		Currie,
Wickwire,			Maxwell,
Purdy,	} Half-Backs.		Pickering,
Dimock,			McNairn,
Lockhart,			McIntosh,
Morse,	} Quarter-Backs.		C. McLean,
McCurdy			Barnstead,
Babbitt,			L. MacLean,
Foote,			Bigelow,
Tupper,	} Forwards.		Finlayson,
Stuart,			McVicar,
Foster,			Robb,
Harlow,			McRae,
Schurman,			Archibald,
Cutten,			Grant,

Referee—W. G. Robertson.

Touch Judges—R. R. Griffin, W. E. Thompson.

De Alumnis.

Prof. B. F. Simpson, '80.

The *Standard* of Oct. 4, contains the addresses delivered at the memorial service connected with the death of Professor Simpson of the Divinity School of the Chicago University. Professor Hulbert says of him :

"He was a member of my first class in the Seminary and the part he took in the discussions evinced a mind of the highest range. When he became our Morgan Park pastor, I heard from him sermons of the highest intellectual and spiritual order. * * * We have had in the Seminary since my connection with it only two or three men who could be regarded in any sense his peers."

Dr. Northup adds : I have had something to do with the training of some twelve hundred students for the ministry, and in my judgment not to exceed ten of them were his equals in philosophic breadth and insight, and in power to embody in splendid imagery deep spiritual truths for public address."

A. K. DeBlois, Ph. D., '86.

A correspondent of the *Standard* of the same date sends the following note concerning Dr. DeBlois, who has entered on his duties as President of Shurtleff College :—

"The new president of Shurtleff College, Rev. Austen K. DeBlois entered upon his work at the opening of the college year, and was heartily welcomed by the faculty and students. Arriving on the field at a late day, just before the beginning of the Fall session, the vacant places in the faculty had been filled, and the work of the term laid out without consultation with him. President DeBlois

quietly entered into the work as thus pre-arranged, without giving any indication of the policy of his administration. He will be the better able to do this wisely after the experience of a term, and the better acquaintance with the people and the situation which that term will afford him. The attendance at the college is somewhat larger than in the closing term of the last college year. President deBlois has made a most favorable impression upon the Baptists of the Altons."

The following graduates and former students of Acadia are at present studying at McGill University.

FOURTH YEAR.—H. T. Knapp, '91; H. M. Shaw, and E. H. Saunders, formerly of classes '92 and '94.

THIRD YEAR.—L. R. Morse, '81; J. N. Churchill, '92.

SECOND YEAR.—L. H. Morse, '91; A. C. Jost, '93; E. S. Harding, '93; F. C. Harvey, '93.

Miss Annie M. McLean, '93, M.A., after a successful year's teaching in Atlanta, Ga., is now Preceptress of Mt. Carroll Seminary and Conservatory of Music, Mt. Carroll, Ill. This is a Baptist school of high rank, and acknowledged to be one of the best for young women in the West. Miss McLean is to be congratulated upon her success in her chosen line of work.

Miss J. Mildred McLean, '93, M.A., is now pursuing a post graduate course at Chicago University.

Clifford Jones, '93, B. A., has a good situation as principal of the high school at Banff, N. W. T. During the summer he enjoyed a trip across the Canadian North West, and a thorough exploration of the National Park.

C. A. Eaton, M. A., '93, attended the Summer School of Theology at Mansfield College, England, in company with Dr. Lorimer, during the summer.

A. R. Tingley, '92, is studying law at Birtle, Man.

Personals.

Sir C. H. Tupper and Lady Tupper were the guests of Prof. and Mrs. Kierstead, during their stay in Wolfville.

W. S. Redden and A. K. Freeman, former members of Class '95, are studying Theology at McMaster Hall, Toronto.

M. C. Smith, M. D., D. D. S., who entered college with the Class of '80 is taking special work at the Harvard Dental School.

Rev. W. J. Rutledge, formerly of the Class of '93, has joined the Class of '96. W. R. Foote, '95, F. E. Bishop, '96 and A. H. C. Morse, '96 attended the Annual Convention of the Intercollegiate Y. M. C. A. of the Maritime Provinces, held at the University of New Brunswick, Fredericton, N. B., Nov. 23rd to 25th.

Seminary Notes.

In addition to the honorable mention made of the art work from the Studio, a special award on the exhibit of last year has been received from the Woman's Commission of the World's Fair.

Miss Maud Harrison, '94, a member of the Volunteer Band for Missions, is at present taking a course in the Mission Training School, Chicago.

