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SENATOR BOYD, in his recent lecture, spoke in disapproving terms of certain features in the modern education of women. Such criticisms based on observation, experience and practical culture are worthy of notice; and any note of alarm in reference to so important a subject should be taken up by all friends of true common-sense education.

The views of Dr. Holland, whose opinions the lecturer endorsed, may be gathered from the following quotation:

"If a girl be shut up in a boarding school conducted on the high pressure principle, where imagination is stimulated by restraint, and disobedience to law is provoked by its unreasonableness, it is indeed very bad for her.

It is probable that the theatre is a school of vice rather than of virtue, that the ball-room is a promoter of dissipation and that indiscriminate society has its temptations and its dangers; but a female boarding school, shut off from general society by law, its members lacking free exercise in the open air, denied the privilege of daily amusements, and presided over by teachers, who fail to understand the nature of the precious material they have in charge, is as much worse for mind and morals than all these combined, as can well be imagined."

We have before us the first number of the *Acadian Scientist*, the organ of the *Acadian Science Club*—an association formed by some of the leading scientists of our Province for the purpose of awakening a broader and more general interest in scientific subjects; of inducing young men and women to engage in systematic study at home; and of helping one another in the ennobling study of nature's works. The club prescribes quarterly courses of study and reading. The necessary books are furnished at cost. A nominal fee of fifty cents is the only condition of membership. The objects of this Society are good, and it is worthy of every encouragement, as it is a move in the right direction for supplying a real deficiency in the scientific studies in our Province. The club is extending its membership not only in Nova Scotia but throughout the sister Provinces and even in the U. S. The paper is edited by A. J. Penco, A.B., of the class of '81, who is also Secretary of the club. We strongly commend the objects of this Society to the consideration of all who are interested in scientific studies, or who desire to spend their leisure moments in self-improvement.

THE accommodations of the students have been so satisfactory in almost every respect that opportunities for complaint have seldom presented themselves to us. We regret that even now we have reason to refer to a matter which has caused the students to be discontented. The reading-room is rented by the literary society from the College authorities, and is supposed to be kept in a comfortable condition. The students cannot afford to deprive themselves of its advantages, but we have no hesitation in saying that for the greater part of the cold weather, the room has been unfit for use. There is a noticeable absence of both tables and chairs, but the most disagreeable feature of the room is its coldness. The class-rooms are usually characterized by the opposite extreme, and it cannot but be not only disagreeable to the students to be subjected to such changes of temperature, but also highly prejudicial to their health. The pre-

sent state of affairs cannot fail to suggest to those of us who have read "Paradise Lost" the idea that we are allied by circumstances at least to those beings of the lower world, whom Milton makes to

"feel by turns the bitter change
Of fierce extremes, extremes by change more fierce;
From beds of raging fire, to starve in ice.
Their soft ethereal warmth, and there to pine
Immovable, infix'd, and frozen round,
Periods of time; thence hurried back to fire."

THE peculiar fortune of Dalhousie College in having so princely a benefactor as George Munro, Esq., has been a common subject of remark. He has within the past two years endowed the chairs of History, Physics, and English Literature in that College, and has in addition given forty-six bursaries and exhibitions, equal in value to \$10,000 per annum. It has been generally supposed that his benefactions would stop here, but such is not the case. He has lately endowed three tutorships, one of Greek, one of Latin, and one of Mathematics, each with a salary of \$1,000 per annum, and has promised to raise the number of bursaries and exhibitions to sixty. In addition to all this, Dalhousie has also to rejoice in the munificent bequest of the late Alexander McLeod, of Halifax, amounting, as reported by some, to no less than \$100,000. The exact amount, however, is not as yet officially reported, but there is reason to believe that the figures given are not very far astray. It is stated that the conditions which the will requires are first, that Dalhousie shall be strictly non-sectarian, and, secondly, that she shall not suspend word for a period longer than two years. Although the fulfilment of the first condition may not exactly suit many of Dalhousie's friends, yet we believe no trouble is on that account anticipated. We tender our congratulations to our sister college on its excellent prospects, and sincerely trust that she will make the best of her opportunities.

SOME facts gleaned from the report of the Alumni, lately published, cannot fail to prove of interest to those of our readers, who have not yet obtained a copy of the pamphlet, or who have not been enabled by other means to keep themselves posted on matters in reference to our institutions. At the Annual meeting of the Board of Governors, at the last Anniversary, it was resolved to bring into existence that part of the College organism, denomi-

inated in the Charter, the "Body of the College." Accordingly six graduates were appointed "Fellows" and twelve others "Scholars." The Fellows, Scholars and Faculty constitute the Body or Senate of the University—the Fellows having seats at the Board of Governors, but the Scholars, as the Faculty, having no vote at the Governing Board, although allowed to express their opinions. The general plan of our educational machinery is then this: At the centre is the Body of the College, or the Senate; next in order outwards are the Governors of the College, appointed by the Convention, and lastly is the Convention itself, composed of delegates of the Baptist denomination of the three Maritime Provinces.

Some facts in reference to the graduates of the Acadia may be worthy of notice in this connection. The total number is two-hundred and eleven, of which twenty-nine have died. Of the whole number, eighty-seven, or forty-one per cent. engaged in the ministry. Thirty-six have entered the legal profession, of whom one has become a Judge of the Supreme Court, and another a County Court Judge. Twenty have studied medicine, and the same number have engaged in mercantile pursuits. Eleven are journalists, five hold positions in the Civil Service, while four are agriculturists, and one a civil engineer. Of the men who have become eminent in their various pursuits, we have not here the space to make mention at this time, but we suppose our readers are as a general thing well aware of the large number of the sons of Acadia who have gained positions of honor and responsibility in many countries, who have discharged their duties in a most creditable manner.

