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The Acadia Athenæum.

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WE are under obligations to Mrs. Keirstead for placing Harper's monthly in the Reading Room, and to friends in India for papers from Rangoon.

WE regret that so many typographical errors appeared in our last issue. They were quite as annoying to the editors as to any of our readers.

WE hear that a number of students are intending to study French next term: As the inflexibility of the course will compel them to take it as an extra, we hope that a satisfactory arrangement of classes can be made.

BY a notice in another part of this paper it will be seen that our old friend and associate, Mr. Powell, has stolen a march upon his fellow-graduates. We tender Mr. and Mrs. Powell our heartfelt congratulations.

IN retiring from the office of Chief Superintendent of education, Dr. Rand has been honored with a dinner from the leading citizens of Fredericton, and has also been the recipient of a valuable piece of plate from the teachers of the province.

MISS GOURLY, teacher in Acadia Seminary, has resigned her position on account of ill health. As a lady of marked intelligence, agreeable manners, and noble Christian character, she will be much missed, particularly in the institution where her true womanly influence has been so notably felt. We hope that rest will quickly restore the wonted health. Miss Annie Gilmour of St. George's will succeed Miss Gourley.

OUR attention has been called to a somewhat misleading sentence in last issue. In suggesting chairs in classics and science, we did not mean to imply that chairs in these subjects did not now exist. In point of fact we have a chair of classics well filled, but it includes both Latin and Greek, and thus imposes upon the incumbent too much work. We simply meant to suggest a further division of labor. The same explanation applies to the science chair. Acadia has no chair in modern languages.

THE Baptists and Free Baptists are beginning to talk union. They are approaching gradually. It is better to approach carefully: hence we recommend them to bring the less sensitive sides together first,—the intellectual before the spiritual. Let the two bodies in New Brunswick unite to sustain an efficient Academy in Saint John; let the two bodies in Nova Scotia unite to sustain the Academy.

at Wolfville,; finally let the two bodies in the Maritime Provinces unite to support and thoroughly equip Acadia.

SEVEN of Acadia's graduates are now in the North-West. If we are rightly informed, one is editing a paper, three are teaching, and three are studying law. We have faith to believe that they will win their way to distinction and fully sustain the honor of Alma Mater in this new country. Some may feel inclined to deplore the departure of our graduates to other lands as a loss to the home provinces; but it must be remembered that Acadia does not educate men for any particular place, class, sect or party, but rather to perform that work of the world to which they may consider themselves called.

THANKS to Foot-ball. We recently had the pleasure of meeting a number of Dalhousie students in our rooms and on the college campus. The best of cheer and good feeling prevailed. It was clearly shown that we had much more in common than in contrast. If we rightly discern the signs of the times Acadia and Dalhousie will never be united, but let us hope that the days of mutual re-creation are over forever. Surely their separate existence is not incompatible with perfect friendliness and the utmost respect of one for the other. We believe that the foot-ball matches of the last two years have had the effect of breaking up prejudices and bringing the students into pleasanter relations. "For they are jolly good fellows" is the sentiment of Acadia.

THE institutions on the Hill support three separate literary societies. While this is without doubt the best and in fact the only possible arrangement, we believe that occasional union entertainment meetings would prove of advantage to the societies and to the college community. They would develop interest and give opportunities for learning;

they would relieve the tedium of boarding-school life and, at the same time, give the faculties of all the departments the privilege of observing the students' progress in a very important part of their education. It would not be necessary to make these meetings public. The presidents of the several societies might preside in turn; and the various executive committees could easily arrange a programme. A little ingenuity would devise methods of working which would secure the desired end without compromising particular policies of government.

WM. CROCKET, M. A., has been appointed Chief Superintendent of Education in New Brunswick, *vice* Dr. Rand resigned. Mr. Crocket is a Scotchman and received a university training in one of the Scottish colleges. He has had however, a long residence in the Province, having been principal of the Normal School for thirteen years. He has made the philosophy of education a special study; has had excellent opportunities for acquainting himself with the people; knows personally nearly every teacher in the Province; and has an intelligent knowledge of every phase and feature of the school system. Thus he will be eminently fitted to give direction to educational affairs and advice and sympathy to teachers in their arduous profession. As he has been one of the most important factors in bringing the schools to their present state of efficiency, so, doubtless, will he in the future become the means of carrying the system to further completeness. We have known Mr. Crocket as a teacher, and of the training we have received we value none higher than that we received directly from him, or indirectly through teachers trained by him in the principles and practices of education. So far as we can understand he has co-operated with Dr. Rand through his term of office; and hence will probably pursue much the same policy. Those who have been looking forward to the repeal of certain legislation as a result of the change, may be disappointed

WE would call the attention of the Faculty and undergraduates to a suggestion found in an article headed "Research," of last issue. The idea of an arbor-day for Acadia strikes us very favorably. The æsthetic should find some place in a college training. If not a part of class room instruction, it should, at least, be impressed upon the student in the location and architecture of buildings, and in the arrangement and decoration of the campus. Acadia occupies one of the finest sites in the Dominion, but her college grounds are capable of great improvement. Unfortunately the Governors have no funds to expend for that purpose; yet the matter is too important to be completely put aside. Something more can be done in the way of planting trees, shrubs, &c., in the way suggested, without any demand upon college funds. A subscription circulated among students would, we think, easily secure the needed amounts. A committee of the same, acting under advice and direction of the Faculty, might take the matter in charge. Besides beautifying the grounds, the arbor-days would have an educative value in their influence over those who take part in the performances of the occasion. Class room drill and books are not the only instruments of culture. We commend the suggestion to the considerations of the present residents of the hill, hoping that they will all adopt the proposal "to begin next spring." Acadia has many worthies both living and dead to whom trees might be fittingly dedicated.

