



MELBOURNE S. READ, A. B., PH. D.

The Acadia Athenaeum.

"Prodesse Quam Conspici."

VOL. XXII. No. 4. ACADIA UNIVERSITY, WOLFVILLE, N. S. FEB., 1896

A Ready Response.

WE were strolling along through the shady ravine;
The streamlets lay stilled in the frost king's embrace;
An occasional squirrel was but to be seen,
And I said to my heart,—How propitious the place!

As I looked on the face of companion so dear,
I thought I discerned a reciprocal glance;
My heart mustered courage and cast out its fear,
And longed to express its emotions at once.

With anticipation of pleasure so sweet
I hastened forthwith my request to declare:
O, ye rocks, never tell; O, ye streams, ne'er repeat
With what rapturous bliss the response was made there.

With a glance at the hills, then a glance at that face,
I made known that request in words simple and few.
But ne'er came response with more consummate grace
Than that which was answer to "Give me a chew."

— R, '96.

Melbourne S. Read, A. B., Ph. D.

WITH no small degree of pleasure do we present as the frontispiece to this number the portrait of another of Acadia's Alumni, who has recently attained a position of eminence—Dr. M. S. Read of the department of Philosophy in Colgate University, Hamilton, New York.

Melbourne Stuart Read was born in Berwick, N.S., September 27th, 1869. He is of Loyalist extraction and a son of the Rev. E. O. Read, one of Nova Scotia's veteran Baptist pastors. He received his early education in the public schools of his native province and prepared for College at the Berwick High School, entering Acadia in September, 1886, with the class of '90. Remaining out of College one year during his course, Mr. Read was graduated with the class of '91, taking first rank honors in Political Science. Throughout his entire course his work was executed in a manner indi-

cative of the success which has since attended his post graduate studies. He had the interest of the College at heart, and took a prominent place in all that had for its end the furtherance of College life. It may be noted that in his Junior year he was on the staff of the ATHENÆUM.

For one year after graduation Mr. Read was Principal of the Wolfville High School, after which he entered the Sage School of Philosophy at Cornell University, as a graduate student. Here he remained for three years studying under Dr. J. G. Schurman and his associates. While there his ability was duly recognized, and during the year 1893-'94 Mr. Read held a graduate scholarship; and in the succeeding year he was elected to the Sage Fellowship in Philosophy and Ethics. In 1895 he received the degree of Doctor of Philosophy from Cornell University—having submitted a thesis upon "English Evolutionary Ethics." At about the same time Dr. Read was called to the position which he now holds. Colgate University is one of the oldest and strongest Baptist Institutions in the United States.

The following clippings will express to our readers the estimate in which Dr. Read is held. From the "Madisonensis," a Colgate publication: "Dr. Read is a decided accession to the Colgate Faculty. His scholarship, his personal address, his complete self-control, and indeed his genuine all-round manhood commend him from the start to professor, student, and the public. The University is to be congratulated on this addition to the corps of instructors. There is every promise that the Philosophical Department will be thoroughly cared for under Dr. Read's leadership." And the following from another source: "Dr. Read is proving an erudite scholar, and a thorough and inspiring teacher. Colgate has in its new Professor of Philosophy one who is sure to make his mark in the educational world."

The Graduate School and the College.

THE Graduate School is the result of a comparatively recent development in American Universities. Its purpose is to furnish guidance to competent students engaged in research work, and to afford them, by means of its libraries and laboratories, proper facilities for carrying on investigation. The aim, then, of this department of the University is to have its members so far as possible doing "original work." Incidentally it fits them to

give instruction. The Graduate Schools of this country offer comparatively little formal discipline in the science and art of teaching, though the majority of students who are taking courses in these Schools intend, sooner or later, to become teachers. But on the whole it is perhaps altogether proper that things should be as they are. If the Graduate School has done its primary work and its students have received the spirit of investigation and have felt the inspiration that comes from fruitful research, it has accomplished more toward making successful teachers than any amount of formal instruction looking toward that end could do. The teacher who makes students feel that his subject lives must be an investigator, something more than a mere compiler of opinions and results. The Graduate School above all things helps him in this. The aid it offers in research is threefold. In the first place its instructors offer courses of lectures embodying the results of their own work before these results have been made public in printed form. Here it is also possible for the student to have personal and sympathetic conferences with men of great eminence in different departments and to be guided by these men and thus be carried at the best advantage to the very border-land of discovery. But the discovery must be made by the student. He alone can do his own "original work." Frequently instructor and student are engaged in research along the same lines and are associated most intimately. I recall having been told by a friend that in one course which he took at a leading American University it was not unusual for the instructor to announce that the three or four men taking the course must be prepared to occupy the hour on the following day with results of their investigation in case his own was not fruitful. It is by no means infrequent for students to carry their research along particular lines farther than have any of their instructors. In fact this is necessary in order to do "original work," and in no way detracts from the value of the assistance offered by capable instructors. In the second place the Graduate School offers for the use of investigators collections of valuable books and documents arranged in the most convenient manner. In the third place it offers the latest and best things in laboratory appliances. The use and value of well-equipped libraries and laboratories is so obvious and well understood as to need no further remark.