"THE best political economy," says Emerson, "is the care and culture of men," and by the lately published report for 1880, of the United States Commissioner of Education it appears that this truth is widely accepted in that country. This report is a most exhaustive examination of the condition of educational work throughout the republic. The surprisingly small proportion of enrolled pupils—63 per cent. of the school population—is due to the lower intellectual status of parts of the South and West. In Massachusetts, New Hampshire, and Rhode Island, the per centages are respectively 99, 90, and 87; in Texas it is 89; and in South Carolina enrollment falls to 58 per cent. of school population. A comparative study of

these statistics and the census tables of illiteracy shows that illiteracy is in inverse ratio to the condition of the public schools. Of the inhabitants over ten years of age 13 per cent are unable to read and 17 per cent unable to write. The percentage is greatest in New Mexico, where it ranges from 50 to 65 per cent. In Alabama, Georgia, Louisiana, Mississippi, and the Carolinas the per cent is from 50 to 55 per cent; while Iowa, Nebraska and Maine have only 2.4 per cent of illiterates.

This report ought to remove the opinion that teachers generally receive large salaries in the United States. The average annual salary for a teacher of the male sex is in Nevada \$483, in Massachusetts \$398, in Ohio \$280; and in North Carolina, the desirable sum of \$39.15.

Some matters noticed by this report are of special interest. There is a call for more highly trained teachers. Since many high schools and academies are placed in charge of college graduates, and all school work must necessarily be shaped largely by professional men, as lawyers, ministers, etc., it is thought with reason that these should not be ignorant of educational matters. Hence a movement is now on foot to endow chairs of Pedagogy in colleges with a view to teaching the history and philosophy of education. That this movement is not confined to the United States is evident from the opinions constantly expressed by leading English and Canadian educationists. Herbert Spencer says: "The subjects which includes all others, and therefore the subject in which the education of everyone should culminate is the Theory and Practice of Education.

Kindergarten have increased from 43 in 1873 to 232 in 1880, having 8,871 pupils. They are spreading rapidly, and it is to be hoped that soon this rational method of instructing the young may be more commonly followed. The effort to combine workshop with school is pronounced a failure; but the promoters of the scheme are by no means discouraged.

Industrial and free-hand drawing are required to be taught by the school laws of Massachusetts, New York, Vermont, and a few cities. In view of the great benefits that have come from art education in France and England, it is certainly surprising that so few American schools and colleges give instruction in a subject of such great utility and so pre-eminently important in forming intellectual tastes.

THE UTILITY OF STUDY.

"What is the use of it?" is a frequent question with students, when any subject of study is broached. Too often it remains unanswered. Many, indeed, regard such an enquiry as a certain mark of weakness and immaturity, or even as the whine of a lazy man who would find an excuse for shirking all work. This is not an uncommon view in learned circles—among scholars who hold themselves as the possessors and defenders of particular branches of knowledge. Professedly liberal, they will pronounce with dogmatic assurance and pride upon the dignity and value of general culture. But if anybody dares to question the utility of their pet sciences never so little, he is treated as a child, or a fool, or a blasphemous doubter. They display either unwillingness or inability to explain the precise purposes conserved by these studies or their connection with the general range of knowledge. Is this indifference to the student's inquiry into the value and meaning of study, on the part of educators, justifiable on the plea of fidelity to the ultimate ends of knowledge, or wise as a proper attitude to assume towards a learner?

Bacon, who defines knowledge as a "rich storehouse for the glory of the Creator and relief of man's estate," says further, that "men should enter into a desire of learning sincerely to give a true account of their gift of reason to the benefit and use of man." Here we have the recognition of a purpose in educational work—a final end in the light of which all study should be undertaken and estimated. This, certainly, is a wider view than a stand in the conservative dogmatism of specialism can possibly afford. In fact, the man who leaves the living world for pursuits which, however successfully prosecuted, will be of the minimum importance to the true development of the human race in present or future existence, is, so far as the purposes of life are concerned, as narrow and useless as the totally illiterate.

Nor is it sufficient that the promoters of education should show the exact results which the several studies yield: they should also discover the relative value of these results in reference to the purposes of life.

The selection of subjects for a school or college curriculum should proceed largely on the principle of relative importance. But supposing a curriculum to have been adopted, must the question of the utility of the various subjects never after be

raised? Should the thinking student be expected to take everything on faith? Why quench that spirit of enquiry which is seeking out life's purposes? If there is any utility in prescribed work, why not, so far as possible, impress the fact upon the pupil so that he may have one of the most powerful incentives of study constantly before him. There are hundreds in colleges to-day doing half-hearted work simply because they fail to see any use in such work.

It is a sad comment on *somebody* when graduates and under-graduates deny that any appreciable benefits have accrued from certain parts of their collegiate course. True, the under-graduate may not be in a position to understand all the advantages of the training he receives; but too often these are only imaginary, as he and the world in which he lives find out only too late.

In some respects there is a striking analogy between the experience of students under the educative care of certain professors and that of the youthful Dorothea under the discipline of the learned Causobon.

Her nature she thought had found its counterpart—its prime necessity. Henceforward the desire to learn and be useful would be gratified in blessed fulfilment. For a time, learned phrases and dignified silence so checked her doubts, that with patient faith she engaged in the most senseless and useless drudgery; but the subsequent discovery and bitter disappointment of her mistake is sadly illustrative of what happens to many ardent youths who yield exhaustive toil to the exacting demands of men infatuated with mistaken notions.