LORD COLERIDGE in his tour through the United States has visited several Colleges. At Haverford he advised the students, first, to attend carefully and faithfully to their prescribed course; secondly, to learn by heart such passages as struck them as great or beautiful in the best poetry or prose. He recommended the following authors:—Shakespeare, Milton, Wordsworth, Gray, Shelley, Keats, Bryant, Bolingbroke, Lord Erskine, Burke, Cardinal Newman, Webster, Nathaniel Hawthorne, Homer, Virgil, Euripides, Catullus, Horace.

At Yale he expressed himself pleased with the conservatism which maintained the old standards, the old curriculum, the old classical cultivation, and regretted that this curriculum had been assailed. From the time he had left Oxford he had made it a religion not to let a day pass without reading some Latin or Greek. He would deliberately assert, maintain, and believe that what little success had been granted him in life had been materially aided by his constant study of the Classics. Statement, thought, arrangement, however men might struggle against them, had an influence upon them, and public men however they might dislike it, were forced to admit that, conditions being equal, the man who could state anything best, who could pursue an argument more closely, who could give the richest and most felicitous instructions and who could command some kind of beauty of diction would have the advantage over his contemporaries. If at the bar or in the senate anything had been done which had been conspicuously better than the work of other men, it had, in almost every case, been the result of higher education. The highest education was that found in those magnificent writers who as writers, as masters of style, as conveyors of thought have been never equalled in the world. He had put his defence upon a low practical ground, but he would put it upon higher ground. God had given us hearts, minds and intellects, and it was as much our duty to cultivate and do the best with our minds that he had given us, as it was our duty to do the best we could with the body he had given us. It was our duty to commune with the greatest thoughts of the greatest men in all times, and he would be the greatest man at the end of his life who had made himself most familiar with the thoughts of the greatest men of Greece and Rome, who both in thought and in language had been unparalleled in the world. If they would look over the history of men who had succeeded in life, they would find them scarcely without an exception, men trained by the curriculum which they enjoyed.

[CORRESPONDENCE.]

UNIVERSITY.

The Educational machinery of America has been greatly improved within the last decade. The standard of the common school has been raised. In many cases, the high schools have been placed in more immediate affiliations with the colleges. And now the work done by the colleges themselves is to be supplemented by that of a "Correspondence University," by which it will become possible for students to enjoy at their homes the advantages of a collegiate course of study.

The idea of imparting instruction and directing the course of an individual's study by correspondence is not altogether a novel one. It has been adopted by various literary and scientific societies with fair success. And its extension to the wider fields of general education is but the natural result of its observed advantages in the particular cases.

The "Correspondence University" is an association of experienced instructors, who have been carefully selected, not only for their knowledge of the subjects assigned to them, but for their skill and ability in teaching. Its purpose is to enable students to receive at their homes systematic instruction at a moderate expense, in all subjects, which can be taught by means of correspondence; whether the subject be collegiate, graduate or professional, or preparatory for the higher institutions of learning.

Those whom it is intended directly to benefit are:—

(1) Persons engaged in professional studies which can be taught by correspondence; (2) Graduates doing collegiate or advanced work; (3) Undergraduates in the various schools and colleges; (4) Those preparing for college either by themselves or at school, where instruction is not given in all branches; (5) Members of cultivated families that are obliged to live in remote localities; (6) Officers and men in the United States army or navy; (7) Persons who intend to try any of the civil service examinations; (8) Young men or women in stores or shops, or on farms who are desirous to learn, but cannot leave their labors to attend school; and finally those in any walk of life who would gladly take up some study under competent private guidance.

A fee of six dollars and thirty-five cents will be charged for four weeks' tuition in any study of

the grade required for admission to a college or scientific school, while a fee of eight dollars and thirty-five cents will be paid for four weeks' tuition in studies of an advanced grade.

Informal examinations by correspondence will be held by each instructor at his discretion. Pass and Honor examinations will also be held in the presence of some person of high character who resides near the student examined and certificates signed by the examiner will be given to those who succeed in them. Arrangements have been already made for giving extensive courses in Science, Mathematics, Classics, Modern Languages, History, Hebrew and Philosophy, while provision will speedily be made for instruction in other subjects.