The physical apparatus, purchased largely with funds furnished by the Alumni Society, has been put in its place in a neat, appropriate case. This apparatus is quite complete.

One of the occasional pleasant breaks in the routine of student life was the masquerade, held by the young ladies of the Seminary on Hallowe'en. Among the costumes were some very pretty and striking ones. Games and refreshments were indulged in, and the evening passed off very enjoyably.

Owing to the return of cold weather, the tennis season is about ended. A tournament held on the grounds of the Tennis Club of the Seminary, beginning Oct. 6th, was very much enjoyed by all present. The playing was excellent, and the games were closely contested. Miss Lovitt and Miss Chipman were winners of the prize—a silver Evangeline Souvenir book mark, which was offered for the doubles. Miss Fitch, who is the champion of the club for the season, received the prize for the singles—a silver Evangeline Souvenir spoon.

Academy Notes.

The annual report of the American Baptist Education Society is at hand, in which a list of all the leading Baptist Academies on this Continent is given. From this report it appears that Horton Academy has a larger number of graduates than any other Baptist school in the United States and Canada.

The exterior of the Academy Home has been improved by a new coat of paint. This with the internal improvements of last year may be regarded as even an educational gain.

The enrollment of the Academy still continues to increase and others are inquiring for Calendars. The enrolment now is 57.

As the foot-ball season draws to its close, the enthusiasm of the boys becomes intense, largely because of Acadia's splendid victory gained over the Dalhousie fifteen. The Academy boys watched with a keen interest the good playing of Messrs. Babbitt and Schurman in the memorable contest.

Not long since the boys enjoyed a friendly visit from Rev. Mr. McColl, pastor of the Congregational church at Kingsport.

On the 21st inst. the boys also enjoyed to the full, the brief visit and humorous address of Rev. F. M. Young, Ph. D., of Bridgetown, and they will welcome him should he come again.

Exchanges.

The various exchanges are at hand, and all reach their standard of merit. In most of them we notice improvement either of form or matter. Improvement in literary tone is especially desirable, since the periodical is a representative of the college abroad, and a just criterion of the literary, social and moral status of the body of students.

We are pleased to note that the editors of the Dalhousie Gazette are preparing for a series of articles on the various American, English and Scottish universities of note. These will be from the pens of Dalhousie men who are studying at those centres. Such a course is highly commendable, and cannot fail to instruct and interest all, especially Canadian college men.

The King's College Record has an article entitled "Love and the English Poets" which is distinctly literary. The author writes in good style and with purity and diction, tracing the influence of the *grande passion* in English poetry from Chaucer, "the poet of the dawn," through the unfruitful fifteenth century, on to the quickening of the *Renaissance*, and the glorious fruitage of the Elizabethan period, and the later extravagance and immorality of the Restoration "with its reign of lust and crime." The nineteenth century brings a new *Renaissance*, and we find "the pure philosophy of the love of Browning, and the delicacy and refinement of the love of Tennyson."

The McMaster Monthly is well up in literary merit. Among other articles we notice particularly one on the economic subject of "Profit Sharing." Questions of economic and social significance are of great importance to the student of affairs, who expects to lead a practical life in contact with men. The argument is for a system of production, in the profits of which both capitalist and laborer share, avoiding the labor union and strikes, and the tendency of the laboring class to "improvidence," thus establishing a higher standard of living among the laboring population, which is necessary to national prosperity.

We also notice a very well written eulogy of the late Oliver Wendell Holmes. The title, "An Author Friend," seems to express beautifully the general sentiment in regard to the genial "Autocrat." All have been charmed by his sympathy and friendliness, and now that he is gone beyond, mourn the loss of a friend indeed, the memory of whom will still remain, "But surely the Holmes we have ever loved we may still know so long as life remains to us in 'this now;' and hope when, like his, it seeks the 'great hereafter' there too to know and love our author friend."

The University Monthly comes out this year with a new cover looking very attractive.

The McGill Fortnightly has a delightful description of the Quartier Latin, that home of student romance and Bohemians. Every student cannot but long for something like the cosmopolitan atmosphere of the place as described by the writer. Much of the gilding of romance, however, will have vanished before the perusal shall have been finished; and the reader will conclude that in the Quartier Latin, as elsewhere, there is necessarily a good amount of hard work.

The Varsity contains the usual amount of readable matter.