TROILUS.

ECHOES OF THE PAST.

No. 10.

[We have pleasure in complying with F. E. C.'s post-scriptal request; and as his letter pours a flood of light on the genesis of the "Lobster Song," and also graphically records the scenes of a red letter day with two of the Powers, our Historical Editor imperatively directs the insertion of the letter in full.]

To the Historical Editor of the Athenæum:

DEAR SIR,—Having been an Academician long ago, I enjoy very much the visit of your paper. Your *Echoes of the Past* have called up the faces of many fine fellows who resorted to the Hill years after I left it, but whom I not infrequently saw in Cornwallis during their College days. By the ex-

planatory notes appended to No. 8, I have recognized the Mogul and Mustapha, whose characteristic by-play has furnished excellent materials for your historical pen.

Many of the members of the class of '60 liked to spend a Saturday on this side the Valley. One pleasant day the Mustapha, accompanied by his chum, the Mogul, came in great haste to my house. They proposed that I should take a holiday with them. They were an hungored for lobster, they said, and were bent on a drive to Scott's Bay as the only means by which this "crustacean poke" might be secured. It was a busy day with me, and up to the moment of their visit. I would as soon have thought of going to Grand Manan that day as drive over the North Mountain. But the sager faces and imploring eyes of these college boys made opposition useless; in fact, I soon found myself determined to go. At once I ordered my fleetest horse, (a three minute horse in harness, which was fast for those days), to be harnessed to a thoroughly sound, double seated waggon, whose wheels bore tires one quarter inch thick. If we were to have any sport in taking lobsters that day, we must be at the Bay before the tide rose too far. To accomplish this, a rattling pace must be maintained to the base of the mountain, and from the brow to the shore.

Away we sped toward Canning, the Mogul clutching his vanishing hat, and shouting under the exhilaration:—

O Lobsters fear
In front and rear
Throughout your vast dominions!

While the Mustapha, in high spirits, instantly caught the half pledged stanza and winged it for immortal flight:—

For to the fight
As swift as light
We come to pluck your pinions!

The road was firm, and the horse was at his best. The villagers at Canning faced one way one moment and another the next, as we flew through the upper end of their pleasant village. Reaching the mountain in good time, we footed it to the top, taking in from stage to stage as we ascended the widening outlines of the divinest view in Nova Scotia. From the deep quiet which settled upon the spirits of my companions, I saw they had come under the spell of the wonderful scene beneath us; and I was hardly prepared for the abruptness with which they

turned from the escarpment of Look-Off-Place, and leaped into the waggon, saying, "Now for the Lobsters!"

The mountain air was cool and delicious. The road was sound, though not so smooth as that we had left in the valley. Now was to be seen the virtue of a strong waggon and heavily tired wheels. With a word of caution to ensure the safety of each occupant, I gave the horse the road. Jehu! shall I ever forget that drive to the shore? or will the two Powers, for that matter? The horse was now evidently an hungered for lobster, too. Curb and snaffle could not stay him for a time; the rocks flew right and left from each wheel like bullets from a Gatling gun. Amid the thunder of that long charge to the shore, I could hear snatches of wise admonition addressed to the jays, and partridges, and rabbits, mingled with vehement warnings to the squirrels in the trees, and even to the dwellers in the moon. When we came in sight of Scott's Bay Village, we were all as red as lobsters from the shaking up that horse gave us; but we had timed the tide admirably.

Attire being doffed and donned, and directions given for the pots to be got ready against our return, we each with gaff and bag plunged into the turbid and fast rising tide. It was the first lobster expedition my young friends had ever taken part in, (I wonder if it was the last!), but they proved apt scholars. They plied their gaffs with considerable skill, and were soon successfully hooking and unhooking their finds. The air rang with our sport. The Mogul being about to reject a lobster that had lost a claw in the conflict with his gaff, saying it would not scan, was earnestly assured by the Mustapha that it was a catalectic lobster, greatly to be prized. An hour's sharp work in the water, over and around rocks, saw us laden with lobsters. On reaching the shore we consigned them to the pots, and made ready for a return to the Valley.

In good time we were leisurely making the homeward journey. The freshly boiled lobsters occupied our attention to the exclusion of all else. As we ate, they were over and over declared to be "perfect poems."

As we descended the mountain the moon

Unveiled her peerless light,
And o'er the earth her silver mantle threw.

I reminded my friends, as we gently drove through the calm and bright air, of the contrast between

the manner of our going and that of our return, and suggested that they now complete the poem, the first verse of which had been struck off as a lightning flash in the whirlwind of our initial speed. The suggestion was at once acted on, the Mogul leading always off with three lines impromptu, and the Mustapha in like manner readily capping each Mogullian strain. But I cannot now recall these stanzas, though I once could. Thus was spent a happy day with these joyous fellows. Need I say that I drove over to Acadia to see the class of '60 take their first degree. F. E. C.

P. S.—Hoping that I might procure a complete copy of the verses referred to, I addressed a note to one of those who made them. I have just received his reply, a portion of which I append with the song. Although he had no reason to suppose I would request you to publish it, I hope you will do so, (with any needful explanations supplied by my letter to you), and my friend must forgive me in memory of a glorious outing of long ago. He says:—

"The Lobster Song!" The words almost drag me from my moorings. I feel even now the freshness and life-giving power of the atmosphere then enveloping us. The ode has been in my mind ever since. We set the words to music. Once in a while a snatch of the melody comes to me, but when I think I have it, I have it not. The music was no unimportant part of the whole. How our voices rang out upon the air that day! Here is the

"LOBSTER SONG."