A brief sketch of the Graduate School as it exists has been given, and it now remains to develop the relations existing between Graduate and Undergraduate study and to briefly

treat the latter as a preparation for the former. The aim of the Arts College is to secure Culture, and, at the same time, give the best possible training for the duties of life. The aim of the Graduate School is to guide men who have already a broad foundation of general culture in doing "original work." What, then, should the College give its students to enable them to do successful Graduate work? It is clear that culture must not be sacrificed and, that the humanities must be emphasized. The Graduate Schools require a good, thorough, general education for admission to candidacy for their degrees, and very reasonably so. But there are certain desirable results which may be obtained without any such sacrifice. These results consist in actual knowledge of different subjects, in the methods of work acquired by the student, in his general habits and in the cultivation of that sympathetic and independent spirit of study which always characterizes the scholarly man. In regard to essential knowledge it must be noted that the undergraduate who expects to go into research work should not allow himself to pass out of college without the ability to read French and German at sight, whether these are required for his Bachelor's degree or not. In no department of investigation can he work long with marked success unless he has command of these languages. Students who come to the Graduate Schools from the smaller colleges are frequently at great disadvantage from the lack of ability to make the best of library facilities, when, as often happens, the authorities at their disposal are in a foreign language. Other languages may need to be added later by the specialist, as, for instance, Italian in the study of Economics, or Russian in the study of Mathematics, but French and German should be regarded as essential at the outset. The ordinary college graduate is not too old to begin to specialize. Still he can do much during his college course toward gaining knowledge in the field in which he hopes to become an investigator, and whatever he can acquire in this way is likely to help him very much. Where a system of Electives obtains, the bright college man will find little difficulty in getting a useful knowledge of French and German as well as a fair mastery of many important things in his own special department, while the number of courses offered in any particular department of the smaller colleges is not usually sufficient to admit of serious evils in connection with too early specialisation. The scope of the present paper admits of little reference to methods of work, but one point is deserving of especial mention. The collecting and digest-

ing of the views of various authorities on assigned subjects furnishes an excellent training and should give skill in distinguishing between important and unimportant matter. Such a power of discrimination is of the greatest value to the Graduate Student. These "reports" or "theses" can easily be multiplied as far as is desirable. Above all things, however, as a preparation for Graduate Study, the college should cultivate independence of spirit and fearless regard for truth. The very nature of the work done in the Graduate Schools calls for these as essential attributes of men who shall add something "original" to our present store of knowledge, and without them no investigator can expect success in his chosen field. In closing let me say that I believe such colleges as Acadia are well adapted to give the liberal culture and systematic development required by men who wish to enter the Graduate Schools.

G. E. CHIPMAN.

Shurtleff College.

Biography and the College Student.

BY R. OSGOOD MORSE, M. A.

"I HAVE long thought that our young men read too little biography." These were the wise and weighty words of President Sawyer during my last interview with him. To stimulate the study of Biography is the object of this article.

The college man seeks a broad training which will fit him for the sphere in life in which he is to move. Literature and language, ancient and modern, claim his attention. Science and Mathematics, History and Philosophy, are indispensable to broad culture. Biography, the written lives of great and good men, are equally worthy of the student's time and study. Biography should be studied *because it deals with reality*. Two things in the universe are real, *God and human life*. With these Biography deals. A great life is the expression of a great thought of God through the individual. A great principle is being worked out in the individual life. Such a life is as intensely real as God himself. The great life is removed from the ordinary one simply in its expression of a greater divine thought. The great lives are preserved to the world in its biographies. There was a real purpose in such life. The great thing in this world is not so much

where we stand as in what direction we are moving. To reach our port we must sail sometimes with the wind, and sometimes against it; but we must sail and not drift or lie at anchor. Present day fiction, too much read by the college student, as well as by the masses, is filled with the drifting spirit. But no Biography would be written if its subject did not sail, and very frequently against the wind. He knows his destination and all else must bend to his purpose. This is a great lesson of Biography. If it teaches the student no more, its mission has been important. From it he learns that service is the true measure of life. It makes one realize that he *loveth* best who *serveth* best. Biography shows the student his true mission among men. He learns that his mission is not to society, but to life; not to organizations, but to individuals; not to masses, but to men. This truth is written in the lives of great men. Arnold and Wayland were great in their influence on the educational systems of their day, but they were far greater in bringing truth to bear on the lives of individual boys and young men under their tuition. These things are realities and the student will learn from Biography that they are the realities with which he must deal.

The student also learns from Biography *to have faith in men*. This is a necessary equipment for his success in life. The student should go into the world determined to make it better for his being there. If he would win one to a better life he must treat him better than he deserves. Napoleon's faith in his soldiers inspired them to lay down their lives for him. No man of the century has surpassed Thomas Arnold in power to develop dormant good in the boys under his tuition. He had faith in them and manifested it. He believed them and so it came to be held a mean thing to tell Arnold a lie. He held Christian manhood before them as the ideal. He so nobly exemplified that ideal that the boys saw a man needed no apology for being a Christian. A moral thoughtfulness, therefore, so dominated the Rugby School, that it soon became the distinguishing trait of a Rugby boy at Oxford and Cambridge. Such was the result of one man's faith in his pupils. It is only in Biography that you find the full illustration of this idea. Only Biography tells us the great things God has commissioned individuals to do.

History has been called Biography written large. But general history obscures the work of a great individual. Biography in its historical setting gives the individual his true position, and affords the inspiration of a grand example. Bio-

graphy is really the specialization of history. Every argument for the study of history becomes one for Biography.

