

Prof. D. M. Welton, D. D.

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Rest.

How brief the step twixt pain and pleasure is,—
A look, a word, a briefest act the change has made,
Which turns our former joy to sorrow's shade
Yet such is life! We do, we love we hope,—
When from our lips is snatched the expectant draught,
And soul athirst, we feel the withering shaft
Of hope delayed consume our purposed life
Oh say is there no rest, no deadening sleep
Where grief forgets to groan, and love to weep?
Where hydra headed troubles never come,
And hungering hope's gaunt hounds refuse to roam?
One such there is, of only perfect Rest,
Open to all who have the rightful key —
Jesus is rest,— the key humility

J E F

Professor Daniel Morse Welton, D. D., Ph. D.

This eminent scholar and divine was born in Kings county, Nova Scotia, on the 20th of July, 1831. The beautiful Annapolis valley, where his loyalist ancestors had early settled, is famous no less for the perfection of its apples than for the excellence of its population. Amid wholesome and stimulating surroundings young Welton gained the physical vigor that has formed a highly important factor in his successful career and that has kept him young at sixty-six. He was noted as a youth for his athletic qualities and he has retained to an unusual degree his vigor and elasticity.

Intellectual powers far above the average early marked him out as one eminently capable of profiting by educational advantages, and his parents did everything in their power to facilitate the development of mind and its enrichment with useful learning. When nine years of age he was sent, for a year's study, to the school of John Chute in Williamston. While attending this excellent school he

lived with his teacher and made rapid progress in the subjects taught. When sixteen years of age he was again sent from home, this time to attend the school at Nictaux conducted by the late James Morse of Wolfville, then a recent graduate of Acadia. This course of study was helpful and stimulating in a high degree, and six months of Mr. Morse's tuition qualified him to teach the school at Kingston, his native village. This position he filled for a year. After a short interval, he went to Horton Academy to complete his preparation for Acadia and matriculated in 1849.

His University course was broken by two years of teaching at Berwick, Cornwallis. Converted in childhood and baptized when ten years old by Rev. W. C. Rideout into the fellowship of the Lower Aylesford and Upper Wilmot church, a mother of preachers (over twenty have gone forth from her bosom,) his thoughts were early turned towards the gospel ministry. His first sermon was preached in a school house at Town Plot, opposite the College, when he was twenty years of age. This discourse was carefully prepared as were all his early sermons. Hours were frequently spent, during his University course, thinking out his sermons in the grove south of the College, since cut away. Along with his Arts work he pursued Dr. Cramp's course in Theology and was graduated from the University in 1854.

After spending a year at Newton Theological Institution (1856-7), then as now one of the foremost Seminaries of sacred learning, he became pastor of the Windsor Church, which he had supplied during two summer vacations, and which awaited his return from Newton. At Newton he had enjoyed the tuition of Horatio B. Hackett, one of the most scholarly and inspiring Biblical teachers of the time, as well as that of Alvah Hovey, then in his youthful vigor and who crowned with honors will, it is hoped, complete his fifty years of service in the Institution in 1899.

Seventeen years of joyful and strenuous labor at Windsor as pastor and preacher bore abundant fruit in a large increase in the membership and in the financial strength of the body. A church edifice costing about \$8,000 was erected during his pastorate and the church took its place among the strongest and best developed in the province. While at Windsor he became engaged in controversy on Christian baptism, and a well written and scholarly pamphlet on the subject embodied his contribution to the discussion. In performing his pastoral duties he held to a rigid system, so far as it was practicable, devoting certain hours of the day to pulpit preparation and certain hours also to side-studies carried on conjointly with his homiletical work.

In 1874, Mr. Welton resigned his pastorate to accept a chair in the Theological Department of Acadia University, where he gave instruction in Hebrew, Systematic Theology, and Homiletics.

Desiring to make still more complete his equipment for Biblical teaching, he spent the years 1876-78 in the University of Leipzig, where he studied Hebrew under the famous Franz Delitzsch, Arabic under Friedrich Delitzsch, and Aramaic under Krehl. By diligence and ability he succeeded in gaining the degree of Ph. D. in two years, an attainment that usually requires at least three years of hard work for those who have previously enjoyed similar educational advantages. The Pre-Socratic Philosophy and his Semitic subjects were those offered for the degree. The subject of his thesis was "John Lightfoot, the English Hebraist; or, Hebrew Learning in England as gathered about this Great Name." Dr. Delitzsch had never discovered whence Lightfoot, the greatest Hebraist that England ever produced and the author of the famous *Horae Hebraicae et Talmudicae*, obtained his learning, supposing that he had been orally taught by a Jew. From researches continued during seven weeks in the Library of the British Museum, Mr. Welton was able to get at the bottom facts and to prove that Lightfoot's phenomenal Hebrew and Talmudical learning was the result of his own unaided industry and research.

While in Europe, Mr. Welton found time, during vacations, to visit the principal cities of Germany, France, Italy, Austria, Holland and Belgium. Eighteen days were spent in the Eternal City and a week each in Naples and Florence.

Returning to Acadia in 1878, magnificently equipped for his work, he devoted his best energies to the building up of its theological department, to which he would gladly have devoted his life-time had not the Convention of the Maritime Provinces yielded to the persuasions of Drs. Castle and MacVicar, representing the Hon. William McMaster, and given up the theological department of Acadia University to unite with McMaster in theological education. Though he was invited to accept a chair at McMaster, Dr. Welton believed so strongly in the value of the theological department at Acadia that he would cheerfully have sacrificed his own immediate interests to its maintenance. He is now convinced that the abandonment of this department was a huge mistake and he rejoices that it is being rehabilitated. The endowment of this department by Mr. Payzant was no doubt due in part to influence exerted by Dr. Welton in earlier days. He had fully expected that such a gift would be made, and he feared that the closing of the department would lead to the loss of the endowment.

Dr. Welton came to Toronto in the vigor of his manhood and has labored with diligence and success in his department of Semitic Languages and Old Testament interpretation. Few Canadian scholars have mastered Hebrew so completely as he has done. It is doubtful whether Canadian Baptists have ever produced his equal in this department. He is an elegant writer and a popular preacher. He is also one of the most amiable and genial of men.

Dr. Welton has been for some time engaged in preparing a commentary on Genesis, to be followed by one on Judges, for an Old Testament series to be published by the American Baptist Publication Society, under the editorial supervision of President Hovey. In his introduction to Genesis he will deal pretty fully with Pentateuchal analysis in the light of the Higher Criticism. He has prepared, and hopes soon to publish an Old Testament Hand-book, containing inductive studies, with introductions, of all the prophetic and poetical books of the Old Testament.

McMaster is deeply indebted to Acadia for the noble group of men she has contributed. How our University life has been enriched by Welton, Rand and Wallace! We have given of our best, in turn, in the present brilliant and accomplished President of Acadia. May this gracious interchange and the spirit of brotherly love that now prevails between the two institutions abide forever!

Albert Henry Newman

The Place of Graduate Study in Our System of Education.

ELIPHALET A. READ, '91, PH. D.

(CONCLUDED.)