O Lobster fear
In front and rear
Throughout your vast dominions;
For to the fight
As swift as light

We come to pluck your pinions.

The Lobster crews
By one's and two's
'Neath shelving rocks betook;
With dextrous strokes
We hauled the "pokes"

With an unerring hook.

We bagged them all
Both great and small.

Then for the pots we sped:

We doused them in
With broken limb—

The living with the dead.

Full many a claw
Nath fed our maw
Since we the deed have done;
We'll say no more,
The battle's o'er,
And we the victory won.

A THEORY OF THE GARRET.

It is a matter of speculation how much benefit the experiences of the extinct inhabitants of the moon would be to us even if we had them in their various details, for, possibly, they may have traveled about on their heads and so have seen everything upside down, or even had no heads at all;—a matter no doubt hard to conceive, but with man all things are not possible: and that we cannot think of it as being so is not a sufficient warrant that it is not so. But when we refer to the experience of our own race we tread on firmer ground and can use more positive assertion. In fact, this experience we cannot ignore; nor can we measure the extent of influence the past has had upon our advanced and still advancing conditions of existence. Backward we must look for our highest ideal in our moral or practical lives; and while admitting development in other lines, there is scarcely a theory or system of beliefs, now advanced, however striking, the germs of which are not found in some speculations of the ancients—speculations often so wild that they would frighten the sole remaining inhabitant of the moon into apogee were that creature of a delicate nervous organization. Then age, though it does not always give a coloring of truth and reality, ever lends dignity to a subject.

But it is not for its age alone, as the sequel will show, that we claim a consideration for the much-neglected garret. From the time when Jove was nurtured on a mountain to that when one of the essential characteristics of a college is that its buildings should be placed on some lofty hill, this institution has held an important, though perhaps unrecognized place in the economy of human existence. It is a notorious fact that the philosopher, poet, and literary man have ever sought the garret as a place of residence. Some may urge the example of Diogenes in his tub against this statement; but that is just the single exception which proves the rule. That the ancients prized the highest stories and lofty positions, or in other words the garret, is very evident; else why did they station the muses on Mt. Olympus and Parnassus when they could equally well have reared their altars in the valleys of the winding Meander, or among the bowers of the vale of Tempe? Or why did they have the goddesses try that memorable contest for the prize of beauty on the top of Ida? Lucretius tells us about the pleasures a wise man finds in standing in the towers of truth and learning, and

looking down upon the world below wandering in mists, and tempests, and errors; a reference in which it is impossible not to discover his fondness for the garret. Thus did the early masters teach its importance; but enough of these ancients. The institution known and prized among them has come down to us, and still, as of old, is the usual receptacle of the philosopher and literary man; while we must search for the reason. It may be that they wish to escape the companionship of borish visitants;—persons, for instance, of one sole accomplishment in the narrow circle of which they are so disagreeably perfect, and are such drawbacks to one wishing to enlarge his ideas or vary his knowledge.

No doubt, from its peculiar associations, the garret, as a place of meditation, is second only to that afforded in hearing the ordinary public speaker stupidly elaborate on some theological or scientific subject. Perhaps this aerial abode is selected for pecuniary reasons. Certainly in it there would be less thinking about those sordid little economics which take so much time away from the pursuit of high and noble aims, and disciplines the generous heart and liberal sentiments only to narrowness and meanness. When the purse is small there is the doubly added tendency to dampen the energies, and with cruel realness to stamp out the living ambition and in its place leave only blighted hopes and disappointment. Even the mighty Shakespeare complains that his nature

“is subdued

To what it works in like the dyer's hand.”

But such arguments as these can only account for individual cases; and we have yet to find the larger reason for the apparent necessity and admitted universality of this custom in every age, and clime, and nation.

Some would tell us a man thinks what he eats and drinks; that it is possible for him to reject his morning creed at one o'clock on the strength of a good dinner; or that a man is not expected to reason clearly in a fog; in fact, time would fail to tell the appropriate cause of each hue in the mental window. Now without admitting the truth of these statements in their entirety, it may not be generally known to what extent a dense and overburdening atmosphere influences the operations of genius; or why those who are wits or reasoners in one position are silent or stupid in another. But oft-repeated and richly varied experiments show that at proper elevations from the earth this

sense of oppression may be overcome, and the fancy even of a loggerhead may be accelerated and the intellectual powers unshackled. Again, a like result comes from motion. Our personal experience will attest the exhilaration of spirits we have during a rapid drive in the open country. And of course a person in the 5th story, being farther from the centre of the earth, is whirled more swiftly through space than one on the ground. Further confirmation of this is found in the fiery, inventive, fanciful spirits of nations living in the tropics, which is the utmost diameter of the earth. A condition of spirits which sluggish intellectual natures living nearer the poles can only hope to attain to by taking a few turns in the garret. These two main causes, happily blending to produce the same result, furnish the grounds why literary men take to an aerial habitation; and if they have not known it before, it is but another proof of how men will work on principles long before they recognize them.

Now bearing these truths in mind we may readily judge from an author's works at what degree of elevation he wrote. From this standpoint we are forced to the sorry and somewhat illogical conclusion that many works, text-books included, were composed in the cellar. Some perhaps may be malicious enough to wish they had been composed at a depth which would have rendered it impossible for them to have ever seen the upper light. Others written at a higher point are so surcharged with the living, springing, boundless activity of their authors that sometimes in the absence of the student they have been known to vacate their places on the table or disappear from the library.