This enterprise does not lack the quality of ability in the staff of its instructors. It includes thirty-two professors selected from the many American colleges from Harvard University in the East to the John Hopkins University at the South, and the University of Wisconsin at the West. The high standing of the men in charge of this new educational organization leaves no room for doubt as to the character of the work that will be done on their part; but the progress of the student and the value of his labor will depend more than in a college upon his own honor and exertion. It will therefore attract only those who sincerely desire to educate themselves and who are unable from various causes to attend colleges or schools, and for all such it will afford the much coveted opportunities for systematic directed and effective study. It will doubtless stimulate to methodical study persons who otherwise might find no opportunity for intellectual work, and is thus likely to increase the number of worthy applicants to good schools.

To the masses of earnest students throughout the United States and Canada who cannot spare time and money to get a university education in the usual way this plan of educating means a great deal. And it seems very probable that the inauguration of this method of affording university instruction may be the beginning of an important epoch in the educational history of America.

HISTORIES make men wise; poets witty; the mathematics subtle; natural philosophy, deep; moral, grave, logic and rhetoric, able to contend; studies pass into character; nay, there is no obstacle or impediment in the wit but may be wrought out by fit studies.—*Clipp.*

THE TYRANNY OF MARKS.

All around there seems to be a struggle against the tyranny of marks. The *Dalhousie Gazette* says: "We are fast degenerating into a crowd of fellows striving for nothing but marks."

The *Varsity* says: "A graduate is said to have made a brilliant stand at his college when he carries off prizes, honors and medals. This he has done because his brain was able to contain a large and heterogeneous collection of facts, rarely by reason of the facility of thinking he has acquired. The examination is seldom a test of a man's mental digestion, of his assimilative power, of his capacity of discriminating between what is nutritive and what is valueless. It is generally a mere measurement with a bulk measure of a mouldy mass of fact and figure, and its value as a record of true attainments is therefore small."

This is not a new movement, but the progress of reform seems slow. Apparently in nearly every college a large percentage of the students still regard prizes and high grades as the *ne plus ultra* of all attainments. When they come to college they find there a system of marks and examinations, and a prevailing sentiment which calls out a vicious spirit of emulation and makes them the slaves of one false idea. Too frequently, because of mistakes in parental, school or academic training, they are far too easily acted upon by these influences. Thus, the college perpetuating and intensifying the tendencies it should correct, the student becomes more and more a victim of perverted passions, more and more a receptacle of unassimilated facts, more and more a creature of selfish instincts, frozen sympathies and stultified moral qualities. Late in the course, perhaps not until after the course is completed, he discovers his great mistake; but repentance comes too late. The fatal influence of grades is probably more widespread than at first might be imagined, reaching not only the ambitious and boastful but dragging

into its power even those who would be free. This can scarcely be otherwise. It is hard for one to escape from the consciousness of being weighed and measured when he sees the operation daily attempted; it is hard to be uninfluenced by these attempts when he knows that by these results he must rise or fall in the public estimation. Seeing figures taken as the standards of all goodness and greatness, he will be the exceptional student who will not make them a part of his ultimate end.

The man who gives himself over entirely to such aims is, we think, the most pitiable specimen found in the class-room. He has no interest for anything beyond the four corners of a text book. Over that he will burn the midnight oil that a word may not be missed or misplaced in recitation. Every movement in the class-room will betray an uncontrollable desire to be thought learned and a nervous fear that he will not receive full credit for all he knows. His nose will turn up at the failures of others and his whispers, meant particularly to reach the professorial ears, be heard all over the room. He makes use of every opportunity to contrast his learning with the ignorance of his fellows. He strives to ingratiate himself in the good graces of his teachers, and consequently always waits upon them with an assuring smile. As his great aim is to be marked up and have his fellows marked down, any circumstance which brings this result is more precious than gold. In short he is quite willing to become so much "putty and butter" in the hands of the Faculty if only this will gain him marks. Such a person is surely a living satire on the boasted educational systems of the present day.

A word may be said here in reference to Acadia's attitude toward this question. We believe the evil results referred to prevail in a less degree here than in many colleges; yet of late some ominous changes have been made. Formerly students could get their marks only by request; now the standing is

published on anniversary days. The custom of parading the graduating class in order of standing on these days was in 1882 abandoned, but in the following year there was a return to the old way. This was somewhat remarkable, inasmuch as the very reasons which the President urged for making the first change, obtained to a greater extent in the case of last year's class. It is said this was the work of the Senate. If so, we regret that the first acts of this new body should be retrograde. We do not think its action can be justified on the score of justice or sound educational principle. What course will be adopted with the present graduating class? It presents extreme difficulties in the way of grading. Only three of its seven members will have been in the class during the whole course; of the others, one joined it in the second year, two in the third year, and one will join it in the last term of the fourth year. Two have come in from other colleges. Clearly here is a case in which the ordinary rules, even if perfect of themselves, could not be applied, yet we do not expect that it will be treated as at all exceptionable. The Senate as the directorate of the Baptist factory will consider it unbusiness-like to send out their goods without being properly assorted and labelled; the faculty as inspectors and judges will deem it unphilosophical to proceed in this work without the form of some guiding principles: hence two or three considerations will be put together, and the compound called a standard of justice, though the term will be about as much applicable as water would be to a mixture of one part water and ninety-nine parts acid. Doubtless the Faculty will revolt at the idea of being the agents of such absurd mockery, but, a ting under the inevitable command of the Senate, how can they do otherwise? We would suggest, however, that they decide the positions by a game of toss.