1. An ex-president of Cornell University has said: "A well adjusted system of instruction in any constitutionally governed country embraces three parts. First, there is a general public school system in which are taught those fundamental branches necessary to a citizen and preparatory to all higher education; second, an intermediate college system for those whose aims and tastes carry them beyond the sphere of the public schools; third, universities and special training schools for the highest general professional and technical instruction." This expresses an almost universal conviction in regard to the character of educational institutions. This division of schools is based upon the *quality* of the work done in each. Such a distinction is both natural and consistent. Consequently to determine the place of graduate study in our system of education it is necessary first of all to understand clearly the nature of such work. Among some of our so-called leaders the mistaken assumption is made that quantity of work determines the rank of students. It is not infrequent that the advanced degrees are granted for an extra amount of work, the quality of which by a fair method of judgment belongs to the undergraduate course.

It needs no proof to show that there is a demand for graduate study on the part of American students. The increasing tendency to specialization, the gradual raising of educational standards, the slow but sure widening of the intellectual horizon of educators, the hopeful

spirit of inquiry so manifest everywhere, the growing interest of the people in higher education, not to mention the strong competition of our age with its necessity for accurate knowledge, and effective power, —these demands of our times call for opportunity to concentrate developed faculties upon particular lines of research. These are the demands which are causing educational institutions of various grades to offer special courses of study leading to the advanced degrees. It is not long since the demand for special study included only the three professions, medicine, law, and the ministry. In the revival of learning due to scientific discovery the whole field of inquiry has been immeasurably widened. The countless forces of nature are being brought into the service of man. The earth has opened its treasured secrets to the key of patient investigation. Industry and commerce have re-conquered the world. Western civilization has recovered from the narrowness and despair of the Middle Ages. Social, political, and religious life have caught the inspiring spirit of progress. With this revival of life, education has taken a new form and has incorporated methods fitted to the new wants of man. Instead of the ministry, medicine, and law occupying the sphere of special and advanced study, to-day students representing every phase of investigation are busy mastering new problems and striving to add something to existing knowledge. The praiseworthy attempts of scientists in this direction have been followed by the efforts of students of history, language, literature, and religion. So far has this work advanced that a scholarly reputation no longer rests upon a general knowledge of all subjects, but upon a special mastery of some one branch of inquiry. One does not now venture an opinion concerning a technical educational subject unless he has devoted to it considerable special investigation. The teacher no longer is supposed to be a general encyclopedia, but is required to know some one thing better than someone else. Ours is an age of specialization in every department of learning, and we who are interested in forming and directing the intellectual life of the people are being forced to make provision for this work in the best possible way.

This condition of things directs our attention to the reasons for emphasizing graduate study. In brief, such study may be defined as the application and concentration of developed mental powers in the pursuit of special intellectual research. The governing ideal in such work is the acquisition of knowledge and the discovery of truth. As we shall point out later this differs from college work, the aim of which is more extensive in range and less intensive in character. Graduate study has an immediately practical end to serve, namely, the fitting of an individual for service to the world.

Graduate study is important when we consider its reflex influence on educational standards and spirit. In order that the worth of education may flourish and increase in efficiency in the elementary, sec-

ondary and collegiate institutions, it is necessary that high and inspiring examples come within the range of the people's observation. Interest in education depends chiefly upon the object which it is seen to accomplish. The intellectual ideal of a people is taken from the highest known achievements among them. When seen in its true light, graduate study is an inspiration to all students. The paths leading to success and fame are here marked out for all. The ambition of the learner is stirred when he feels the possibility of contributing to the world's store of truth. The struggle for vantage ground here interferes with no man's victory. The success of each sends cheer and encouragement all along the line, as the whole marching column moves forward.

Further than this, graduate study reveals the defects in our undergraduate courses of study. The elective system may be cited as an evidence of the corrective tendency from this quarter. Our methods of instruction many times have been shown faulty because they have failed to give the student the development which is essential for the successful pursuit of special research. Not only so but special investigation reveals the foundation of things, the nature of mind, the laws of growth, the forces effecting phenomena, the principles of co-ordination, and thus our theories of discipline, culture, and administration are corrected and made more efficient in giving large and worthy results.

Again, because graduate study is the field for the discovery of truth it occupies a place of importance in our system of education. He who thinks there is nothing new under the sun should visit one of our large scientific laboratories and compare it with that apology for the same where he received instruction in chemistry, physics, biology, or psychology. The change here so manifest and the manifold character of recent results in these departments are giving inspiration and direction to nearly every department of learning. History as well as science, religion as well as literature, are but in the early stages of revelation. The realm of truth is yet only partially explored. The race is yet to see triumphs of which the past has never dreamed. The golden age of the world is before us. Material conquest shall be succeeded by victories upon the higher plane. No one perhaps will be able to achieve much. Many will see their work overthrown, but a fascination for greater than that which compels the digger of gold to toil on, will hold by its influence the eager searchers for knowledge in their task of discovery. This desire for new truth is the constant motive in graduate study.

Still another reason for the importance of graduate study is its function in training teachers for collegiate positions. The intellectual as well as the moral standing of any school is no better than that of its faculty of instruction. Although a college instructor is not generally supposed to be a master of his subject, he is, as a rule, much better qualified for service if he has done a fair amount of graduate work.

"We learn by teaching" is of course true, but it is folly to expect that effective instruction can be given by one whose mental range is no more comprehensive than the course of study through which he guides his pupils. A teacher who does not lead his students from the vantage ground of superior attainment is not likely to inspire those under his guidance to large and worthy achievements. Recent observation shows that vacant college positions are in nearly every case being filled by those who have done creditable graduate work. The spirit of competition is so strong that trustees of these institutions are obliged to engage men and women especially qualified for their work. It is a case of the survival of the fittest, and effective institutions of learning cannot be built up in any other way.

2. Extending the discussion still further we ask, "What is the specific relation of graduate study to the College?" The purpose of a college course is to survey the field of thought in such a way as to give a broad culture and thorough discipline. In other words the function of a college is to give a liberal education which shall result in the most systematic and complete mental development of its students. So considered the college has a noble mission to perform. Under the inspiration of such an ideal this institution of learning is second to none of the existing agencies for the uplifting of mankind.

President Warfield labored under a misapprehension when he said "A well-tested college ought to grow into a higher school." * Is not the best equipment, the most complete organization, the most thorough instruction necessary to give young men and women an insight into the problems of life? Why should not a well tested college remain such instead of becoming an untested higher school? Why should colleges become more than colleges? Since there is a natural demand for such work as the college is supposed to do, why leave such an important held? Why should not the college ideal be realized? Why should not the college by strict application to its particular function thus lift itself into a higher place of dignity and respect? It is current opinion at some educational centres because the elective system has been introduced, the institution must go on and offer highly specialized courses. There is in the Western States an urgent need of first class undergraduate work. The altogether foolish ambition of many of our colleges and so-called universities in attempting to offer graduate courses has resulted in making our degrees a subject of jest and ridicule by older and better established institutions. Has the time not come for making our colleges more efficient in the lines of work which they may legitimately undertake? Shall our methods be longer subject to this criticism? We gain nothing by attempting the impossible. To see our limitations and thus co-ordinate our working forces is to be in a position to effectually serve our day and generation. But to be misguided by a false ambition and attempt the impossible is to imperil the future welfare of those whose destiny circumstances have placed in our hands. The latter course is fraught with danger and difficulty.

* Education, February 1895.