Is your faith in man below par? Read Carlyle's "Oliver Cromwell" and see how one man moulded the character of the hardiest but truest race that ever lived. Do you think man is insignificant? Read Wayland's "Life of Judson" and see what one man did in laying the foundation of Modern Missions. Is your faith in man at a low ebb? Read Wayland's "Memoirs" and see how one man remade the educational system of a nation. Such examples teach us to have faith in man when we see how one man has wrought so mightily for the world.

Biography also *sets before the student correct ideals*. James Russell Lowell says: "The only conclusive evidence of a man's sincerity is that he gives himself for a principle. Words, money, all things else, are comparatively easy to give away; but when a man makes a gift of his daily life and practice, it is plain that the truth, whatever it may be, has taken possession of him." No Biography is worth reading except it illustrates this idea. There is so much, however, that does, that we shall find abundance to read. The man who gives *himself*, patiently, day by day, year after year, is the one in whose life true ideals are realized. Forty-six years was none too long for Wm. Wilberforce to give *himself* for the freedom of the slave. But back of those years of *life-giving* were years of *life-making*. Those years were incorporating ideals into his life, so that no opposition could thwart their realization. These true ideals it is the province of Biography to reveal.

We are inclined to look at great men as almost of a separate race from ourselves. As we study their lives, though they loom up into far greater proportions as we get nearer them, yet we discover that they too were men; and that they have influenced men so mightily because they were men—men of large mould—yet men the more truly for that. Cromwell and Lincoln, Arnold and Wayland, MacKenzie and Thompson, were men—men true to principle and to the duty nearest them. They wrought great things for their fellow men. Fidelity to the Divine purpose in life is ever the path to usefulness.

These men teach us that men of large calibre are wanted. On what did these men feed that they became so great? *On truth*. Truly great men find in God's revealed truth the source of their greatness. They all emphasize the value of *Christian manhood*. You cannot make great principles effec-

tive apart from effective men. Men are to principles what the cannon is to the cannon ball. Men of no larger calibre than toy pistols cannot hurl principles the size of a cannon ball. Truth makes men great. But truth alone does not reform and revolutionize. It is Truth plus Luther; Truth plus John Knox; Truth plus John Calvin; Truth plus Roger Williams; Truth plus Oliver Cromwell; Truth plus Thomas Arnold. For the victory of truth we want men; men of large calibre of faith, men of large calibre of liberality, men of large calibre of hope, men of large calibre of enthusiasm. The study of Biography will help to make such.

This study should be well begun while in college. It should be part of the regular curriculum, and may be without disarranging any well arranged course, or without burdening any professor. It would prove an immense stimulus to the student. "The proper study of mankind is man."

Each student might be required to read and present a written review of some standard Biography at some time during his course. Besides, a Biography related naturally to each department of the course might advantageously be added to the work of each department. This would add to the interest of the department itself. The Biography of S. F. B. Morse would greatly enhance the interest in electricity. The department of English presents the great Boswell's "Life of Dr. Johnson." No more appropriate Biography could be mentioned for the department of history than Carlyle's "Oliver Cromwell."

Could such reading be incorporated into the regular curriculum, a great inspiration would be given the student in the true ideals early incorporated into his life.

Life Building.

YOUNG men, your Palace by the sea
 Found sure upon this rock—
 The rock of *Truth*, unyielding neath
 The wildest breaker's shock.
 Then lay the massive timbers, deeds
 Of sterling worth and might,
 Unswerving from the purpose aye
 To dare and do the right.

No frame can make a palace, be
 It e'er so strong and grand.
 Now call the patient workmen, with

The skilful artist hand,
 The sun and stars may tell of, how
 Through storm and heat and cold,
 Inwrought by earnest toiling, lines
 Of symmetry unfold.

O:rate, but deathly cheerless? nay
 Leave blossoms everywhere
 Whose living breath of fragrance shall
 Inspire the silent air;
 The beautiful, the brilliant bring,
 If they be chaste and true,
 For grace and beauty aye may find
 A mighty work to do.

And have ye sought for treasures, as
 The miner toils for gold
 Amid the vales and mountains, o'er
 The strand and rock and wold?
 Not as the miser's seeking, be
 Your quest of soul and brain,
 But build and gather ever that
 Ye may bestow again.

This Building of the earthly life,
 A mansion fair may be,
 After the Master-builder hath
 Been borne across the sea.
 The store of garnered treasures, may
 A blessing be, untold,
 To others, when *his* feet shall walk
 The streets of burnished gold.

Be active, O ye builders! for
 Who can foretell the day,
 When over yonder waters, will
 Each shallop speed away
 When thine no more, this dwelling, aye
 To many may it be
 A treasure-home, thy Palace by
 The wide unfathomed sea.

Early British and Irish Monasteries.

THE early history of these ancient Institutions has so long been buried beneath the rubbish of Rome, as to almost obliterate their Catholic spirit and christian character. In a recent scholarly work by the Rev. William Carthcart, D. D. (who is one of the best historians of our day) entitled: "*Ancient British and Irish Churches*," the writer has so removed the mask of Rome from the face of these ancient schools, as to enable us to see them in their true light; and when thus seen, they are none other than christian universities, theological seminaries, great Home and Foreign Missionary Societies. In later times these christian institutions were either completely destroyed by the influx of Anglo-Saxon paganism or more slowly corrupted by Romish dogmas. That there were strong and influential Christian Schools and Churches in a high state of culture and civilization in Briton and Ireland centuries before the time of the Romish Augustine, 596 A. D., is a well supported fact.