We may be in error but confess ourselves utterly unable to sympathize with that cold species of materialism which makes the education of human beings identical with the manu-

facture of so much stuff into marketable goods; which denies to the human material the principle of life and feeling; which presumes that the length, breadth, strength and texture of mind are as easily determined as dimensions and qualities in objects of the external world.

A TEACHER'S REMINISCENCES.

No. 2.

Having hastily glanced at the old school-house and its surroundings, with a few of the most interesting scenes connected with its history, we will now respectfully enter its sacred precincts. Sacred, did we say? Probably some critic may take exception to the term in this connection, but we feel that it expresses our meaning none too broadly; besides, what place can be more sacred than where immortal beings are trained for the solemn duties of life; where youthful minds, so keenly sensitive to every impression, are moulded for good or ill; where influences are daily exerted which will extend beyond the narrow bounds of time into an illimitable eternity? Here are those who may yet attain to positions of trust and responsibility in the world, become the brilliant leaders of thought, and exert a tremendous influence over their fellow men; how important, therefore, that in the early dawn of their newly-awakened genius, a judicious and healthy method of treatment be adopted toward them by their instructors, in order to develop their youthful minds, and secure the best possible results, and thus render the future of those young lives a blessing to humanity rather than a curse.

We are inclined to the belief that such happy results cannot reasonably be expected under an exclusively secular system of training. Children are *spiritual*, as well as *intellectual* beings; both natures demand careful cultivation. To develop the one at the expense of the other, is frequently accompanied by disastrous consequences. A pure religious spirit should pervade the atmosphere of the school-

room. When we speak of religion, however, we would not be understood to mean sectarianism. This may be sedulously instilled into the minds of the young without producing the important element of morality in the life, in a corresponding degree. There is a very grave possibility of being extremely orthodox in *creed*, but decidedly heterodox in *conduct*. To believe aright is good, but to act aright, as well, is infinitely better. The mere committing to memory of a certain set of beliefs does not possess a very powerful influence over the actions of children. Their spiritual natures crave something more than dull abstractions. The religion imparted in the school-room should be drawn from the teachings of the Great Master. No other system possesses such excellence; none is characterized by such a pure and lofty tone of morality. It recommends itself to the minds of the young by its simplicity. It is calculated to elevate their thoughts and exercise a restraining power over their actions. Were such beautiful moral precepts inculcated on every fitting occasion, it could not fail to operate beneficially.

While we would not oppose religious teaching when conducted on the above principle, still we are of the opinion that it had better not be taught at all, in the school room, than taught by an irreligious teacher. For a man notoriously immoral, or even occasionally irregular in his habits, to undertake to teach religion to his pupils, is a disgraceful farce, a revolting caricature upon sacred things. Such a course defeats its own object. It professes to impart religious instruction, while, in reality, it has a dangerous tendency to lead the young to despise *all* religion. None are more ready to discover the want of relationship that frequently exists between precept and practice than children. They are not slow to recognize the eternal fitness of things. They find their teacher endeavoring to instruct them in the code of morals, and at the same time, practising an entirely opposite course himself. This convinces them that something is wrong, but whether the difficulty rests with

the teacher, or what he attempts to teach, they are not always so clear; hence, they are disposed, either to regard religion as a very accommodating thing, or receive the teacher's instructions with the trite old proverb,—“Physician heal thyself.”

But to return to the school-room. Within all is busy life. This is the teacher's kingdom. Here he is “monarch of all he surveys”—his throne, a creaking stool—his sceptre, the time honored “birchen rod.” Thus:

In his noisy mansion, skilled to rule,
The village master taught his little school.

This “noisy mansion” is often rendered hateful to children by the presence of the *stern, sour-tempered teacher*. What a species of torture it must be for a troop of joyous, light-hearted beings to associate daily with a man who does nothing but grumble and storm from morning till night! No wonder that they long to escape the cruel restraints of such a life. Teachers of this cast never condescend to engage with their pupils in their merry pastimes. To swing the bat or toss the ball with them, to appear interested in their games or even laugh in their presence is considered damaging to their dignity. Dignity indeed! Stupidity rather. Such vanity is simply contemptible. Teachers of this class would find it more advantageous to lay aside this cloak of false dignity and give their pupils an occasional glimpse of the man within, that is, if the individual will stand inspection. Some people encase themselves in an armor of icy reserve, in order to hide their real dispositions. They do not wish to be understood, hence they become unapproachable. They desire to pass for very wise, or very great men; but they expect too much, and like the daw in borrowed feathers, frequently meet with disappointment. Galvanized metal is only metal after all. No mysterious process of alchemy can convert it into purer material. So the teacher who hedges himself about with this so-called dignity, and straightway fancies himself to be a man of consequence, will some day learn the painful lesson that he is but an or-

dinary mortal after all, and not even a genuine one at that. Men of true nobility of soul despise such affectation. The diamond needs no borrowed lustre. Those only, who are conscious of some imperfection of character, seek, by hollow artifice, to conceal or modify it. Teachers of the morose or gloomy type are, doubtless, better qualified constitutionally for the cloister than the school room. Here they daily embitter the lives of the little creatures under their charge; there they could associate with congenial spirits.