In the first place graduate study in a department requires an immense library equipment. Unless the student is to be hampered in his efforts he must have access to every available source of information. Nearly every subject has been investigated from some standpoint. All this already traversed ground the student must cover before he is in a position to do original constructive work. Large departmental libraries thus become a necessity. Most colleges are not sufficiently provided with money wherewith to purchase books needed for a college library, not to speak of books needed for graduate work. It is much to be deplored that college instructors are so unwise as to encourage students to do graduate work under such adverse conditions.

Again, graduate study in the majority of departments requires laboratories with the fullest possible equipment. This is especially true in scientific research. Often expensive appliances are needed to demonstrate and test results. It is manifestly foolish for a college to undertake graduate work before it has provided the most complete equipment for college scientific work.

In addition to this it must be observed that graduate study can be conducted only by men who have become specialists of high rank in their departments. It is a sad condition of things when an instructor endeavors to map out for students special work with which he is scarcely familiar. Why should young men and women be encouraged to do special work of an ordinary character? This certainly will not create high ideals or fire lofty ambitions. Already education has suffered from low standards of attainment. If graduate study is to receive rightful recognition, if students are to be inspired to do great things we must not deceive them by offering them inducements to remain in college under men who in the majority of cases are not specialists. How absurd such a policy is may be more deeply felt when we consider that in many institutions of learning a single professor is required to cover the work of an entire department and some times more than one department. For effective graduate work each department should be divided into at least two sub-departments with a specialist at the head of each sub-department. It is evident that graduate study can be carried on only by instructors of high rank who are giving their whole time to this work. The student in this needs the most careful guidance. It is manifestly impossible for him to receive this assistance from a college instructor already having more to do than he can accomplish well.

From these observations it follows that the place for graduate study is in graduate schools. Do we mean by graduate schools a university? It is not a question of name. Often the name University is applied to an institution of learning the standing of which does not deserve the name of 'College'. We believe a university should be a group of graduate schools of every department of learning gathered

under one central administration. There is an urgent demand for just such an institution. A few of the American universities are approaching this ideal. Is there not room for a national university which shall be to the world the exponent of the highest American educational ideals? We can accelerate the movement in this direction by acknowledging the desirability of such an institution, and by encouraging our graduates to seek such schools for their advanced work.

While it is possible to keep students too long under college instruction, on the other hand there is a danger lest they skip the college course and enter at once upon professional work. This is worthy of serious consideration. Our high schools are becoming efficient factors in our educational system. They are rapidly approaching a high standard of excellence. Technical schools with their practical courses of instruction hold out tempting inducements to our youth. What shall become of the college? If standards for entrance are raised too high and requirements for a liberal education are made too rigid we may look for a falling off in college attendance unless, as President Eliot suggests, the college course be limited to three years instead of four.

Urgent practical demands are usually detrimental to high standards of culture. The professions have already too many representatives who lack in sound judgment and broad views of life. These men have as a usual thing taken up technical study without a liberal discipline. It is a source of deep regret that even now some professional schools admit students upon a high school certificate. A large number of such institutions shorten their course of study for the college graduate. This cannot result in anything but second-class professional men and women. Admitting the practical necessity which urges students to enter professional life without taking a thorough college training, from an educational standpoint it is most unfortunate that such a thing is possible. Is it any wonder that our system of education is called superficial when it is possible for a high school graduate in three years to become either a recognized minister to spiritual needs, custodian of the physical welfare of the diseased, or a defender of justice in our regular courts? Should not professional study be graduate study?

To conclude: If our system of education is to occupy a foremost position among the world's educational forces we must have a real co-ordination of all the elements of which it is composed. The basis of this co-ordination must be *quality*, not quantity of work. The college must recognize its function and make good its claim to universal support. Professional schools, technical schools, and graduate schools must lend assistance in the grand upward movement. Colleges must cease doing superficial graduate work. Students must be inspired to achieve great things. Only with primary, elementary, and secondary

schools as a foundation broad and secure, with colleges forming the strong and massive walls rising into glorious and sublime form, and withal, the graduate schools crowning the structure with brilliant domes of exquisite beauty, will the American people have an intellectual temple of which any nation might be proud. Kalamazoo College.

An Acadian in the Holy Land.

BY REV. ARTHUR C. KEMPTON, '91, M. A., JANESVILLE, WIS.

It was as beautiful a day as ever God made when we first sighted the Holy Land. The sun was just rising, and the whole land was glorified, as should be that country around which hover so many sacred associations. As the steamer approached the coast, Palestine appeared like a stretch of blue set in a sky of gold. No sooner had we dropped anchor before the little city of Jaffa than we were surrounded by a struggling, screaming, shouting mob of Syrian boatmen, each fighting with his neighbor in his efforts to secure passengers to the shore. Rather reluctantly we committed ourselves to these turbulent fellows; but they proved to be masterly boatmen, and brought us safely to the shore through the dangerous reefs where so many voyagers have lost their lives.

So we came to Jaffa, noted in ancient times for the episode of Jonah and the whale; in Christian times as the residence of Simon the tanner, and the home of Dorcas; and in modern times for its oranges which are said to be the best on earth, and for its landing-place which is said to be the worst in the world. Up through the narrowest of streets, between the quaintest of houses built of stone and covered more or less recently with white-wash, we went till we came to the house of Simon the tanner,—the very house, says tradition, where Peter beheld his vision. It is a house of only two rooms, and with steps leading up the outside to the roof, upon which we found a white sail spread as though it were indeed the very sail which Peter saw let down from heaven containing all manner of beasts. We spent several hours in this old city, wondering through its markets, strolling through its lemon and orchard groves, watching the countless lizards as they dart beneath the cactus wedges at our approach, and riding upon its little donkeys. Then we went to the depot and took our train for Jerusalem.

Imagine going by train to Jerusalem! What could be more incongruous than a screaming locomotive in the country of caravans? A modern ticket puncher in the home of the prophets? Gladly would we have mounted the uncouth camels that were standing idly in the market-place of Jaffa, and have taken our way in real pilgrim fashion

over the plains and along the mountain paths, "going up to Jerusalem" with songs of thanksgiving and joy as so many thousands have gone before. But submitting to the inevitable we stepped aboard the cars and were whirled across the lovely plain of Sharon, and through deep mountain gorges, past many a spot fragrant with sacred associations, till some one cried, "Jerusalem! Jerusalem!" and all crowded to the windows for the first glimpse of that sacred city. There it was upon its hilltop, with walls and bulwarks and mighty gates, the city that has been sacred to religion for thousands of years, the city whose praises have been sung by psalmists, the city which prophets have made the symbol of that other city "whose builder and maker is God," the city which ever has been a bone of contention among the nations, the city of Solomon and David, the city of Jesus and Paul, the city of Gethsemane and Calvary. There it was before our very eyes! The city we had read of, and dreamed of, and loved for years, its grey walls and rising domes aglow with the setting sun. In silence we gazed upon it, till the doctor said solemnly, "Beautiful for situation, the joy of the whole earth is Mount Zion."

Every day in Jerusalem was a golden day. The city is surrounded on every side by battlemented walls built first of all, perhaps, by Solomon and destroyed and restored a hundred times since then. So compact is it that a rapid walker could encircle its walls in an hour. Yet within this small space forty thousand people are crowded, in small irregular houses of stone, that are old and squalid and mean. The streets are so narrow that no wheeled vehicle is allowed in them. In many places they are arched over, in some places they are vile with dirt, and everywhere they are rudely paved with stone. These narrow lanes are filled with a sober-faced humanity, many of them leading long lines of camels, or driving heavily-laden donkeys, or bargaining with the merchants who sit cross-legged before their little stores. No sign of modern life is here, everything is oriental.