As to the exact date of the founding of these colleges it is difficult to fix. Bingham states that the University of Bangor in Ireland was founded about 520, A. D., and that there was also a British Monastery (University) in Wales, called Bangor. This is clear from the writings of Bede and others. Of Bangor in Wales, Bede says: "So great was the number of Monks that the Monastery was divided into seven parts, with a ruler over each; and none of the parts contained less than three hundred men, who lived by the labor of their hands." Here we have a great University with hundreds of students in attendance. That these schools had reached a high rank in learning is also declared by Bede, who while a devout Roman Catholic, was also a man of letters, a superior scholar of his day. He tells of a delegation that met in conference with the celebrated Augustine, A. D., 603. "There came," he says, "as it is asserted, seven Bishops of the Britons, and many most learned men; particularly from their most noble Monastery of Bangor." The testimony of Bede to the scholarship of these men and proficiency of the University of Bangor (Wales) should have weight. Dr. Johnson speaking of the Irish Monasteries, said: "Ireland was the school of the west, the quiet habitation of sanctity and literature." And Dr. Carthcart adds: "To most readers this declaration, even from Samuel Johnson, appears almost incredible, and yet historical students everywhere respect it." Michelet, writing of the seventh century, said: "All the sciences were at this period cultivated with much renown in Scotch and Irish Monasteries." Archbishop Usher, who has gathered many testimonies regarding the proficiency of these early Institutions, says: "Our Monasteries in ancient times were the Seminaries of the Ministry: being as it were, so many colleges of learned divines unto which the people did resort for instruction yea, this was the principal means by which a knowledge of the Scriptures and other good learning was preserved in that inundation of barbarism wherewith the whole West was in a manner overwhelmed." We have

good historical proof that many such Theological Seminaries or Colleges with thousands of students were scattered over Briton and Ireland before the days of Augustine. In these colleges the Bible was the chief text book, as it should be to-day. Hundreds of students were engaged in copying the sacred page, and the artistic skill unto which they attained has never been reached by pen or brush in our day. "That delicacy of handling," says one writer. "and minute but faultless execution, the whole range of palasography offers nothing comparable to these early manuscripts." That these ancient schools were early imbued with the Missionary spirit is clear also. The great Scottish Missionaries and their associates, who with open Bible led the majority of our Anglo-Saxon ancestors to the Savior, were instructed in their Christian schools. All over the destitute parts of the country, and in the region beyond, the University of Bangor sent out Christian preachers and teachers, who read and prayed in the huts of the mountaineers and the homes of the poor fishermen. This great Home Missionary Society was the mother of many colleges that did similar good work for God and humanity. In the sixth century, when Bangor was established in Ireland, no society existed as purely Missionary, so the colleges took up the work. That these early Christians were equally enthused by the Foreign Missionary Spirit is also plain, or St. Patrick, himself a Briton, would never have gone to Ireland to save the stranger; nor Columbanus, who chose France as his Mission field and took with him twelve students from the Bangor University. "Columbanus was the William Carey of his day." And Carthcart says: "Patrick, the Missionary who brought the Irish to Christ; Columba, his religious descendant, who evangelised a large part of Scotland; Aidan, Finan and Colman, disciples of Columba and of Patrick's Churches, who, under God, converted hosts of the Anglo-Saxons, and Columbanus and his multitudes of Missionary associates and successors, who laid the foundations of many gospel triumphs among European pagans, deserve the admiration and love of the Christian world."

When we brush the whitewash of Rome from these ancient Institutions they stand forth as Christian Universities, Colleges, Theological Seminaries, wherein a knowledge of God and His Word were given unto the people of those early times. A Divine Mission had they, and well did their leaders perform the task assigned. That these Christian Schools, which served so faithfully their day and generation, were finally turned aside from their Divine Mission by pagan worship and Romish idolatry, is too clearly told in the history of the "dark ages," across which darkness, in the fulness of time, God flashed the light of the *Reformation*.

G. R. WHITE.

Yarmouth, N. S.

On Labor.

All true work is sacred; in all true work, were it but true hand-labor, there is something of divineness. Labor, wide as the earth, has its summit in heaven.—CARLYLE.

Poetic Nonsense.

BY SAM KRIX.

Co-eds.

The Academy girl's a Cadette;
 The Freshman girl's a Freshette;
 But as far as I know
 That's as far as girls go,
 For when Sophomores, they're ladies,
 you bet!

Prepared.

Have you your Greek down fine for
 exam?
 You know it's mighty tough;
 Yes sir, I have, as fine as I
 Can write it on my cuff.

The Good Student's Prospects.

In the happy time a-coming,
 That we read of in the book,
 When each shall have a shining crown
 And a private little nook,
 Many things that bother students,
 And cause them grief and pain,
 Will be removed and in their stead
 Pleasures o'er them shall reign.

The Freshmen will no questions ask,
 The Sophomores quiet be,
 The Juniors not know everything,
 Seniors minus dignity.
 The Semites then can roam abroad
 As far as ere they like,
 And if the walking is too bad
 They'll be allowed a bike.

The lessons th'n will all be learned—
 We'll have no use for Kelly;
 No more we'll hear "The Bowery Girl"
 Or "Sunshine of Paradise Alley."
 The man who splits his kindlings,
 Past twelve o'clock at night
 Will not be there; but safe where he
 Can always get a light.