The College Review of Shurtleff College contains the inaugural address of President A. K. DeBlois, who was lately chosen to stand at the head of that institution. As the title,—"The College for the People"—implies, President DeBlois makes a plea for extension of the intellectual influence of the college among the people. The subject is dealt with in a masterly manner and is well calculated to accomplish its purpose—to impress upon all the paramount importance of college influence and training. We congratulate President DeBlois on his position of trust, as an indication of true merit recognized. The President of Shurtleff College is an alumnus of whom Acadia may be justly proud.

Book Reviews.

Kennedy and O'Hearn's new arithmetic in three parts, published by T. C. Allen & Co., of Halifax, N. S. is one of the new books on our review table. It has many superior merits. It is certainly a point not to be subordinated that the book is divided into three parts to give new stimulus to the pupil when beginning to master each part. The most striking points in a general review are simplicity of language, the consistent arrangement of the different arithmetical processes, the illustrative development of each operation, and the prominence and practical turn given to the commercial calculations. Definitions are scarce. The pupil must know and tell, not merely read and reiterate. Addition and multiplication—united by a common working principle, are given their proper sequence, so also is subtraction and division. The Metric System is introduced early and made especially clear. It is a question whether in this, the recently prescribed, or in the old arithmetic, the Unitary Method is introduced early enough, but it receives an excellent treatment. The illustrative development of the process and the application of the Square Root are made very interesting and clear. Mensuration is extended to take in the pyramid and the cone, and specific gravity is introduced and well treated. The problems are numerous and varied, and not too difficult after a judicious drill on the underlying principles. These points we consider are some in which it is superior to Kirkland & Scott's. The new book does not fail to call forth approval and commendation.

The *New Science Review* introduces itself to the public at an opportune time. It comes to perform a function hitherto unperformed. Among reviews it does not usurp a place, for it strikes one as just what was wanted to fill a void, already made in the endless series of reviews. It is interesting but not particularly helpful to the specialist, while it is both helpful and interesting to the general reader, and it is just here that it fulfils a high purpose. It is a good magazine for a college reading room. The article on *Mental Training a Remedy for Education*, in the October number is especially interesting. The *Review* is published quarterly, at New York and London by the Trans-Atlantic Publishing Co., and presents a neat and attractive appearance.

Locals.

Cider!

From the Doctor's lecture, we may infer that "Chiphallers" have more methods than one, of obtaining kindlings.

A pet subject with ministerial students.—"The greatest number of coppers taken at a single service."

Although we believe Sir Charles is O. K., the frequency with which the boys put the question implied some doubt as to the general acceptance of the invariable answer.

It is very generally admitted that the gymnasium instructor for next year will be forthcoming from the class of '99. The gentleman is at present taking three hours each week in showing the Cads how to follow him.

The local editors wish to announce that every one who gets mad because of personal references in these columns, will be "localized" in every issue until such persons learn to control the animal instincts.

IN LIBRARY.—She;—"I would like to take this book out over Sunday."

LIBRARIAN:—(looking at title) "Well-ah-Freshmen are not allowed to take out the encyclopedias."

It is rumored that the Professor in Geology had a hard time to get the full Junior class back from Gas-pereaux. At this time of the year the attractions of the valley are apt to assume the liquid state.

A welcome sound.—That peculiar chump-chump-chump-along the halls, telling the expectant classes that Nat is about to ring the bell.

That horn advertised for in the last issue of this paper has been found.

MORAL.—All *waked up people* advertise in the ATHENÆUM.

"Pallida mors æquo pulsat pede pauperum tabernas regumque turres."

PROF:—"Does that mean that Death actually used his foot in knocking?"

SOPH:—"It probably has some reference to the Chip—hall custom."

It has been suggested that our oratorical Senior came from an "inland port" himself. But having been out for at least seven or eight years, it would not be right to accuse the gentleman of dating from any such portions of the province.

The visage of that heathen God often seen on the lapel of Pomp's coat puts one in mind of Cut's phisog, when he makes a charge on the foot-ball field.

A few days ago a Junior, desiring to get a good article, offered a Soph. ten cents to write his essay for him. The Junior refused to give more, saying, that ten cents was the anticipated market value.

That Soph. who went around urging all hands to go and see Tupper o.ï, and then stayed behind to "pull the professor's leg," had better not repeat the mean trick. Though little is said, we do a desperate lot of thinking.

Lost.—A letter addressed to the Sem. from Chipman Hall, room 97491048. For more particulars inquire of the *clouds*.

True friends are like diamonds, precious and rare,

But Kelly's a friend that we cannot compare.

At one of our Wednesday evening prayer meetings two amorous fellows betook themselves to the fairies' corner, but to their discomfiture, were compelled to retire upon the sudden interference of the doctor.