The scribe sits at his table reed in hand, ready to write whatever may be dictated to him. The money-changer is at almost every corner ready to fleece the traveler of his gold in exchange for the curious currency of the land. A lad came running toward us one day with two picked sparrows, and crying "Backsheesh, backsheesh!" Beggars are everywhere, most pitiful of all are the lepers without the walls, standing by the wayside in the "loathsome horror of their disease" importuning every passer-by. Now and then you will pass a Jewish rabbi, or a Greek priest with his black stove-pipe hat with its rim at the top, or one of the many orders of Latin priests, while Mohammedans are everywhere counting their beads or saying their prayers.

For Jerusalem is still a religious city. "It has no clubs, bar rooms, beer-gardens, concert halls, lecture rooms, theatres, places

of amusement, street bands, or wandering minstrels; no wealthy or upper classes, no mayor, no aldermen, no elections, no newspapers, no printing-presses, no cheerfulness, no life. No one sings, no one dances, no one laughs in Jerusalem, even the children do not play." It would seem as though the shadow of the coming Judgment rests already upon the city that crucified our Lord, shouting, "His blood be upon us and our children!" About two-thirds of the inhabitants are Jews, and there is no more touching sight than that witnessed at the Jew's Wailing Place. In a small paved court beside some ancient masonry, which was once actually a part of the temple wall, we saw Hebrews of all countries and of all ages and conditions of life, with their open Bibles before them, reading the lamentation of Jeremiah and the mournful prophecies of Isaiah, praying to Jehovah for the recovery of the city whose glory has departed, weeping and bewailing the desolation that has befallen them. They kiss those stony walls, they beat their breasts and tear their hair and rend their garments; and the real tears they shed "come from their hearts and souls as well as from their eyes." One cannot but pity this people without a country whose sacred city is held by the unbeliever, and whose very temple has been transformed into a Mohammedan mosque.

The most sacred spot in Jerusalem is that

"Green hill, far away, outside the city wall,
Where the dear Lord was crucified,
Who died to save us all."

I spent an hour alone upon Calvary. It is nothing but a knoll of limestone, covered with a carpet of green grass, and dotted with the white stones of a Moslem cemetery; but to me it was the most sacred place on earth. There it was, almost beyond question, that Jesus died. Do you wonder that as I sat there and read over the deathless record, that I wept like a child and kissed the very rocks? Wonder not; for any Christian with a heart of flesh must do the same. That was not only the most sacred hour of my trip abroad, it was the holiest hour of my life.

(From Jerusalem through other parts of the Holy Land— in next issue

Obituary.

We have to record the death, on March 10th, of Mrs. Chase, widow of the late Rev. John Chase. Mrs. Chase was Mrs. A. W. Sawyer's mother. This event will bring back to some of our readers, at least, the years of Acadia's early history.

Rev. John Chase, who was for years pastor of the Baptist church at Bridgetown, came to Wolfville in 1850. He was for some time Financial Agent and Treasurer of the college, and labored incessantly on its behalf. He also opened a school for young ladies in a building that stood where Roy-

al Hotel is now located. This school did good work, and created a sentiment in favor of the education of women that has resulted in the extensive provision now made for the training of young women of the Baptist body.

For many years, Mr. Chase's home was freely open to the Baptist public, and Mrs. Chase gave of her strength and best attention to the duties of hospitality. It thus came to pass that her many excellent qualities became known to a large portion of the leading workers of the denomination, by whom she and her husband were highly esteemed. How much the unity of sentiment in supporting our schools was strengthened by a few families in Woffville, that gave personal influence and entertainment to visitors, can scarcely be understood by the present generation; but those who know the struggles of the early days will have, in the removal of Mrs. Chase, a revival of memory of self-sacrificing service when it was greatly needed.

During many of her later years, the deceased lady was confined to her room by infirmity; but her worth, as a lady of intellectual strength and refinement, of gentle, patient, cheerful spirit, and as a Christian indeed in all her relations to her family and the community, has been known to a wide circle of friends whose feelings will turn in sympathy to her relatives to whom is left the precious memory of one whose blessing was that of the pure in heart.

Correspondence.

EDITOR *Athenæum*,

Dear Sir,—

In 1889, when the athletic interests of the University were united under the four A's., the first executive of the association deemed it of the greatest importance to arrange as soon as possible for the building of a proper running track on the campus. Unfortunately for the purpose, football took so much of the funds that the matter was dropped for that year, and so far as we know it has never come up for consideration since. A complete system of physical training and development needs a track for walking and running. It seems to be well within the possibilities to add such a track to the University's list of advantages.

The only expense need be that required to engage a competent man to superintend the work. This fund would be subscribed by the town if the grounds might be used during vacation for celebrations or exercises of a public character.

As to the labor required to build a track, three days' work each by the students of the College and Academy would more than complete it. One hundred students at three days each represents three hundred days' work. If the student body were divided into bands of twenty, and provided with wheelbarrows, shovels, and rakes, and properly directed, their interest and energy would do the rest. The next day of college sports may be made much more attractive and interesting by the addition of such events as the course will permit.

I think it very certain that teams can be secured to assist the work, as low places must be filled in, and more or less soil removed. The material of

the campus is sufficient, without addition, to make a good surface for foot or wheel, and is, moreover, easily worked. The field will make a 600-yard track. If one hundred students take the work in hand, and give three days each, there will be but two yards of surface each per day to be levelled.

These suggestions are made with the hope that the work may be undertaken and completed before the close of the College year. United effort on the part of the student body will accomplish it, and the contribution of each individual's labor will aggregate a lasting benefit to the institutions, and will be a source of satisfaction to those who will immediately enjoy the privilege, as well as to many who are to become students at Acadia.

Yours truly,

Wolfville, March 19th, 1898.

J. F. Herbin.

Among Our Magazines.

In this enlightened age nothing is more necessary to a man's education than familiarity with current topics. At Acadia a well equipped reading room offers every opportunity for a student desirous of such knowledge. Beside newspapers, both daily and weekly, from the principal cities of the American Continent, we have leading magazines containing newsy articles, written by prominent journalists. Probably these magazines constitute the leading feature of our reading room. A brief reference to the principal March numbers will not be out of order.

First we take up the "*Canadian Magazine*," of which we are proud both on account of its cheery appearance and spicy articles, and also because, with the exception of some of the College Exchanges it is the only magazine that comes to us of Canadian publication. It compares favorably with American periodicals of the same price. The March number contains many excellent articles. "The Founders of Nova Scotia," appearing in this issue as one of a series, possesses especial interest for us. "British and American diplomacy affecting Canada" is well worth reading, as also are others equally attractive. Perhaps the most instructive of our journals is the "*Literary Digest*" coming to us weekly; beside topics of the day, it also contains articles on science, literature, art, etc. *The Century Illustrated Monthly*, *Eclectic*, *Atlantic Monthly*, *Harper's*, and *Arena* are American magazines of the first class. Our March numbers to hand contain much that is interesting and instructive. *The Century* gives considerable space to matters relative to the Klondike, showing the difficulties of traveling both by river and mountain, and also pointing out the conditions of the country, people, mines, etc. An article in the *Atlantic Monthly* by J. N. Larned on "England's Economic and Political Crisis," gives a good idea of her present condition. Other magazines as *Munsey's*, *McClure's* and the *Cosmopolitan* come to us with attractive covers and brilliant reading matter; short and amusing stories abound which help very much to pass away a few pleasant moments. *The Outing* is something that is enjoyed by all lovers of sport: the present number contains articles on hunting, yachting, wheeling, etc.; also all recent events and records of the sporting world. Last but not least on the list is the *Ladies' Home Journal*, which has always been

found among us, and in fact has become a fountain of life for some of the students; probably in the estimation of a few the "Side talks with girls" is the principal column. Aside from this, however, the *Journal* contains much that is useful for gentlemen as well as ladies.