[CORRESPONDENCE.]

MCMASTER HALL NOTES.

MESSRS. EDITORS,—Since McMaster Hall has become the Baptist Theological College of the Lower Provinces, as well as of the rest of the Dominion; and, since there is now a bond of union between this institution and our own Acadia, a few lines from a Nova Scotian sojourner here, may, perhaps, prove interesting to the readers of the ATHENÆUM. Probably, at the outset, these readers would like to know the nature of the first impressions received by Maritime men at Toronto. Well, they are extremely favorable. They could not be otherwise. McMaster Hall, as a student's home, is certainly complete. Situated on the border of Queen's Park, it is removed from the din of the city. Its unique architecture surprises the new comer, though he may previously have heard much concerning it, and commands admiration. The students' apartments lack no needed comfort. The class-rooms are pleasant and are models of appropriateness—the stained glass windows giving them a beautiful theological aspect. The reading-room is well supplied with the best periodicals. The library is already quite extensive and is open, for our use, at all times. A splendid equipped gymnasium is another feature worthy of special mention. Neither must I neglect to speak of the dining hall. It is here that you will most frequently find those from the north and south and east and west assembled

as one in aim and in purpose. In this hall, there are seven tables; and these tables have various characteristics. Some are dignified; some are jocular; and some are philosophical. The one of which your correspondent knows the most is decidedly of the latter class. The discussion in vogue around it sweep the whole philosophical horizon. The last question which engaged attention was, "Is it more commendable to be selfishly unselfish than to be unselfishly selfish." Unfortunately, the hour of adjournment arrived, before a decision was reached.

The men who compose the Faculty of McMaster Hall are strong both in scholarship and in that consecrated devotion to their work so essential to those occupying their position. To meet Dr. Castle is to honour him. Dr. Welton is laboring faithfully and with all his old time energy. Dr. Newman's fame has already gone abroad. But there is no greater source of strength than Dr. McVicar's *Didactics*. Here, a young man feels that he is gaining power. Here, he learns how to make the most of himself. Here, too, he is taught how to help others. As a practical preparation for any life's work, give us such a course in *Didactics*. Another great privilege is that of attending Dr. Clarke's lectures on New Testament Greek. As, with his beautiful language, he throws floods of light upon the more intricate passages, his expositions may certainly be termed masterly.

The University of Toronto is near at hand, and we attend many of our Hebrew lectures in that institution. The University building is of stone and very large. It could be called very fine, if it were not so old fashioned and gaol-like. But as it is, when without, a person almost shudders to look at its iron-bound doors; and when once inside he feels as though he were lost in some underground cavern, used for refuge during the dark ages.

Quite an interesting educational discussion is now in progress here. It seems that Toronto University, needing a considerably larger income, has, as the *Provincial University*, ap-

plied to the Government of Ontario for additional grants. The various religious denominations, sustaining their own colleges, object to being further taxed for the benefit of Toronto. Principal Grant, of Queen's University, is the most prominent advocate of this position. It is an interesting fact, brought out in the discussion, that 63 per cent. of the college graduates in Ontario have their degrees from denominational institutions. This is significant, because it seems to prove, that in this instance the attempt of the State to control higher education has failed. And if Toronto is not a successful Provincial University, where will we find one? To the above mentioned protest of the denominations the University men reply that, whereas the other colleges have large and rich constituencies, poor Toronto must depend upon the state alone. And so the battle rages, as these battles ever will rage, until the state learns to leave higher education where it belongs.

University college is also provoking considerable comment in another direction. It has refused to extend its privileges to the fairer sex. Three young ladies who have been very successful in preparatory work, have found the doors of this institution firmly closed against them. Some smile, others openly ridicule; but "the powers that be" remain as immovable as the antiquated equipments of their class rooms.

Football is exceedingly popular in Toronto, and there are several strong clubs in the city. The University and Knox College men have now struggled for two days upon the field, and neither has gained the advantage. This circumstance reminded me so forcibly of a certain memorable time when Acadia and Dalhousie thus met, that I could not refrain from mentioning it.

Toronto is a flat city—as to its surface, I mean. There is not a hill to be seen. The many trees which line the streets, go far towards giving it a beautiful aspect. The contrasts in the buildings, though often too apparent, also, I think, rather add to its beauty.

Every man has invented some new style of architecture, and has evidently endeavored to get up something as far as possible beyond what other mortals may have dreamed of. The contrast in size, however, in the business portion of the city tends invariably to injure its appearance.