Many who believe that famous declaration of the American Constitution that "all men are born free and equal," as an indisputable fact are not a little perplexed at the mental inequality exhibited even in limited communities. But, granting that men differ in their physical natures, this inequality arises from the fact that they are educated at the same distance from the centre of the earth. If a cavern should be dug, and a tower erected, it would be found by experiment that the dreary dreamer of philosophic unrealities in the top of the tower would become a practical man at a certain depth in the cavern. And the numskull grovelling on the ground floor if elevated a mile and a half in the tower, though he might not sparkle with repartee, or froth with declamation, yet could easily be educated to a degree which

would realize the ideal mediocrity. For the benefit of those coming after, it would be advisable to employ a barometer to record the point of elevation or depression most suitable for educating the phlegmatic, lymphatic or any other temperament. This, however, would scarcely apply to idiots, for, though placed on the summit of the Andes they would be idiots still, and most likely remain so.

But the garret has a wider influence than that exerted indirectly over literature or philosophy. It has a voice and sympathy for reverent moods. Carlyle would have us turn aside to an old-clothes shop to worship; rather let us repair to the garret, for, in such moods it is to us an abode rich in family traditions, fit resting place for worn-out theories, and the receptacle of lost aspirations. There, like Maggie Tulliver in George Eliot's Romance, the thankful, or tortured and over-burdened soul may relieve itself of its pent up emotions, and by so doing, find, in the reflex action, that peace and higher pleasure which comes from the complete harmony of the soul with itself and its surroundings.

Here we must leave our subject, the details of which may not in every case be consistent or even logical, but "consistency is a vice of little minds," and logic is too much concerned in the pursuit of the sophistries in our politics and higher education to be very much interested in a theory so didactic in its character as that of living in a garret.

WILL LADISLAW.

OUR LECTURE COURSE.

The first lecture of the term—"An evening with Katharina an Arthur Bonnicastle"—was delivered by Hon. John Boyd in the College Hall, on Friday night, Jan. 26th.

There were few, the lecturer said, who at times were not weary of this life. Burdened with toil and trouble, men were looking forward to a time when they should always be blessed. It was often asked, "Is life worth living?" The answer came back in the question of rebuke "Does the animal of man take in both worlds?" If life was buried in the grave, if the solemn "Earth to earth, dust to dust" expressed its final purpose, there might be doubt as to its worth. But life had deep meaning when regarded as a training school to bring the soul into affinity with a higher life. Life was worth living when the two talents were increased to four and the five to ten. He would ask his

audience to go with him to the Home of Dr. Holland, whose life indeed was worth living, and spend an evening with his children Kathrina and Arthur Bonnicastle. Bunyan within the walls of a dungeon, had written a work which now was read not only by the English speaking race, but by Medes, and Parthians, and Egyptians. One half a million of Dr. Holland's works were already published. No one would soon forget the sympathetic words of Queen Victoria to Mrs. Garfield. Here her exalted position gave significance to the utterance. So too with a Beaconsfield or like celebrities; their rank and fame will make their works popular. Not so with the Bedford tinker, not so with the young writer without birth or position. They must touch the hearts and minds of the people. This was the secret of the power of such men as Brooks, Longfellow, Spurgeon, Arnold, and Dr. Holland. The latter was the true interpreter of the people's thoughts, the painter of their doings from the cradle to the grave.

The man who had the ability to read the thoughts of the people, was as a navigator to guide them through the difficulties of life. In olden times the words of the seers and the songs of the minstrels were the keys which unlocked the people's hearts; but in modern times we were dependent upon editors to interpret our thoughts and reproduce our views.

In his works Dr. Holland bids us enter into his views and experiences of life. In "Daniel Gray" he shows us his own home and portrays his father.

Here the lecturer, with happy anecdote and trenchant criticism, described the Elders of the old school. Mistaking ill-nature for piety, they were the hard task-masters of the church, heresy seekers, contracted as toads and bitter as gall. Dr. Holland mentions such an Elder—a man who parted his hair in the middle, looked out for the main chance, and thought a joke, a crime. These were base caricatures of christianity, and sufficient to make any body hate Sunday and religion. If religion made a pleasant man unpleasant, it was something to be dreaded. True religion should fructify, enrich and beautify. God loved what was beautiful and lovely in human character. It was the man who carried his heart in his hand and bore a sunny face—not the man with bitter blood and demure face—who made christian character admired. But all Elders were not of this class. He knew many notable exceptions. He would refer to a man with whom he associated as school-mate in

the old Grammar School of St. John, more than forty years ago. Through his steady industry and warm heart, he had risen to be among the most successful of New England Journalists. With a strong love for his country he had watched its progress with an eye always to its welfare. When the tide of emmigration set in towards the west, he recognized the need of a Gospel ministry for the new region, and to that end was now educating three clergymen at his own expense.

Dr. Holland presented a like instance of a true heroic life. Entering a newspaper office on a salary of \$400, he rose step by step, until at his death his income was \$50,000 a year.

In his works he takes the preacher's place and becomes a friend and counsellor. There we found not only his own ideas wrought out, but the record all that we ever did or said.

Dr. Holland had been a school teacher. It was remarkable how many eminent men had begun their career in this way. Garfield, Arthur, Benson, Tait and others were examples. The lecturer's relation of school incidents was highly entertaining, and brought down the house.

He condemned the training received in many homes and schools. The body was sacrificed to the machine spirit, and to the exacting, inflexible demands of teachers.

This statement was verified from Statistics and Doctor's evidence. Girls in schools fall down. In pronouncing their valedictories, they had to be fortified with brandy and potash. Our great-grandmothers went to school in winter and worked in summer; but they had sturdy sons and buxom daughters.