Although the above is a very fair representation of the reading matter to be found in our reading room, yet it must not be supposed that the student's opportunities for current reading end here. The College library to which we all have access, contains many leading periodicals of England as well as of the United States. The following is a list of library magazines:—*The Popular Science Monthly*, *Forum*, *Nineteenth Century*, *Fortnightly Review*, *Contemporary Review*, *Review of Reviews*, (English) and *The Philosophical Review*, (English); there are also several weeklies such as *The Illustrated London News*, *The Scientific American* and *The Academy*, etc. A great many of these journals are bound yearly and placed on the library shelves, so that we are able to refer to them even as far back as 1880.

The real value of our magazines is inestimable. We have only to go to the reading room or library to become informed on all political and social problems as well as advances in science, art and literature. With these advantages among us there is no excuse for an Acadia student who is not familiar with up-to-date topics.

X., '98.

Press on for it is godlike to unloose
The spirit, and forget yourself in thought;
Bending a pinion for the deeper sky,
And in the very fetters of your flesh,
Mating with the pure essences of heaven.

N. P. Willis.

D. C. Heath & Company, publishers, Boston, have in press for immediate issue in "Heath's Modern Language Series," Marie von Ebner-Eschenbach's *Die Freiherren von Geuperlein and Krambambuli*, edited with introduction and notes by Professor A. R. Hohlfeld, of Vanderbilt University.

As the gifted author of these stories ranks as one of the very foremost female writers in Germany, these little stories will at once attract attention. They are regarded as among her very best works, and it is confidently believed that the schools and colleges will find in them an admirable specimen of the nineteenth century German fiction, written in a choice and easy style.

THE ACADIA ATHENÆUM.

PUBLISHED BY THE ATHENÆUM SOCIETY,
Composed of Undergraduates of Acadia University
WOLFVILLE, N. S.

Editorial Staff :

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APRIL.

The Sanctum.

We are indebted to Prof. A. H. Newman, D. D., L. L. D., of McMaster University for the admirable review of Dr. Welton whose picture appears as our frontispiece in this issue.

The Value of an Ideal.

OCCASIONALLY we meet with those who scorn ideals as useless sentimentalities, and as being unproductive of any practical issue. Such persons are, however, decidedly in the minority and their number is constantly diminishing for the world is waking to the realization that, in ideals, lies the secret of success or failure, not only in those aesthetic pursuits of literature and art, in which spheres the idealistic element has ever held a large place but also in the attaining of all knowledge and in making even the humdrum life of every day beautiful and noble, so that no honest work is sordid but every force or faculty of hand, heart, or brain finds a most powerful stimulus.

Everyone is at times conscious of the truth of Browning's words—"A spark disturbs our clod," so that there is perpetual striving and a divine dissatisfaction, calling us to higher endeavour and nobler character. Happy the man whose aspiration becomes his inspiration for he will push his work with grand enthusiasm and even though he may fail in the immediate attainment of his object, he will not find his striving of no advantage. He must inevitably gain that inestimable treasure,—a great character, for under the influence and stimulus of a broad, inspiring, pure, and strong ideal, his thought broadens, his experience deepens, his comprehension enlarges and

all life is lifted to a higher plane.

“Greatly begin! though thou have time

But for a line, be that subline.—

Not failure, but low aim, is crime.”

The College Paper.

NEARLY every college now, on this continent, publishes a college paper or magazine. This publication fills a want that was long felt by the student body, viz., the possession of an official organ.

Each undergraduate owes a duty to it. As the representative of the feelings of the student-body its columns are open to him, and in fact have a claim upon his best thought and work. The entire burden of supplying the magazine with readable articles should not fall upon the board of editors, appointed for the purpose of general supervision, each one beside, having the responsibility of a certain department.

As a contemporary but lately remarked, the editors of college papers are possibly the only men in this work who look for nothing in return for their services. Yet upon them comes the blame if the issue is not up to the standard.

As the organ of the students the college magazine should be fearless in defence of their rights and just as fearless in its denunciation of errors which may have crept in among its constituents. We advocate the entire independence of the magazine from outside interference. In so far as this independence is not detrimental to the best interests of the college as a whole.

Filling the responsible position that it does, the college magazine is doing a mission which cannot be performed by any other instrumentality.

The Mission of Acadia.

IN this day of the multiplication of institutions of various kinds no college has a right to be, unless it has distinct reasons for its existence. Acadia has had a well-defined mission. The conditions which led to the founding of these schools were such as to determine the purpose for which their doors should be opened to the public. Shut out from fair participation in the educational institution at Halifax, established and aided by provincial funds, the Baptists of these provinces, then few in number and financially weak, decided to found schools of their own in which broad and generous culture and training could be secured at the smallest expense, under positively Christian influences, and, withal, in entire freedom from religious disabilities. Acadia has been true to the principles of her founders. Her work has grown steadily and surely in testimony of

the appreciation accorded her efforts. To day her constituency has sufficient strength to place her on the way towards increasing prosperity—even the largest usefulness. In no college can superior advantages be obtained at so small expenditure of money. The aim is to put the charges at the lowest possible figure consistent with thorough and liberal advantages, in order to place the opportunity for an education within the reach of every ambitious youth. The religious influences are most helpful. The intellectual ideals are high. Splendid facilities for physical culture are accessible to every student. The mission of Acadia is to give to those who seek her halls, the best at the least cost. Her constituency will assuredly place her beyond the embarrassment of financial problems; and thus conditioned, Acadia will offer still larger inducements to intending students, as she moves forward towards the attainment of increasingly high ideals in the fulfilment of her noble mission.

Fund for Students.

EVEN though the expenses are so comparatively small at Acadia there are not a few of her students who need financial assistance in order to continue their course. They would not ask nor desire a gift. With honest care they would make repayment with interest at the earliest date. But in many cases having no security but their word of honor, they find it difficult to obtain loans from comparative strangers. Some are thus compelled to discontinue their studies, often never again to resume them. Now the suggestion the ATHENÆUM has to offer is that the establishment of a fund from which loans should be made to students in need of present aid, would be a source of certain financial gain to the Institution and an inestimable favor to many whose pocket books are sadly light. Losses would be of less frequent occurrence than arise from many other forms of investment and a larger number of students would be enabled to attend the different departments of the University. He, who will donate an amount as a nucleus of such a fund will ensure fervent gratitude from many who aspire to tread the hill of Knowledge, and will perform lasting good

The Number System.

PROMPTED by a desire to have, if possible, a more fair evaluation of each student's paper, the faculty introduced among us for the first time, the system of numbering the students, instead of, as heretofore, allowing each candidate to sign his name to the paper which he has written.