All the pleasures I can't tell you
 Awaiting mortals there,
 For everything that you think ill
 Will be extremely fair.

And with this happiness in view,
 I think you'd better try,
 To get a good low tackle on
 The Sweet By and By.

A Fallacy.

In our psychologic study,
 We find out that anybody
 Having interest has an impulse to at-
 tend:
 But I think the doctrine wrong,
 And I'll show to you ere long,
 That it's someone else who has in view
 this end.

Take for instance some fair maiden.
 Who with stocks and bonds is laden,
 And her interest growing larger year by
 year;
 I think you'll apprehend,
 That the impulse to attend,
 Is not with her, but with some chap who
 holds her dear.

A Sport.

When first to school a fellow starts,
 From home he loves so dear,
 Not only thoughts the Prof. imparts
 He plans to gather here.

Of all school stores of treasures great,
 According to reports,
 Among those of the highest rate
 Is taking part in sports.

Perhaps football takes up his days,
 Perhaps he goes to gym,
 Lacrosse and tennis too he plays
 Field sports are known to him.

Then comes examination time,
 The road ahead looks stony;
 He still holds to his sporting line
 And rides a classic pony.

The Acadia Athenæum.

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The Sanctum.

A VERY general feeling seems to prevail that an important change might be made in the arrangement of studies prescribed for the Freshman and Sophomore year. This becomes all the more apparent as one advances in the course. The subjects of the first year in college are now of such a nature that every well-prepared and industrious matriculant finds the work very easy. In the second year new studies in no stinted measure are introduced—branches which it appears might be assigned at an earlier period with material advantage to the student and increased satisfaction to the professor. For instance, take the Science of Chemistry. This is not touched in the Freshman work. But in the following year it seems to be understood that as much of chemical knowledge is to be acquired as can either be *soaked* in or experimentally discovered. In this age, when a passion for science possesses the general mind, an imperative course covering the first two years would be a desirable change. This would obviate the present evil of *cramming* so much in the second year as almost to rob the subject of its natural charm.

Further the very important subject of Astronomy, for the study of which Acadia has made ample provision, is now left untouched until the Sophomore year, and, as the subject is made imperative for but one year, only a comparatively limited acquaintance with Astronomy can be gained, despite the untiring and painstaking effort of the Professor.

It will readily be seen that these subjects prescribed in the first and second years would be doubly attractive, and the arrangement would be a more just and equal distribution of labor. It is sincerely hoped that attention will be given to this before the course is advertised for next year.

It is fitting that the ATHENÆUM should make mention of the recent scientific discoveries by Professor Röntgen, of the University of Würzburg, which certainly are among the most remarkable of our time. We quote the New York *Outlook*:— Briefly stated Prof. Röntgen has found certain heretofore unknown rays of light or waves of ether, which he calls the X rays. Though they are not recognizable by the eye these rays affect the photographic plate, and among other peculiar properties they have the marvellous one of passing through some solids and semi-solids like wood, cardboard and human flesh. In a lecture before the German Emperor, Prof. Röntgen photographed objects which were placed behind panels of wood and in wooden and cardboard boxes, the rays which photographed the objects passing through the wood or cardboard. These rays were also seen to pass through water without refraction. Reports are already printed of the application of the discovery to medical purposes, calcareous objects in some of the human organs having been photographed through the body. The human bones, it is alleged, can also be photographed with these rays, which traverse the flesh somewhat as ordinary rays of light pass through glass. Thus "Science" tells us "Röntgen has put his hand between the tube and the dry plate in the closed camera; the photograph shows clearly all the bones of the hand without the flesh and skin, and the gold rings seem to hang in the air." In this country the experiments have been in some degree verified by Prof. A. W. Wright of Yale, and Prof. Trowbridge of Harvard. The former obtained for instance, a dim photograph of coins which were enclosed in a purse, and the latter obtained on a photographic plate impressions of objects concealed in a wooden box half an inch thick. The Crookes tube is a glass tube in which a partial vacuum is created and then an electrical current passed, whereupon the tube is filled with pale light. In performing experiments with these tubes peculiar rays have been noted about the cathode end (that of the negative pole) and it has long been known that these rays would pass through these plates of metal. Prof. Röntgen's rays seem akin to these "cathode rays" but with additional properties. The discovery is said to have been made purely by a chance observation. That it may have an important practical bearing on medical science and lead to a wider scientific knowledge in all directions is quite probable.

As we go to press the GAZETTE comes to hand. Among other valuable articles decking its pages, is to be found a stirring appeal to the Maritime Colleges in behalf of inter-collegiate debating. This

article comes from the facile pen of one of Acadia's esteemed students, Ingram Oakes, a former member of '96, who now studies at Dalhousie. We are glad that this feature of college life is urging its claims upon the attention of the student body of these provinces. Certainly a scheme based upon the somewhat general outline suggested by Mr. Oakes would prove a most potent factor in cultivating the debating qualities of the speaker in the individual colleges. We hope some such plan may be adopted at once, and in this connection we remark that Kings and Acadia have arranged to debate the future interest of Canada in Wolfville on the 6th prox. We should like much if this year a debate might be arranged with Dalhousie's Arts. Who will make the first move?