It was bad to be without knowledge, but it was worse to be unfitted for work. Better to know how to work than be turned into ethical humbugs. It was supreme folly to give ourselves to those who are grasping after the unattainable, as was that ineffable jackass Oscar Wilde. Gymnastics and military drill were necessary for both boys and girls.

While a young man, Dr. Holland wrote the history of Western Massachusetts—to this day a standard work.

As teacher, author, lecturer, and editor, he was a distinguished success. Shortly before his death he passed a eulogy on Garfield. His last Leader was "Poverty as a means of developing character." "We often hear," he says, "of the advantages of wealth, of college discipline, of books, etc.; but it is

demonstrably true that we seldom hear of the far greater advantages of poverty." Poverty was the secret of his success. It gave him sympathy with the people. Nowhere were the bread and butter, wood and coal problems, better worked out than in his writings. There were not only Guiteaus of assassination, but also literary Guiteaus, who used the bare weapon of slander, and Guiteaus of Commerce, who through trades unions cut the arteries of trade. It was necessary to understand the social side of life. The people should know the laws which regulate labor and wages; when an ever-ruling Providence sent famine or pestilence we must bow; but man was not simply a fly on the wheel. He should use his knowledge and power to bring prosperity and joy to the people. Good laws should not only improve industrial prospects, but secure to the people the blessing of purified homes, and the conditions which make it possible to do the whole duty of man. For this did Dr. Holland plead. Here the lecturer rendered selections from "Kathrina" and "Arthur Bonnicastle," which illustrated the social views; the kindness of heart, and christian purity of the author. He said there were two controlling principles in his (Dr. Holland's) life, viz., that religion made the happiest man, and that labor was most honorable. If he had impressed the value of these principles, he would feel that the evening spent with his personal friend Dr. Holland, had not been in vain.

The excellent voice and fine delivery of the lecturer, his real wit and eloquent diction, his practical and liberal views of life, and heart sympathy with human nature, held the audience in breathless attention, or elicited rounds of applause.

Acadia Students will not soon forget Senator Boyd and the evening spent with Kathrina and Arthur Bonnicastle.

"Praise, like gold and diamonds, owes its value only to its scarcity. It becomes cheap as it becomes vulgar, and will no longer raise expectation or animate enterprise."

When winter comes earth shares repose,
And lest she feel the chilling storm,
God covers her with virgin snows
And tucks them in to keep her warm.

She sleeps her weariness away,
And when the hours their signal ring,
God marks unerringly the day
And wakes her with the kiss of spring.

SCOTT-ISMS.

Talents will often go farthest when they seem to have the least assistance.

Times of danger, have always, and in a peculiar degree, their seasons of good-will and of security.

There are few more melancholy sensations than those with which we regard scenes of past pleasures, when altered and deserted.

There is no better antidote against entertaining too high an opinion of others, than having an excellent one of ourselves at the very same time.

Of all diversions which ingenuity ever devised for the relief of idleness, fishing is the worst qualified to amuse a man who is at once indolent and impatient.

There is one advantage in the accumulation of evils differing in cause and character, that the distraction which they afford by their contradictory operation prevents the patient from being over-whelmed under either.

We are so apt in our over-ongrossing egotism to consider all those accessories which are drawn around us by prosperity, as pertaining and belonging to our own person, that the discovery of our unimportance, when left to our own proper resources, becomes inexpressibly mortifying.

Men in situations of peculiar doubt and difficulty, when they have exercised their reason to little purpose, are apt in a sort of despair to abandon the reins to the imagination, and be guided either altogether by chance, or by those whimsical impressions which take possession of the mind and to which we give way as to involuntary impulses.

Nothing perhaps increases by indulgence more than a desultory habit of reading. I believe one reason why such numerous instances of erudition occur among the lower ranks is, that, with the same powers of mind, the poor student is limited to a narrow circle for indulging his passion for books, and must necessarily make himself master of the few he possesses ere he can acquire more.

A romantic lover is a strange idolater, who sometimes cares not out of what log he frames the object of his adoration; at least, if nature has given that object any possible proportion of personal charms, he can easily play the Jeweller and Dervise, in the oriental tale, and supply her richly out of the stores of his own imagination with supernatural beauty, and all the properties of intellectual wealth.

Locals.

The Juniors are reading *Heautontimorumenos*.

Chipman Hall can boast of a tin-pan Band.

The Library is open for the winter months twice a week—Tuesday's and Friday's from 12 o'clock to 1.

A Soph in Chemistry told the Instructor that *Rb* was the symbol for *Rhubarb*, and the Instructor and class smiled.

PROF.—“Is the word mumps singular or plural?”

SOPH.—“That depends on whether you have 'em on one side or both.”

Mr. W. F. Kempton and Mr. H. S. Freeman, formerly students of Dalhousie College, have joined the Sophomore class, increasing its number to 15.

All students having two tables, two book-cases, two bed-rooms or coal-closets, four chairs or two poker, must not forget that rent is now collected for extras.

Prof. Jones delivered his lecture—“English Lakes and Land of Burns”—in Truro under the auspices of the Methodist Institute on the 26th of last month.

Many of the Cads who boarded last term in the Old Seminary Building have obtained admittance to the New building. Has it been found impossible to carry out the system of boarding inaugurated last fall?

There are certain Freshies, who bawl,
And rattle their “bones” in the hall;
They play on the flute a horrible air,
And howl out the praise of “a maid so fair
Over the garden wall.”

By a recent decision of the Faculty, E. H. Sweet, who for two years was a successful student at Franklin College, Indiana, is obliged to forego his Junior Classics to take Calculus with the Sophomores.