Though it cannot be said that there was any particular dissatisfaction with the old system, yet the new one was at first more or less warmly received by the students.


This system theoretically has much in it that is beneficial to both examiner and candidate. It entirely does away with any possibility of a charge of favoritism or of the contrary. The examiner is supposedly unaware of the authorship of the paper. But that this in practise is not generally the case is easily seen.

It cannot but be admitted that the personality of each paper, signed or numbered, is generally known, especially those of the three upper classes, to every examiner, or if not known in this way, the authorship is easily found by means of our system of aggregating the marks obtained in the written and daily work.

Then if, as in most cases, the writer is known through the personality of his written paper, or if he becomes known through his name and number being handed to each examiner, for the purpose of averaging his daily and written work, of what use are the *numbers*?

However as the increased work of examining and marking does not come upon us, and as it is just as easy if not easier to sign a number than a name, we have no objections to the number system as such. But we do fail to see the practical benefit of the new introduction.

The Athenæum's Winter Programme.

 UR Literary Society, the chief aim of which is the promotion of public speaking among its members, planned for itself this winter, what was, considering the number of its membership, a somewhat heavy programme of debates.

Beside the ordinary and interclass debating, the Society arranged for two intercollegiate debates, one with Dalhousie for the fourth of March and one with Kings for the eighteenth. Unfortunately Dalhousie on account of press of work was obliged to postpone the meeting until the Fall term. Both Colleges regret that this was unavoidable, for we have never yet met each other on the platform.

As we said before, the programme of the Society and necessarily therefore of every active member was somewhat heavy. So it was no wonder that considerable difficulty was found to obtain men who would, without the slightest respite of their class work, give the time and attention necessary for an intercollegiate debate.

It seems to us however that the faculty could have, without undue departure from its established custom, made matters less difficult for us by lightening the work of the men who strive in this intellectual battle to uphold the honor of Acadia.

It is the reasonable desire of every college to have the greatest possible number of its students good public speakers; and nowadays

it is almost essential that an educated man should have this attribute. So in lessening other work the members of the faculty would only be giving a better chance for the fuller development of that great power of public speaking.

The Debate With Kings.

WEN are not wanting who prophesy that before many years have passed the practice of athletic measurements between colleges will be largely superseded by intellectual contests upon the public platform. A debating league among Maritime colleges would be of value to each Institution. Kings and Acadia have taken the initiative in intercollegiate debating. The third debate between the two colleges, which is reported in the *Month* column, evinced literary and oratorical ability of an high order on the part of the contestants, and a clear and comprehensive grasp of the subject. All the men deserve commendation for their efforts. Messrs Ancient, Partridge, McCarthy, and Cotton upheld the honor of Kings so nobly that only the clear-cut and cleverly expressed arguments of Acadia's representatives prevented the result that sentiment would naturally expect. The Athenæum's speakers, to whom much praise is due, were: J. A. McLeod, J. W. deB. Farris, S. S. Poole and E. C. Stubbert. The gratification of winning is ours; the benefits of the debate are shared by each Institution. We trust that the precedent now so well established may be profitably followed during the succeeding years.

The Honor Courses

THE Honor Courses have quite often been the subject of somewhat severe criticism by a few of the students, the critics in many cases however being those who not only have not taken the courses, but have not made sufficient percentage to allow them to do so.

Still it cannot be denied that the system now in operation is open to objections. Any change that would free the courses from these objections, to which they are now open would be heartily welcomed by the entire body of students.

We believe that the standard now fixed, as the minimum that will permit the aspirant the privilege of pursuing these systematized courses of extra work, to be sufficiently high.

A system of monthly examinations instead of the semi-annual now in force, and regular recitations instead of the present intermittent cramming, would be changes that we believe would commend themselves to all concerned.

Speedy action in these directions would do much for the Honor Courses.

The Town.

AS residents for a large part of the year, we notice with considerable pleasure the steady increase in growth of the town of Wolfville. The College and the town are indissolubly connected, and that which is of advantage to one is directly an aid to the other. This idea has, we fear, quite often been lost sight of by both parties.

Of late years the town has been rapidly building up and the graduate of some time's standing, would hardly recognize certain portions of it, notably Acadia Street, which has sprung up somewhat in the manner of Jonah's gourd, but it is to be hoped it will be more permanent.

We congratulate the citizens of the Town upon their enterprise and with them rejoice at their prosperity.

Improvements on the Campus.

WE are grateful to Mr. Herbin '91 for his timely communication. Words on this subject from no other graduate would come with more grace or with greater effect. Mr. Herbin was the first president of the A. A. A. A. and since its organization, has been in constant touch with its enterprises. A running track, as he advocates, would be a valuable addition to the Campus. The ATHENÆUM would urge the earnest consideration of this project, and prompt and concerted action. Now is the time to make arrangements for a grand rally to improve the Campus and render it first-class in every particular.

The Beauties of Acadia Land.

AMONG the scenes which Longfellow, in his *Evangeline*, has represented as coming before the mind of the dying French exile is that of

“Green Acadian meadows with sylvan rivers among them,
Village and mountain and woodland.”

What a scene of beauty these words cover can be appreciated only by one who is familiar with our beautiful Acadia Land, beautiful at all times, each season bringing its own peculiar beauty.

During the spring and summer, waving verdure covers the broad fields while among them the river winds its tortuous course towards the Basin, in whose peaceful bosom is mirrored the deep blue

of the serene sky, and the snowy softness of the slowly moving cloud. The mountain in the distance, clothed to its summit with the dark verdure of the spruce and pine or with the lighter green of the maple, is at times hidden by the drift of sea-fog or crossed by scurrying shadows, or becomes a hazy purple bank as it catches the good night rays of light from the livid western sky. All nature joins the songs of the birds as they carol of the good things that are to follow these "days of clear shining."

In the autumn, when the songs of birds have a subdued note of farewell, when the maples proudly flaunt the dying glory of their scarlet and gold, and sadness comes over our spirits as the dead leaves flutter to our feet, we know that rich harvests have been gathered from the fields now lying bare and sear, and that the spring-time promises of the pink and white blossoms in the orchards have been fulfilled in abundant fruitage, and the scene before us rests and satisfies.

"When the mesmerizer Snow
With his hand's first sweep
Puts the earth to sleep,"

then meadow and mountain become a dazzling white expanse by day while by night the thousands of tiny snow crystals sparkle diamond-like in the frosty star light.

Throughout these changing seasons, the tides ceaselessly swirl about Blomidon as it stands in sleepless vigil assuring us that the beauties of Acadia Land in the varying scenes of summer, autumn, winter and spring, will ever claim the appreciation of beauty-loving spirits and

"Clear from marge to marge shall bloom
The eternal landscape of the past."

Is College Training Sufficiently Practical?

PERSISTENTLY this question continues to enter the arena of public consideration and magazine discussion without fear of successful banishment until certain reforms have been effected.