At the annual meeting of the Associated Alumni, held June 2nd, 1887, great interest in college affairs was manifested. A. J. Denton, '79, presented a resolution by which the Society pledged itself during the coming year to raise \$500.00, to be applied to the salary of a professor of Modern Languages. This amount, formidable as it then appeared to many of the members of the Alumni, was triumphantly raised through the unremitting efforts of S. W. Cummings, '85, the energetic Secretary of the Society.

Two years after Mr. Denton moved his resolution, the Society formally declared itself upon the question of attempting the support of a chair in the college. After an extended discussion it was resolved to endow a chair to be known as the "Alumni Professorship." The proposition made by the Society was accepted by the Board of Governors and in due time Professor F. R. Haley, '84, of the Norwich Free Academy, was called as "Alumni Professor" of Physics. The support of this chair now rests with the Alumni of the college.

In what way is this support met? Up to the beginning of the present scholastic year, the Society has succeeded in discharging its obligations. Now, however, the burden which ought to be distributed more evenly among the graduates and former students, is beginning to press heavily upon the comparatively few who have met their part of the responsibility. Were all to assist who should and might do so, there would be an abundance, not only to meet the annual salary of the Professor, but also to increase the endowment in such a way as to make the Professorship self-sustaining in a very few years.

The Alumni Society at present numbers some 300 members. From these a yearly fee of one dollar is asked. The annual expenses of the Society are now between \$1300.00 and \$1400.00. The extra

\$1000.00 or so needed to meet the Society's obligations has been raised from the contributions of the Alumni. It will be readily seen that an average subscription of \$4.00 per member would more than meet all demands. This surely is not an excessive demand upon the generosity of Acadia's Alumni. The difficulty lies in the fact that only about one quarter of the Alumni contribute anything beyond the annual fee. Those who have given so far have done nobly. Some contribute as high as \$25.00 yearly, others in amounts varying with the power and willingness of the giver.

In this connection, the efforts of the New England Branch of the Alumni should receive full recognition. This Society was organized some three years ago among the Alumni and friends of Acadia resident in the New England States. The assistance rendered by this daughter of the Associated Alumni is very considerable. An annual contribution of \$200.00 or more is now received from this Society. Already the Branch has a goodly sum which it is proposed, when it shall have become sufficiently large, ultimately to turn to the endowment of another Professorship. Meantime the interest of this fund, together with other sums is generously donated to the support of the Alumni Professorship. Nowhere has Acadia warmer friends or more loyal supporters than are found among the members of the New England Branch.

The Associated Alumni, in supporting the Alumni Chair of Physics, is carrying a heavy burden; but, by no means one that is beyond its powers. The character of the work done in the department of Physics in Acadia College is of itself ample justification for the generous giving of the Alumni. The fact that the efficiency of the College has been very materially increased by the introduction of this department ought to be a source of great encouragement; while the knowledge that the withdrawal of the support of the Alumni would probably mean not only the discontinuance of the work now done in physics, but also a very serious crippling of the powers of the College, should nerve all interested in the cause of education at Acadia to the most strenuous exertions that such calamities may be averted.

W^{OULD} you ever hear of a man who had striven all his life faithfully and singly toward an object, and in no measure obtained it? If a man constantly aspires, is he not elevated? Did ever a man try heroism, magnanimity, ruth, sincerity, and find that there was no advantage in them—that it was a vain endeavor?—THOREAU.

The Month.

On Jan. 12th the young ladies of the Arts course, gave their Annual Open-Propylæum in College Hall. The programme for the evening was rather of a literary character, though the duet by the Misses Burgess was one of the pleasantest features of the entertainment. Miss Crandall's synopsis and Miss Keirstead's reading were presented tastefully, and showed careful preparation. The address by Miss Bishop, a former graduate of the University, in which she recounted a few reminiscences of her college days, found great favor with an audience composed essentially of students. Miss Sawyer, in her "Critic's report," analyzed in an attractive way the different characteristics of the proceedings.

"A Night with Pharaoh" was the subject of Archbishop O'Brien's address delivered before the Athenæum Society on Jan. 17th. His Grace, who was unavoidably detained by the lateness of the train, was greeted on his arrival by a patient and expectant audience. The lecturer treated his subject from a historical and biblical point of view, dwelling to some length on the civilization and primitive condition of the Egyptian people. The latter part of his discourse was taken up in following the early wanderings of the Israelites in their flight from Egypt to the reputed crossing of the Red Sea. The lecture was delivered in an instructive and interesting manner, and was greatly appreciated by those who had the pleasure of attending.

The thirty-second annual meeting of the Nova Scotia Fruit Growers Association was held in College Hall on Wednesday, Thursday and Friday, Jan. 22nd, 23rd and 24th. The entertainments, under the patronage of Governor Daly, Premier Fielding and the Provincial Government, were largely attended by various and sympathetic audiences. Representatives were present from nearly all parts of Nova Scotia, and numerous instructive and pleasing papers were given. Dr. Kierstead welcomed the visitors in an eloquent and masterly address, and was followed by many other able and forcible speakers. The discussions were interspersed with choice music rendered by the Wolfville Orchestra and members of the Philharmonic Society. Friday evening closed one of the most attractive and successful sessions that the Association has ever held.