The class of '85 has organized and selected the following officers:

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| E. A. Longley..... | Convener. |
| H. S. Freeman..... | Vice do. |
| S. L. Walker..... | Secretary. |
| I. N. Schurman..... | Treasurer. |
| W. B. Hutchinson..... | } Ex. Com. |
| H. A. Longley..... | |

The Freshmen are of a decidedly political turn of mind. Their animated discussions on the great

questions of the day would certainly lead one to suppose that they will in turn, or perhaps at the same time, occupy the Premier's seat.

The Seniors are finally convinced that their mothers “deviated slightly from the path which the proper sense of veracity would require” when in early life they insisted that there is no such word as “Kant.” The Seniors, however, have yet to acknowledge that they can't understand Kant, but are consoled by the fact that their mothers also misunderstood the matter.

Eliot and Storer's Chemistry is used by the Sophomore class this year instead of the time-honored Wilson's Inorganic Chemistry. This work, which is a highly popular text-book in the United States, is doubtless an improvement on its predecessor. It embraces both inorganic and organic chemistry, and with Avery's Physics makes a sufficiently extensive in this department of science.

A large number of students from all departments are attending the rink this year. There can be no doubt as to the advantage to be derived from the pleasant exercise of skating. It would be difficult to name another form of exercise which would be more suitable for the student. On the evening of January 30th a grand Carnival took place in the rink, when a number of students from the College and Academy appeared in costume. It might be added here for the enlightenment of uninformed parties that the Sems are still forbidden to join hands with the students at the rink.

There has been a remarkable increase in the number of ladies attending the Seminary. Last term they numbered 38, while this term there are 54—an increase of nearly fifty per cent over the attendance of last term, and of nearly one hundred per cent over that of the corresponding term of last year. Every room is now occupied, although a few more could be accommodated. Including day-pupils there will probably be for the present term an enrollment of 80 ladies. If the attendance continues to increase at such a rate the building of another Seminary will be the next subject for the consideration of the Convention.

At the first regular meeting of the Acadia Missionary Society the following officers were elected for the present term:

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| H. G. Mellick..... | President. |
| F. M. Kelly..... | Vice " |
| Smith L. Walker..... | Secretary. |
| S. H. Cain..... | Treasurer. |
| Miss Parker..... | Asst. Treasurer. |

Managing Committee, { E. F. Jordan, (Chairman)
F. H. Beale,
Miss Gourley.

These meetings were formerly of an instructive and profitable character, and no doubt the debates on missionary subjects which then formed part of the programme tended much to foster the missionary spirit. The same may be said of them now in a less degree. Those attending them should not forget, at least, their supposed character and objects, and certainly there is a chance for improvement on the somewhat farcical tone of the last meeting.

FACULTY'S RECEPTION.—On Friday evening, February 2nd, the long talked-of and anxiously awaited general Reception was held in the Assembly Hall. Besides the students and teachers of the Seminary, College and Academy, a large number of Wolfville people were present, including the families of the Professors, all attending the Institutions as day-pupils and others. It is estimated that at least one hundred and nindty persons were present. The Reception was carried out on much the same plan as those given in the Seminary, although the arrangements in regard to music and the charade by Mrs. Neily and Mr. Bigelow were something more than common. The music, all of which was of a high order, consisted of vocal solos by Misses Harding and Harris, and Mrs. Armstrong, and a piano duet by Misses King and Hill. There is no doubt, however, that the Reception was lacking in some respect essential to an enjoyable social gathering. There was too much formality, as all will agree, and until some new and attractive features are introduced, these Receptions will be lacking. Some of the students have made a good suggestion,—that formal introductions, which a rigid custom seems to make necessary, be done away with for the occasion; but they will certainly have to be adhered to until there is a general understanding on the subject. On the whole, the Faculty's Reception was a success, and the students are agreed as to having spent a very pleasant evening. The Sems, as well as the students, it is believed, carried out, as far as possible, the laws as laid down by their solicitous counselors in the early part of the day. It is to be hoped that efforts will be put forth to have at least three or four receptions this winter, and thus give all an opportunity to become acquainted with one another.

Our Table.

[Crowded out last issue.]

The December numbers of the following college journals have been received:—“The Argosy,” “King's College Record,” “Dalhousie Gazette,” “Varsity,” “McGill Gazette,” “Rouge et Noir,” “Delaware College Review,” “Hesperian Student,” “Niagara Index,” “Wittenberger,” “Oberlin Review,” “College Rambler,” “College Times,” “Adelphian,” “Pennsylvania Western,” “Lutherville Seminary,” “Emory Mirror,” “Haverfordian,” “Morris College Review,” “Colby Echo,” “The Beacon.”

The *College Rambler* thinks we ought to improve in typographical neatness. “Ditto, brother,” and you should also be more careful with your punctuation marks. It was difficult to understand some things in your December number.

The *Morris College Review*, Vol. 1, No. 1, lies on our table. It is to be published monthly by the students of Morris College, Quebec. It is as yet a very small sheet, rather in want of mechanical neatness, and bearing manifest signs of youth. The *Review* is rather young yet to deserve harsh criticisms.

The *King's College Record* has presented its readers with a brilliant Christmas number, for which the editors deserve credit. “Reminiscences of Oxford” is very interesting, but some of the other pieces are of a rather “romantic” character, and are hardly suitable for a college journal. The *Record*, however, has done nobly in comparison with its first two numbers.