Of the forty students already at McMaster Hall, eight are "from the east." Six precious souls from Nova Scotia and a man from each of the other provinces. Two of our number having already taken two years in Theology at Wolfville, will graduate next spring. Though we have found pleasant associates and pleasant work, often do we think of Acadia and Acadian scenes; and we remember our old college friends so kindly that, for the present, we refrain from inflicting upon them any more of these "notes."

LOGUE.

Toronto, Dec. 1st, '83.

FOOT-BALL.

On Saturday Nov. 28th a match game of football was played between the Dalhousie and Acadia Fifteens. On Friday evening the visiting team, accompanied by twelve other students, arrived at Wolfville. After supper at the Acadia Hotel the visitors accompanied by members of the home team repaired to Chipman hall where a pleasant evening was spent. At half past ten the company broke up. Most of the Dalhousie men returned to the hotel for the night while a few remained in the building till morning. The morning was unusually fine; and a large number of spectators were present. Play began at 9.45. The visitors had the kick-off. The ball was quickly returned and the team went in to do their best. The play was mainly between the forwards, who being heavy men did excellent service. Little running was done on either side, the time being largely taken up in scrimmaging. After twenty-five minutes time was called. Ten minutes intermission being taken, play was resumed. During this heat which was more exciting than the former the Dalhousians were forced back to their goal line, from which dangerous position they were rescued by the vigorous running of Putnam and others of their quarter-backs. At this period of the game Haley, captain of the home

team, having made a catch about midfield, endeavoured to kick a goal but the distance was too great. Dalhousie by desperating playing now forced the ball towards Acadia's goal line. At this time a splendid run was made by Balcom carrying the ball more than half way to the opponents goal line when he ran out of touch. As no "touch-downs" were made on either side the game was a draw, yet it was evident that a slight advantage was gained by the home team from the fact of their keeping the ball well up towards their opponents goal line. The match was one of the most exciting ever played at Wolfville. The game being over the two teams betook themselves to Acadia Hotel where a well-spread table awaited them. Dinner over, the Dalhousians departed in the noon train amid the lusty cheers of the Acadians. They were accompanied as far as Wandsor by several of the Acadia Club where a match game was played with the Kings College team.

The following are the names and the positions of the players at Wolfville:—

DALHOUSIE CLUB.

Forwards—Gammell, Crowe, Campbell, Fitz-Patrick, Stewart, Leck, Langillo, McKenzie, Thompson.

Quarter-Backs—Putnam, Bell, Locke.

Half-Backs—Taylor (captain), Reid.

Back—Martin.

ACADIA CLUB.

Forwards—Magee, I. S. Balcom, Tingley, A. C. Balcom, Miller, Locke, Armstrong, Prescott, Corey.

Quarter-Backs—Ellis, Haley (captain), Walker.

Half-Backs—Cummings, Levitt.

Back—Lockhart.

As King's College team had been defeated by Acadia team last year it was generally supposed that a return match would be played this fall; and in fact arrangements had been partly made to that effect. But as the faculty refused to grant their permission, this much desired and anxiously expected match did not take place.

THE MUSEUM.

Under the efficient management of Professor Coldwell the work in connection with the Museum is rapidly progressing. The following donations have been made since April 15th:—Two *Frelices* and one insect case; donor, C. R. Higgins, Wolfville. A collection of the Colorado Beetle (potato bug), with eggs, a Salamander, a Dollar Fish, a

collection of Native Shells; donor, A. J. Pineo, A. B., Wolfville. Mr. Pineo has also loaned to the Museum a valuable collection of Native and Foreign Shells. One box of Shells; donor, E. L. Coldwell, Oregon. Specimens of soft Argillaceous Sandstone from "pencil quarry" at Cold Brook, Kings Co.; donor, Thos. Griffin. Several specimens of Stilbite Melandrite Culcite and Acadialite (red Chabazite), from Partridge Island and Swan Creek; donor A. E. Coldwell, Wolfville. Five Foreign Coins; W. N. Balcom, Hantsport. Globe Fish and Tropical Cut from East Indies; donor, Master John Durkee, Yarmouth. Lusus Natural in an ear of corn; donor, I. W. Corey, Acadia College. 1 Salamander; Miss Heales, Wolfville. Slates from Webster's Brook, containing the fossil *Dictyonema Websteri*; donor, A. E. Coldwell. A Tan Lay Out or outfit for playing the Chinese game of tan-tan, captured at Portland, Oregon, along with 44 Chinese gamblers in April last. There is a tin-tray divided into compartments for holding the outfit consisting of about 190 brass coins, (cash), about 50 zinc coins, a bell-shaped brass dish, a large number of black and white porcelain disks, a package of Chinese figured cards and another of plain red cards, tin Chinese pens, two account books and a tan stick. There came with this outfit a pair of chop-sticks, a Chinese purse, and a copy of the indictment against the Chinese gamblers; donor, E. L. Coldwell, Portland, Oregon. Also two packages containing all the small articles of an opium den. Fine specimens of Copper Ore from Cox-heath, C. B. 3 Copper Coins and 1 Silver Coin; W. C. Balcom, Hantsport. Specimen of Barite from John River, Pictou; donor, August Murray, Wolfville. Root from Beach at Weymouth; donor, E. G. Sibley. Galena, (lead ore), Galway Lead Mines, Peterboro, Ont.; from C. E. Baker. Specimens of fill gold in Burnes Ayres; A. C. Balcom. Several specimens of fossiliferous limestone from Irving's quarry near Truro; donor, A. J. Denton. Two coins of the reign of Geo. II., Clarence Minard, Horton Academy. The wings and claws of an Arctic Owl; donor, Capt. Weeks, Bay Verte. The jaw bone of a British soldier who, with ten companions, was killed and scalped by the Indians near old Fort Monkton, Baie de Verte, in the year 1755.