On the evening of Jan. 25th, a very enjoyable entertainment was given by the teachers and pupils of Acadia Seminary in Alumnæ Hall. The programme consisting essentially of tableaux, instrumental music and solos, was rendered in an extremely pleasing manner, the grouping and movement of the impersonations, deserving especial praise. The posing was chiefly in imitation of celebrated classic statues, though some of our modern Artists were aptly represented. The stage-setting and attitudes were remarkably natural and artistic. Considering the inclemency of the weather, a large number of the students were present and by their critical attention expressed the pleasure that was af-

forded them by such an interesting entertainment; though the restlessness of a few indicated that their appreciation of Art was somewhat juvenile.

The second of a special series of meetings was held in College Hall on Sunday afternoon, Feb. 9th. The address, which was a continuation of the morning's sermon was delivered by Prof. Trotter in his usual eloquent and enthusiastic way. The reverend speaker emphasized the three points: Faith, Courage and Unity, as those characterizing a true christian, and produced a marked impression on a large audience by his trustful and engaging manner of speaking.

Miss Mina A. Reade, the popular elocutionist of the University Staff gave an extremely pleasant Recital in College Hall, on Monday evening Feb. 10th. The reader was assisted by Miss Fitch, violinist, Miss Barker, soloist, Miss O'Key, accompanist, and the College Quartette, all of whom were highly appreciated by a large and a select audience. Miss Reade, by her carefully prepared selections and natural aptitude in getting into the spirit of the occasion, won her way into the hearts of her hearers; and as this is her first public appearance in this part of the province, she has undoubtedly established a firm and deserving reputation. The Misses O'Key, Fitch and Barker were greeted with repeated applause, a due acknowledgement of their efficiency in the different departments of Art, which they represent. The College Quartette in their usual easy and unassuming style contributed to the pronounced success of the evening.

The 30th January was duly observed as the Day of Prayer for Colleges. The morning service, conducted by Pres. Sawyer, was held in the chapel and was a rich season of refreshing. The most stirring feature of the day was the afternoon meeting held in College Hall when our pastor, Professor Trotter, preached a most appropriate sermon from Proverbs IX, 10. "The fear of the Lord is the beginning of wisdom." The preacher discussed the question, what is wisdom? pointing out with fulness of illustration the distinction between wisdom and knowledge. There may be vast and varied knowledge where there is little or no wisdom. Wisdom conceives the true ends of life and endeavor, and utilizes all available means for the attainment of these ends. The indispensable condition of the truest wisdom is the fear of the Lord. The fear of the old testament is the *love* of the new. Only when the soul is in the relation of filial fear, of loving trust, towards God—only then do the true ends of life come within its view, and only then is it rightly related to those resources which can sustain the soul in its pursuit of life's true ends.

The unusually large audience gathered, and the rapt attention paid to the eloquent discourse, tell of the esteem in which Professor Trotter is held as a preacher. By his personal charm, stirring sermons and unfeigned interest in the college, he has won the love and respect of the entire student body.

On the evening of the 9th inst. the monthly missionary meeting of the Y. M. C. A. was held in the village church. The pressure of ter-

minal examinations prevented the committee providing a programme from the student body, and Rev. W. N. Hutchins, M. A. of Canning was invited to address the meeting. His theme, based upon II Cor. v, 14 and 15 was "The Secret of Enthusiastic Service." The subject was treated in a most scholarly manner and was greatly enjoyed by the large audience privileged to attend. Mr. Hutchins uses the choicest language and his manner of address is that of a polished speaker. Beneath this finish is the inspiration of youthful zeal and entire christian consecration. His words cannot fail to quicken the missionary interest among us.

The committee take this opportunity to thank Miss Barker and the College Quartette for their valuable assistance in the evening's music.

Exchanges.

QUITE a large list of exchanges for the month of January lies upon our table, containing the usual amount of reading of interest to the college student and much that is valuable to all.

The Presbyterian College Journal appears in neat and attractive form and contains articles of value to all who are interested in Christian thought and theological education. Considerable space in the January issue is devoted to an account of the "Rise and Progress of the Presbyterian College" of Montreal, this being interspersed with pictures of various members of the faculty of the college.

The OWL contains its usual number of interesting articles, many of which are contributed by the students of the University which issues this journal. This is a feature which deserves commendation and which should be adopted to as great an extent as possible by all colleges in the issuing of a representative journal.

The opening article of The Varsity is "The Latest Contribution to Canadian Poetry," which has been recently made by Dr. E. H. Stafford in a small book of fourteen poems. This article gives high tribute to Dr. Stafford, claiming that "even this brochure gives him a place in the ranks of our foremost poets." The writer quotes several fine passages to illustrate the excellency of the poet in the different requirements of good poetry. Next comes an interesting abstract of a lecture delivered by Rev. E. A. Welsh, Provost of Trinity College, upon "George Eliot." In this the lecturer claims that fiction is to be regarded as more than mere amusement, and that people who will not think of reading sermons and who cannot understand Moral Philosophy can be reached by a tale. Dr. Welsh testifies to the moral worth of the novels of George Elliot, saying that her works contain many passages which would form admirable texts for sermons.

In the McMaster University Monthly the place of honor is given to a short account of the life and work of Thomas S. Shenton. He

was a self-made man, never having any educational advantages, but who, by "innate energy, diligence and intelligence" arose to the important position of County Registrar. But it is on account of his sympathy and substantial help in everything that pertains to the advancement of God's Kingdom and the welfare of mankind that he will always live in the memories of men. The best idea of his admirable character can be given by quoting the following lines, which are selected from a short poem written of him,—

—For public trusts pressed on his mind,
And schemes that needed brain to pave their way;
While poor and sorrowing ones sought him to find
A heart whereon their heavy cares to lay.