It may be difficult to formulate the changes that seem to be needed. That there are requirements, however, which must be supplied before the college curriculum will be in a position to contribute as effectually as it ought, towards adaptability to the practical concerns of life, few will be prepared to refute. After enumerating a number of conditions which business men claim are real, the *Success* asks the following question (for answers to which there is sufficient desire to lead to an offer of cash prizes for the best replies): "What changes would you recommend in the average college curriculum, to render it of greater practical value to those contemplating a business career?" A similar tendency of thought is exhibited in the writings of a number of current magazine contributors. The discussions are not confined to

the case of college men looking to business pursuits, but deal with the question in the broadest manner as affecting the interests of the great body of students. It may, of course, be argued that an Arts college is not designed to be a business school or a technical institution; but that its true function is realized in development and culture. This is readily recognized as its legitimate sphere. Yet, while power and grace are being gained, *cannot* and *should not*, a more real contribution be made to preparation for practical life than the average course of studies suggests, as apposed to a culture more or less artificial? Notwithstanding the unspeakable advantages of an Arts training; even with the enlargement and direction of thought and purpose for which the college as it is to-day is to be thanked, the question at the head of this paragraph is pertinent and is worthy of a careful investigation.

An International Language.

FEW of the magazines that come to our table take rank with *Cosmopolitan*. Its numerous articles on educational subjects are always attractive, not to mention the thoughtful treatment of current topics. This journal occupies a proud position among present day periodicals and seems to be ambitious to inaugurate great as well as beneficent movements. For some years attention has been given to the possibility of constructing a language for all nations. At the present, active preparations are in progress towards this end. Philological researches and comparisons are in operation. Some of the most eminent scientists and educators of the day are enlisted in the enterprise. The undertaking is by no means insignificant. It strikes the average mortal as gigantic. Its progress will be watched with the keenest interest

Erratum.

UNADVERTENTLY in last issue, the proper place of the biographical sketch was taken by another article. We regret the change in the order of contents that occurred. However, we know that the account of the life of Dr. Elder was read with eager interest, both because of the eminence of the subject and the excellence of the communication itself. Also the contribution on "The Value of a College Residence" which had a conspicuous position deals with a matter of so great importance that it would be exceedingly difficult to give it too much prominence before our readers.

The Month.

On Friday evening, March 4th, President and Mrs. Trotter were at Home to a number of the students, the Senior Class being the guests of honor. A most enjoyable evening was spent by all in various forms of amusement. Music played a large part in the entertainment of the evening, Miss Keirstead and Miss Perkins rendering vocal selections in a manner which called forth applause. They were compelled to respond again and again to encores. All who were fortunate enough to be present, speak in the highest terms of the enjoyable nature of the evening and are unanimous in their praises of Dr. and Mrs. Trotter, who are indeed ideal host and hostess.

The Recital, the fourth of the series, given by the ladies of the Seminary in College Hall upon the evening of March 11th, showed by the large attendance and close attention, that these entertainments are increasing in popularity and interest as time goes on. Nearly every number had to be repeated at the loud demands of a delighted audience. Miss Stuart's instrumental selections call for special mention and showed the musical talent of the charming performer to great advantage. The vocal selections of Miss Munro were well received and the singer had to respond to repeated calls. These recitals were first held in Alumnae Hall in the Seminary, but owing to the large increase in attendance, they are now held in the Assembly Hall of the College, which last Friday was well filled. Under the perfect management and untiring energy of Miss Barker, these entertainments bid well to surpass all the efforts of former years, and they indeed deserve all the support and praise bestowed upon them by the public.

Miss Annie McLean, M. A., gave a highly instructive and literary lecture before the Athenæum Society upon the evening of Monday, 14th. Her subject was, "A People within our borders, or the Acadians of to-day." This subject is Miss McLean's Thesis to be presented for her Ph. D. degree at Chicago University, and that it is a contribution to the literature of the day is fully attested by the large and attentive audience which heard the address. Miss McLean, we are proud to say, is a graduate of Acadia, going through with the class of '93, afterwards taking her M. A. degree. Taking her record here as a student and this latest effort, great things are prophesied for Miss McLean in the world of education.

The evening of Tuesday 15th ult., was the occasion of another social function given for the entertainment of the Senior Class, this time by Mr. and Mrs. Tabor. The mention of Mr. Tabor and wife, is full assurance to the students of a good time, and none are more popular among the boys. A delightful time was spent by all in many new and original forms of entertainment; and to say that the host and hostess were indefatigable in their efforts to make all enjoy the evening, were needless. The class of '95 will always remember the occasion as one of the most enjoyable evenings of their college course, and will number Mr. and Mrs. Tabor as among the model entertainers of Wolfville.

Another event of the month and the most important to the students of Acadia, was the debate between our College and Kings, held Friday evening March 18th. The debate took place in Convocation Hall, Windsor, which was filled to the doors by an audience that applauded each speaker to the

echo. A special train took down the Acadia boys and there was a large number of them who went to support their speakers. The question for debate was, "Resolved that Annexation with the United States would be to the best interest of Canada. The judges were Prof. DeMille, of Kings, Dr. Keirstead, of Acadia, and Supervisor McKay, of Halifax. Many feared for Acadia as she had the unpopular side of the question, but when the last speaker finished it was apparent to all without the judges' decision, that Acadia had carried the day, and the report of the judges a few moments later bore out this opinion, when they announced the victory. To say the boys were pleased would be a mild way of putting it, but none congratulated them more cordially than the Kings boys. The Kings debaters were good speakers, but lacked force as debaters with the exception of their leader, Ancient, who had his subject well in hand and showed himself to be a clear thinker and finished speaker. McLeod, Acadia's leader carried off the honors for his side and as a thinker and debater is surpassed by no one in either college. From start to finish the debate was listened to with close attention. It speaks well for Acadia that she can carry to a successful issue, that side of such a question, against such able men as were against her. This is the third debate between the two colleges, two of which Acadia has won.

On Sunday, 20th ult. two highly interesting and instructive meetings were held in the Baptist church; a memorial service in the afternoon, 'as a tribute to the late Miss Frances Willard, and a missionary meeting Sunday evening. The afternoon service, held under the auspices of the local W. C. T. U., was presided over by Dr. Jones and was largely attended. Dr. Keirstead spoke of the "Influence of Miss Willard's message upon the times;" Rev. Mr. Hatch showed Miss Willard's qualifications as a reformer; Miss True gave an inspiring account of the student career of the W. C. T. U. World's president; Mr. Irad Hardy, representing the Sons of Temperance, emphasized Miss Willard's mission; other speakers were Mrs. Tufts, Mrs. Hemmeon and Mayor Thompson. The Missionary meeting in the evening was conducted by the students, the subject being, 'The condition of Africa.' Papers were given by Miss Spurr, Mr. Glendenning and Mr. A. H. Wh' man. President Corbett of the college Y. M. C. A. conducted the meeting. The music was provided by the ladies of the Seminary; and taken altogether the service was one of the most enjoyable and instructive missionary meetings held by the students for some time.

The ATHENÆUM is pleased to record that Rev. Mr. Hatch has accepted the pastorate of the Wolfville Baptist Church. He is now pleasantly situated in the new parsonage.

The annual At Home of the Athenæum Society was held in College Hall, Friday evening, 25th ult.

The At Home is one of the largest affairs of the year at Acadia, and this year the arrangements were on a more elaborate scale than usual. There were about four hundred guests present, and the large Hall with its balconies and the Library radiant with light and flowers together with the music and dresses of the ladies, made a scene not soon forgotten by those fortunate enough to be present.

During the evening an unexpected treat was afforded the guests in the singing of Mr. Good of Truro. Mr. Good has a baritone voice of splendid quality and his singing is artistic and finished. His rendition of "Rocked

in the Cradle of the Deep" and "Last Night" showed the phenomenal range of his voice, and he had to respond to encores upon each appearance.