A professor, speaking to the Sophs, suggested that some of the class might use a certain selection as a text to preach from. What! A Soph preach? Why sir, it is an astonishing fact that '97 does not expect to graduate a single theological student.

Boys, the next time you get a chance to give the college yell, just make believe its the National Anthem and let right out on it.

"Ut melius, quicquid erit, pati."

Student.—"Professor, what is the philosophy of that line?"

Prof.—"Grin and bear it."

That verdant freshman is still up to his old tricks. We would advise his classmates to look after him.

The Hallow-e'en racket in Chip-Hall was a dismal failure, but ditto on the top flat was a roaring success.

To the list of extras already on the College term bills, there is likely to be added next year :

Blackboard brushes.....	\$2.00
Wire75
Staples50
Hinges and Screws.....	1.50
Coat Hooks	1.00

Total \$7.63.

"Mr. President, I would like to ask the lecture committee, if there is any discount on two tickets." (For Montana of course).

Chairman of Com :—"No, but we give a premium with two, that is to say, added bliss."

The ventilation in the class-rooms now is much better than in previous years. There is great satisfaction in knowing that the stoves can be depended on to—(?) ; and should any serious case of suffocation occur, it is lawful to carry it out into a natural element.

Students should endeavor to cultivate a respect for that gentleman (?) whose letter regarding bee-hives appeared in a late issue of the *Acadivan*. When he does not even claim to know that the theft was committed by students, the attempt to fasten the crime upon the whole body of them is fully appreciated by those concerned.

Some people consider it disgraceful to sleep in church, but if certain ones of the students would oblige the rest of the congregation by getting into such a state and staying in it throughout the services, everyone would forget reproofs in an excess of thankfulness.

A couple of Freshmen who board in the village handled their bedstead so roughly that it refused to support them in that relaxed state advised by Mr. Adams. This inconvenience coupled with a note from the landlady (they are in a house where everything is done by notes except board bills) made one of them slip down to the furniture store where he left a standing order for slats.

Freshman class meeting.—"Mr. President, girls and boys, I rise to move, whereas not only have several Freshmen mistaken themselves for Seniors but even the faculty having been at times in great doubt as to which was it, and whereas the results of this condition of affairs has been and is extremely embarrassing to said Freshmen, and whereas it lieth not in our power to change our distinctive characteristics, therefore resolved, that we as Freshmen do part our hair in what is technically know as the middle, the same to be ascertained by plane geometry."

The class :—“Will you excuse us professor, we want to go down and see Tupper off?”

Prof :—“We cannot allow such things to interfere with our classes.”

Soph :—(who guesses where the shoe pinches), ‘ Say, if you will let us go, we will give the Grit lecturer a send off when he goes.”

Prof :—(after a good laugh), “All right, I will excuse you.”

98's Yell.

During the month just past, there was born another college yell. If reports be correct, its advent was accompanied by all the customary squabbles and petty excitements that jar parental breasts. Although the infant has not yet sprung any teeth, it is a material fact and it remains for the local column to parade the youngster for the benefit and edification of interested relatives.

1. “Right ahead—straight ahead.”—’98 already recognizes the vast superiority, both mentally and morally, of the classes ahead. Her ambition to get up where we are is worthy of our highest respect.