And thus like Job, the Christly friend of old,
"He made the widow's heart for joy to sing,"
While woes and wants that were not to him told,
He sought to find, and help and succor bring.

O love that lives "in deeds not air,"
That follows in the line laid down of yore,
That does not end in bloom however fair,
But yields the fruits of Christ's own life once more!

An article on Professor Blackie sets forth his eccentricities and excellencies in a vivid manner. The issue before us also contains a review of the last work of the late Dr. Gordon,—*"The Ministry of the Spirit."* The relation of the work to its author can best be denoted by quoting the following lines: "It may be fitly called his monument setting forth the reflections and experiences of a lifetime, and revealing the inner thoughts and life impulses of the man. Those who knew and heard him will recognize in the book a sort of transcript of his character; the quiet calm dignity of his bearing, the steady assured march of his address, his self-unconsciousness, his deep earnestness, his reverent contemplative view of truth, his sincerity even when he seemed to err, his strong attachment to certain methods of scripture interpretation and forms of theological belief are all reflected here. It need not be said that its teachings were to him no mere theories, but truths which he found to be a great practical force in the lives of many Christian people." Space will only permit a bare outline of the review which contains the aim and plan of the book, a statement of the thoughts and beliefs and of the prominent doctrines of the work, with pertinent criticisms.

Other exchanges at hand are *The Manitoba College Journal*, *The Dalhousie Gazette*, *Niagara Index*, and the *McGill Fortnightly*.

De Alumnis.

D. P. McMillan, '95, is first tenor on the Cornell quartette.

Rev. H. Barss, '75, is preaching in Pennsylvania, U. S.

O. P. Goucher, '92, is still successfully teaching at Lawrencetown.

I. M. Longley, '75, now fills the position of principal of the Academy at Digby, N. S.

Rev. D. H. McQuarrie, '91, has accepted a call from the Baptist Church at Port Maitland, N. S.

Miss Fitch, '85 and Miss Bishop, '86, are residing at their respective homes in Wolfville for a time.

Rev. R. Sanford, '69, arrived safely in India where he will resume his missionary work.

Rev. C. T. Ellsley, '92, is pastor of the Baptist Church at Crookston, Minnesota. He is very successful in his work.

Walter B. Wallace, '88, is practising his chosen profession of law very successfully in Lehigh, Indian Territory.

H. S. Blackadar, '89, visited Wolfville last month. He is now of the law firm of Frame & Blackadar, Halifax.

I. Crombie, '92, was with us for a few days a short time ago. He is now resting at Melvern Square, and contemplates a course at the University of Chicago.

D. L. Parker, '94, was ordained to the gospel ministry recently as pastor of the Baptist Church at Onida, Sully Co., South Dakota.

During the early part of February the municipal elections were held for the town of Wolfville. Among the candidates for civic honors was our esteemed professor of Physics, F. R. Haley, '84, and we are gratified to say that he received a substantial majority of the votes cast. We wish Councillor Haley every success in his new duties.

Please Try to Look Pleasant—

While you read on this page,
The words meant for jokes
That are not grey with age.

We dislike our position,
The work's hard to do;
So we'll take all the help
We can get—wouldn't you?

Two Sophs wending their way to the Bible exam, says one to the other:— "Say, you must remember where Habakkuk is, for I can't.

Revised version by bright light of '99:—"Two is a couple: three is a crowd."

First Student: "Many Sems at the meeting in the Chapel on the night of the Fruit Growers' session?" Sec. Student, "Quite a few." 1st S., "Well, how many?" 2nd S., "I think about 20 odd." 1st S. "20 odd Sems!"

Classical Prof. "Give the parts of bibo."

Student. "Bibo, bibere, baby."

Prof. "O no, no; that's making it very diminutive, isn't it?"

"What is the determination of the celestial radius?"

Aus. "It's mathematically indefinite."

LOST, across the way, on the night of the Junior Exhibition, sometime between sunset and sunrise—two bunches of grapes, etc. Finder will kindly return same either to the chair, window or janitor, or to the parties most interested.

Junior to Freshman from across the water—"Are you a single man?"

• Freshman—"Well, no-o, not exactly: I'm engaged."

Scene—Classical Room: Time (according to the authority on time)—2 minutes to 9,—The roll is called and one seat is observed to be empty. The question is asked: "Does no one occupy that seat behind the ladies?" The reply is made: "Mr. R. used to sit there, but he sits over on the other side now." Audible smiles take possession of the class on the observation—"O yes, this is leap year isn't it? Well its best to be on the safe side."

Junior (Aspirant for honors in Bible) "Shem was Abraham's son wasn't he?"

Speaker on debate—"I knew all along which side I was on, but I was in doubt as to which side some of my opponents were on."

After Bible exam:—

1st Senior—"What is the dialogue anyway?"

2nd Sr.—"Why its the foundation on which the tabernacle was built."

Acknowledgements.

A. H. Armstrong	\$1.00	Miss E. K. Patten, B. A.	\$1.00
H. C. Todd	.75	G. V. Rand (extra copies)	45
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On Labor.

Labor, you know, is Prayer.—BAYARD TAYLOR.

I do believe the common man's task is the hardest. The hero has the hero's aspiration that lifts him to his labor. All great duties are easier than the little ones, though they cost far more blood and agony.—PHILIPS BROOKS.

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