MEN create oppositions which are not, and put them into new terms, so fixed as, whereas the meaning ought to govern the term, the term in effect governeth the meaning.—*Clip.*

Locals.

"Our Church."

One unit off, gentlemen!

Acadia has no Dude (?)

The ancient classical authors read this term are *Juvenal*, *Herodatus*, *Euripides* and *Virgil*.

The students of the college were guests of the ladies of the Seminary on the evening of the 24th ult.

A heartless Senior thus describes the death of a fellow mortal,—“He kicked the ghost and gave up the bucket.”

The November gales proved disastrous to the Seniors, and now there is not a moustache to grace the class of '84.

The last Missionary Meeting, Nov. 21st, was more than usually interesting. Dr. Sawyer's address is worthy of special mention.

A Freshie who takes unkindly to the “New Departure” pitifully enquires,—“Why don't they substitute the Wig-wam language for Didactics?”

Class in Science, Sophomore reciting. Prof. :—“Mr. B. can you give an illustration of a vacuum?” Mr. B. confused raises his hand to his head. Inference.

Thanksgiving was observed as a holiday by the institutions on the Hill. On the following day the college consisted of the Faculty and a lady senior.

Prof. in Mathematics inquiringly :—“Mr. K. how do you know that those triangles are equal?” Mr. K. emphatically :—“Because they *are* equal you know.”

English Class :—Professor :—“What we want is common sense,” would you change that?

Freshie :—“What *you* want is common sense.”
Consternation !

On dit :—That all the Juniors are engaged. This accounts for their “thoughtful and careworn appearance,” and not the June Essays as was suggested in our last.

During the late illness of Dr. DeBlois, the pulpit of the Baptist Church has been supplied principally by Dr. Sawyer, Prof. Keirstead and J. B. Locke of the Freshman Class.

The average age of the Seniors is 22 5-6 years; of the Juniors 22 $\frac{2}{3}$; of the Sophomroes 20; of the Freshmen 19 $\frac{1}{2}$. The average of all the college students is 21 5-24, the maximum, 29 the minimum 16, the total 1103.

Class in Mathematics, Monday morning, Freshman reciting. Prof. solemnly; “Mr. M., do you understand that course of reasoning?” Mr. M., decidedly, “Well, I did when I worked it out last—t—t, I mean Professor, *Saturday* night.” Profound sensation.

The officers of the “Acadia Foot Ball Club” are as follows :—President, B. A. Lockhart; Vice President, I. S. Balcom; Secretary-Treasurer, S. W. Cummings; First Captain, F. R. Haley; Second Captain, E. A. McGee; Executive Committee, H. B. Ellis (Chairman), H. B. Smith, H. A. Lovitt.

The following test of a lady's affection was recently recommended to a Junior;—“Collect and concentrate her admiration; add a drop of interest by relating some pathetic event; if she resolves into tears you straightway know that she is not of the acid group, moreover that her specific gravity is great. Now gently drop your arm around her waist; if she flames up and burns with indignation it is immediately seen that she has been too much exodized; but if a precipitation around your neck occurs you know that she is a combinable element.

On a clear night, a few weeks ago, the Professor in Science, a Senior, a Junior, and two Freshmen betook themselves to the study of Astronomy. After spending some time in surveying the lunar planet and other heavenly bodies by the aid of the telescope, they returned from the Observatory to resume their sublunary studies. One of the students has since given utterance to his feelings in the following “*pathetick linz*” :—

“Ah yes! had I a pair of wings
To go to yonder mune,
I gess ide jest as soon sta thar,
From now until nex June.”

The Junior retired to his lonely couch. He slept, but fantastic shapes disturbed his repose. Over his troubled soul the Junior Exhibition cast its baleful shadow. He thought of his half-finished essay and muttered incoherently. A picture of College Hall with its crowded audience and sea of up-turned faces flashed across his mind, and with a groan he bounded from his bed with great drops of perspiration on his brow. He seized a promiscuous mass of paper lying on his desk, and swore by the sacred bones of Demosthenes that there should be Junior Exhibitions no longer. In the morning a wondering class-mate discovered him sitting on the bed-post wildly grasping a dilapidated M. S. in his hand.