The whole affair reflects the highest credit upon the committee having the arrangements in charge, and they have much room to congratulate themselves upon the successful issue of the At Home.

De Alumnis

Neil McLeod, '69, resides at Summerside and holds an honorable position as one of the county judges of P. E. Island.

Rev. S. McC. Black, '74, has for several years been rendering very able and valued service as editor of the denominational organ of the Baptists of the Maritime provinces.

Rev. Trueman Bishop, '78, holds the pastorate of the Harvey group of churches in New Brunswick.

C. H. Day, '86, received the Ph. D. degree last Spring and now is filling a professorship in Shurtleff College.

A. T. Kempton, '91, is enjoying a very pleasant and successful pastorate over the Highland church of Fitchburg, Mass.

A. A. Shaw, '92, has succeeded in maintaining the Baptist interest at Windsor, in spite of the great calamity of the recent fire and we are glad to note encouraging reports of the growth and extension of his work.

Mildred M. McLean, '94, has for two years very efficiently filled the scientific chair in Haden College, Mexico, Missouri.

M. B. Whitman, '94, has an important charge, as pastor at Alma, Albert Co., N. B.

Fred M. Coldwell, '95, is working in MacLean Hospital, Waverley, Mass. He is at present spending a few days at his home in Wolfville.

Harriett B. Strong, '96, is filling the same position that she held last year, as teacher of stenography and type-writing at Acadia.

C. W. Jackson, '96, is laboring, very acceptably and successfully with the Baptist church of Cavendish, P. E. I.

W. F. Parker, '81, is spending a few months in North Carolina.

Alberta Parker, '94, is at present in the employ of Mr. Bowditch of Boston, who is preparing a work on the relics, religion and language of the Indians of Central America. She makes translations and abstracts from German writers on these subjects, in addition to her work of stenography, typewriting, and proof reading.

Selden R. MacCurdy '95, was one of the delegates from Newton in attendance at the recent Convention which met at Cleveland, Ohio.

Exchanges

The *Theologue* contains an admirable criticism upon poetry of Archibald Lampman. We are glad to see this recognition of our own poets, which is steadily showing itself among our Exchanges.

"The Study of Classics" though a somewhat old subject is dealt with in an intelligent and interesting way by a writer in the *University Monthly*.

A short sketch of the life of the late Alexander Grant, occupies the front pages of the *McMaster Monthly*.

The Argosy, sends out a very good issue this month, a good article upon the "Literary Influence and Literature of the Bible," occupying a prominent position.

That admirable and interesting contribution to the *McGill Fortnightly* upon "School Days" is concluded in the last issue to hand.

We always heartily welcome the *Manitoba College Journal* as one of the best and newsiest that comes to our table, and last issue fully sustains our opinion.

Vox Wesleyana comes out in a new dress this month. The "*Vox*" merits all the hearty praise which it is receiving from its brethren.

An instructive article upon the "Rebellion of '98" is, though short, one of the best in the *Owl*.

Exchanges received this month are:—*Trinity University Review*, *Manitoba College Journal*, *Vox Wesleyana*, *Varsity*, *McGill Fortnightly*, *Owl*, *University Monthly*, *Argosy*, *Colby Echo*, *Niagara Index*, *McMaster Monthly*, and the *Theologian*.

De Omnibus Rebus.

We would recommend those Sophs, who are vainly endeavouring to grow a mustache, to try a mixture of tar and cayenne pepper. This mixture is used freely is guaranteed never to fail.

Samples of modern English:—

"That's all the far I went, Professor."

"He used to do that, usen't he?"

Brilliant student in Latin Class: "Professor, I noticed in the Lexicon that the word "caelebs" is immediately followed by "caeles." Do you think this has any significance?" Doubtless John had hoped for what he got—a negative answer, as he is again seriously considering the subject of matrimony.

The following rules of table Etiquette are for the benefit of the freshmen: Biscuits should be opened with the fingers. In extreme cases a knife is admissible.

Don't rattle your knife and fork. The napkin ring will be found much more musical.

Always eat soup from the side of your spoon. The inside is the proper one.

Do not rest your arms on the table. Stack all your weapons in a corner before dinner.

Never leave the table until others are through. If in a hurry take it with you.

Never eat pie with a knife. It is all right to eat cheese with pie, but knives should be eaten alone.

Cigarette smoking is permissible at table—if you are dining alone and have a grudge against yourself.

P-tr-ck is very philanthropic, and does all in his power to increase the happiness of his fellow beings. He has recently organized a brass band which meets for practice in Chipman Hall every day in the week and continues in session thirty-six hours a day.

We appreciate very highly the efforts of our fellow students, but we would recommend that they hire a vacant barn on Roger's Mountain in which to continue the practice lessons.

Student No. 1: "Have you read *Romeo and Juliet* yet?"

Student No. 2 (who is taking honors in English): "Well, I have read *Romeo* and I intend taking up *Juliet* in a few days."

At a freshmen class meeting some days ago the following resolution was unanimously passed :

Whereas it is customary for students to wear a piece of green ribbon on St. Patrick's day ;

And whereas this class has already a superabundance of greenness ;

Therefore resolved that it is unnecessary for any member of the class of '01 to wear anything green on the said day.

This doubtless accounts for the absence of green ribbons in the freshmen ranks on the 17th.

A few days ago we heard a junior speak of an "Island all surrounded with water." It is our opinion that up to the present time no other kind of an island has been discovered.

Prof.: "Why is it that our college is such a learned place?"

Freshman: "Doubtless it is because the freshmen bring a little learning to it, and the Seniors never take any away.—ARGOSY.

Years ago Glen was a sailor and he is an excellent authority on matters pertaining to seafaring life. He is the author of a number of valuable rules which enable one to remember nautical terms. The following which distinguishes 'Starboard' from 'Port,' is a sample: "Imagine yourself in the south of Ireland facing Cork. Then your right hand is on the starboard side."

The simplicity and value of such a rule will readily appeal to all ; and even the most inexperienced, by remembering it, could steer a boat through Wolfville HARBOR without striking a mud bank more than ninety-nine times out of every hundred.

Recently a freshman appealed to a learned Soph to find out how to spell 'variety.' The Soph immediately gave the desired information to the puzzled freshie, who feeling that he had at last discovered a kindly soul, began further to explain his dilemma, saying, "The word is so difficult that I could not get enough of it correct to enable me to find it in the dictionary."

Junior Psychology class :

Dr: "Mr. K—define for us conservative as, for instance, the conservative party."

Mr. K.: "Well in that sense it means old, stale, musty, behind the times and so on."

Dr: "Good Mr. K.—very good indeed."

Philosophical Soph: "In arguing this question we must reduce it to a philosophical basis and get at its ethical import."

Logical Soph: "Not at all, not at all, draw out your syllogism if you wish to prove it."

OVERHEARD AT THE 'AT HOME':—

She: "Don't you think it's very pleasant watching them in the promenade?"

He—a Cad: "Oh yes, ever so much nicer than talking!"

JUST BEFORE THEY SANG THE NATIONAL ANTHEM:—

He (Surely not of the College or Academy): "May I accompany you to your home?"

She (in consternation): "Oh my soul, I'm a Sem.!"

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