The *Wittenberger* uses most of its space for editorials and locals. Most of the former are worth reading, but a George Washington could hardly say as much of the latter. The *Wittenberger* has an amusing collection of College Poetry, so-called. It is time college journals published less of this trash. We would much prefer the gloomy *Oberlin Review* to a journal filled with such nonsense.

The *Delaware College Review* contains a splendid article on “Compulsory Education,” and another on “Physical Culture in American Colleges.” The writer of the latter would evidently not agree with Dr. Crosby, of New York, in this matter, and we think quite properly so. The *Review* is rather hard on lawdy-dah young men, and the young lady of the period, but its articles in these two celebrities are but slighty, if at all, overdrawn.

The *Dalhousie Gazette*, of Dec. 8th, contains a very amusing account of the trip of the Dalhousie F. B. Club to Wolfville. In commenting upon matters in connection with Acadia, the *Gazette* says,—“But the system of education does not appear so complete as our own.” It would have afforded us a sense of relief had the *Gazette* explained why our system of education does not appear to be so complete as theirs; and further what opportunity their trip afforded them to make such a discovery. The Christmas number of the *Gazette* contains a capital article on “Romance,” while in other respects also the number gives its readers excellent matter.

The *Argosy*, we think, hardly understood our criticism of its first number. We read the article on the class of '82, and enjoyed it too; but our opinion was that the subject was treated at too great a length for the size of the paper. We would infer from *The Argosy's* remarks that an article so long as it is interesting may quite properly occupy any amount of space, without even the probability of a criticism from other journals. The article referred to occupied about one-half of the October issue. Why was it not made lengthy enough to occupy the whole paper?—The editors could raise no objections.

What has become of the Fredericton “University Monthly?” It has not reached our sanctum since November '82.

The "College Times" contains nothing of much interest. The editors bewail the fact that students up there have to leave carnivals before ten, and that their hours often prevent them from accompanying their "dear ones" to their paternal residence. What a shame!

The "Adelphian" says, "Snow is a never failing source of delight to the poets and the children" we have a lurking suspicion that this is an anti-climax. However, the "Adelphian" deserves little but praise. The front-piece is fine. The literary efforts readable.

The "Colby Echo" for January did not reach us. Why this irregularity? A characteristic of some others of our exchanges. The February number presents the usual neat appearance. "Moosalamoo" is a really good descriptive article.

The second number of the "Morrin College Review" comes to us with an increased number of pages. The "Review" will doubtless soon rival its "respected contemporaries" in college journalism, and we wish it success. It should, however, endeavor to present a better typographical appearance. Mechanical neatness is an essential feature of a successful college journal.

The "Dalhousie Gazette" thinks we are not justified in criticising it on the ground that it devotes too much of its space to matters only of local interest. It seems to think that literary matter should be confined to the space left after local matters are completely exhausted. As far as we are concerned we would like very much to read some matter of a more solid nature than lengthy accounts of "General Students' Meeting, etc."

We have received lately a number of new college and academy journals. The "High School Index" contains nothing of special note. "The Academician" appears to be alive in educational matters, and contains some readable pieces. The "Chaddock College Monthly" comes from Quincy, Illinois. It contains a good article on Character, and another enquiring as to whether the Golden Age has yet come. In other respects, the "Monthly" hardly equals the average journal, although the educational notes are well completed.

"The Wittenberger" has an excellent article on Science in Politics, but is chiefly worthy of reference this time for its editorials, which show the interest the editors take in their work. Those on slang and hard study, are especially good. In the latter, the editor well says that "No surer evidence of a little soul can be given than the conceit of ability to reach great intellectual results without severe appliance to study. * * * Intellectual power lies on the lofty peaks and each one must climb thither and attain it for himself."

"The first article which attracts our attention in the "College Rambler" for January is on "England and Egypt." Mark one of the opening passages, "For years England has held her colonies in servitude and at this late hour the poor, poverty-stricken, tax burdened people of Egypt have determined to throw off the heavy yoke." Just notice the knowledge displayed in this sentence of Egyptian history, or the English system of colonial government. A follower of Herodotus come to judgment! Yes, truly, a second Herodotus come to judgment! Space will not permit us to quote more than another specimen of this purple buncombe. "We hope the day may come when *Egypt*, Ireland, India, and *Abyssenia* will rise above the power of oppression that has so long trampled them in the dust." The italics are our own, and to make the classification of the British Colonies more complete we would have suggested that the writer add Jacksonville and the Russian Empire.

Professor: "What is a monarchy?" Freshman: "A people governed by a king." Professor: "Who would reign if the king should die?" Freshman: "The Queen." Professor: "And if the Queen should die?" Freshman: "The Knave."—*Clip*.

SCHOOL AND COLLEGE.

Columbia has an income greater than the wealthiest English college.

Over 10,000,000 pupils are enrolled in the public schools in the United States.

The attendance at Woodstock College, Ontario, last term, was one hundred and fifty.

The average expense of the student at the University of Toronto, is estimated at \$250.

Princeton's new telescope is by far the largest belonging to any collegiate institution. Its cost was \$26,000.

Canada has forty colleges, the United States has three hundred and fifty-eight, while England has one thousand three hundred.

Since the administration of Dr. McCosh, Princeton has been the recipient of a round two millions and a half in bequest, &c.

Thomas Carlyle willed to Harvard University the books he used in writing the lives of Oliver Cromwell and Frederick the Great.—*Ex.*

The catalogue of Colby University for 1882-1883 has been issued. Its students number 124,—Seniors 31, Juniors 27, Sophomores 24, Freshmen 42.

The University of Athens has 1,400 students, 60 professors, and a library of 150,000 volumes. In Greece, Education is gratuitous in all grades of public schools, the university included.

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