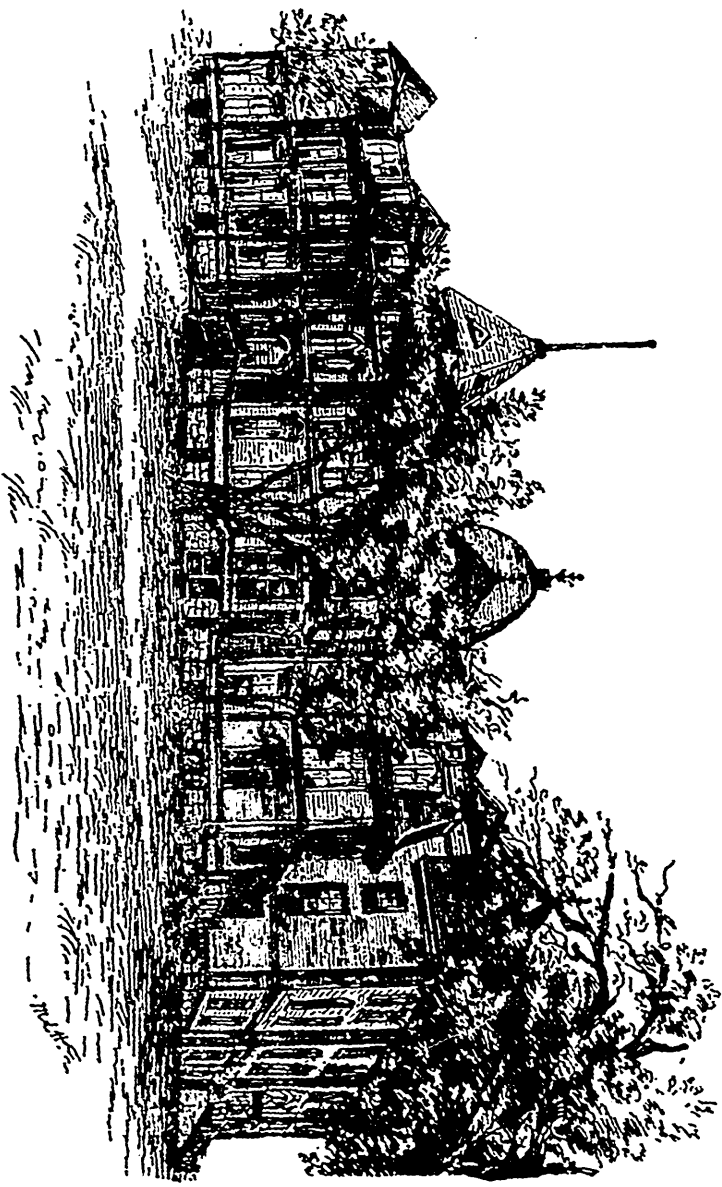
2. “Always up to date.”—True boys, but it is only a phenomenon of nature and does not need mentioning.

3. “Whoop her up Acadia.”—This is an appeal for help from Acadia, faculty and students generally. Notice the familiar manner of addressing headquarters. This line would express a much better sentiment if the word “her” was dropped.

4. “Class of ’98.”—Well, this is a good one ! ’98 fought for weeks to get a yell which should be entirely new and unique, and here we find the last line singing the same old song that has been heard ever since college yells were discovered. ’98 you have our congratulations, your child has been introduced to an admiring public, let us hear it talk, but not later than 12.30 a. m.

ACKNOWLEDGEMENTS.

Rev. A. K. deBlois, \$4.00; J. E. Barss, B. A., Hon. Dr. Parker. Miss Jennie Cobb, C. T. Jones, B. A., P. W. Gordon, F. M. Fenwick, Miss Evelyn Kierstead, Miss Emily Lovitt, Miss Ethel Shand, Mr. Crisbo, Rev. C. B. Freeman, M. A., H. J. Starratt, B. A., \$1.00 each; Rev. L. A. Cooney, \$2.00; Rev. W. C. Vincent, B. A., \$2.00; H. H. Roach, \$1.10; F. L. Cann, E. C. Stubbert, A. F. Newcombe, 50c each; F. S. Morse, 75c; W. C. Margeson, 10c.



ACADIA SEMINARY.—FACULTY, 1894-95.

MARY E. GRAVES, Principal,
Literature and History of Art.
ADELLA G. JACKSON, B. A.
Mathematics and Science.
WINNIFRED G. CROWELEY,
English and History.
ALICE R. POWER,
Latin.

ELIZABETH B. HIGGINS,
French and German.
BERTHA J. BURNETT,
Education.
ELIZA T. HARDING,
Drawing and Painting.
FRAUVEIN MARGARETE SUCK,
Director of Piano.

ALICE V. ANDERSON, Piano.
FESSIE G. JEFFERY, Voice.
MARY HARDING FITCH, Violin.
EVELINA K. PATYEN,
Gymnastics and Calligraphics.
OLLIE TILFORD,
Shorthand and Typewriting.

THE NOVA SCOTIA SCHOOL

— OF —

HORTICULTURE,

— OPEN FROM —

November 1st to May 1st.

Where a liberal and thorough course is provided students desirous of obtaining a practical Education with a correct and complete knowledge of horticulture and its kindred branches.

A school that is to the farm boy what the city academy and business college is to the town boy who is to devote himself to a trade or profession.

The following points of advantage present themselves :

The School is found :

1st.—With Free Tuition to all Students.

2nd.—With Good Equipment for Thorough Work.

3rd.—In a University Town, with good influences.

4th.—With Expenses Reasonable.

5th.—With Library and Reading Room, containing best literature of the present time.

6th.—A course containing Theory with Practice.

Those desirous of attending should make application and write for circulars of information, and calendar to

E. E. FAVILLE, Director,

Wolfville, N. S.