A MAN that hath no virtue in himself ever envieth virtue in others; for men's minds will either feed upon their own good or upon other's evils.—*Clip*.

Personals and other matter crowded out.

THE Pierian Society gave one of their popular musical and literary entertainments in College Hall on the evening of the 30th ult. The following programme was well sustained:—

PIERIAN SOCIETY.

Friday Evening, Nov. 30th, 1883.

- Professional March, - Marche aux Flambeaux.
Misses Holley and Hill.
1. Piano Trio: Selection from Der Freischutz, Weber.
Misses L. Bridges, Sanford, E. Bridges.
 2. Reading: - A Little Girl's Views of Life in a Hotel.
Miss May McDonald.
 3. Piano Solo: - - - Lurline, Favarger.
Miss Lizzie Hill.
 4. Reading: - - - The Station Agent's Story
Miss Sadie Rand.
 5. Vocal Solo: My Mother Bids Me Bind My Hair.
Miss Harding. Haydn.
 6. Reading: - - - A Reverie in Church.
Miss Lila P. Williams.
 7. Reading: - Famine Scene from "Hiawatha."
Miss Minnie Magee.
 8. Vocal Duet: - - - Herbstlied, Mendelssohn.
Misses Hill and Wallace.
 9. Reading: - - - Cicily and the Bears.
Miss Helen Read.
 10. Vocal Solo: - - - Adelaide, Beethoven.
Mme. Cornu.
 11. Reading: - - - The "Little Rid Hin,"
Miss Beth Rogers.
 12. Reading: - - - Kate Shelley.
Miss Wallace.
 13. Piano Duet: Grande Valse Brillante, Schuthoff.
Misses Eaton and Rand.

GOD SAVE THE QUEEN.

Miss Andrews presided. Of those who appeared on the stage for the first time Miss McDonald deserves mention for her sprightly and natural manner, Miss Rogers for an excellent attempt at the Irish accent, and Miss Magee for the expressive rendering of a very difficult selection.

WE are in receipt of the first number of the *Biographical Magazine*, an illustrated monthly of twenty-four pages, published by the Pictorial Associated Press, New York. The publication contains interesting sketches of the following modern celebrities:—Alphonso XII, King of Spain; Prince Bismarck, Chancellor of Germany; Li Hung Chang, Prime Minister of China; Lord Coleridge, Chief Justice of England; Jules Ferry, Prime Minister of France; Henry Irving, the great

English Actor; Harriet Beecher Stowe; Henry Villiard, President Northern Pacific Railway and others. This magazine is to be devoted chiefly to the publication of biographies of persons whose lives commend themselves to public attention as eminently worthy of emulation.

EXCHANGES.

The *Wolkestock Gazette* is a creditable paper published by the Grammar School at St. John.

The November number of the *Colby Echo* contains a very readable and somewhat unique poem; "The Wheels." A considerably large space is given to matters of merely local interest.

The *Haverfordian* says some very sensible things about American wit. We wish they would come to the ears of all American people. Haverford College is to be congratulated on its visit from Lord Coleridge.

The *McGill Gazette* is distinctly educational in its character. The last number devotes fifteen columns to the college world. Its literary article on Matthew Arnold is among the best we have read upon the subject.

The *Premier* reaches us from Fall River, Mass. We are puzzled whether to regard it as a school journal or an advertising agency. Lest we should incur the charge of reviewing something of the nature of a local almanac we forbear to say a word.

The *Kings College Record*, while containing nothing of especial interest, reads better than it often did heretofore. The article on "Robert Bloomfield" is worth reading. The exchange editor condemns religious articles in college papers, yet, himself discusses the subject of "Elders" with the *Presbyterian College Journal*.

The *Oberlin Review* comes regularly. Its editors complain that they are obliged, for want of space, to consign many valuable articles to the waste basket. We would suggest that they relegate the *Review* itself to the same category rather than burden its columns with another scientific (?) article like "Our Relation to the Brutes" in the issue of November the 17th. The writer who descends to the calf's stall and the hennery to find illustrations for his insipient notions, may find the best illustration of his own stupidity in that long eared animal that is noted for kicking.

Two numbers of the *Dalhousie Gazette* have reached us in good time. The extension of the college supplies the editors with abundance of subject matter; but it would seem that the increased prosperity has not been an un-mixed blessing. The *Gazette* complains of overwork and of prevailing strifes for position. It we comprehend the situation, some parts of the college have been developing faster than others; there has not been the proper adjustment of courses, examinations, &c., to new conditions. The *Gazette* is doing the proper thing in attempting to correct abnormal tendencies before they become chronic.

The November number of the *Argosy* contains a very readable article on "Scientific Discoveries." In another article an attempt is made to give the evolution of laughter. We doubt if the phenomena has been well observed. The writer fails to discover laughter in the baby or child but rises into ecstasies over the "sweet, bewitching" laugh of a woman. We fear that the radiant smiles of his adored one have made him pessimistic with reference to the rest of the world! We would like to say something about Sackvilleans but as it is not intended that we should appreciate these columns we must remain obtuse to their vices and excellencies.