PROF J F TUFTS, M A

The Acadia Athenaeum.

"Prodesse Quam Conspici."

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April's Passing.

April fickle, and fond and fair,
The glad earth echoes your passing by,
A rustle of wi gs in the moist sweet air,
A ripple of song in a tender sky.

New life astir in the heart of the wood,
Leaves fold their nests, as the soul it dreams,
The Mayflower thrills in its snow flower hood
At the gushing laugh of the dancing streams.

The young hearts echo the song of love,
The memories rise in the older breast,
And the soul of Nature, below, above,
Awakens life to a new unrest.

Oh, April you laugh and frown and sigh,
But the glad earth echoes your passing by.

EMMA PLAYTER SEABURY, in *Outing*.

Prof. J. F. Tufts, M. A.

Next in our series of biographical essays it gives us pleasure to record briefly some of the chief events in the life of our esteemed professor in History and Political Science.

As the majority of the members of the faculty have done, Professor Tufts prepared for college at Horton Collegiate Academy, in addition spending a short time at the Nova Scotia Normal School, after which he taught school for a year and one-half. He entered Acadia College in 1864 and graduated in due time, having taken honours throughout his course in history and classics.

After graduation Prof. Tufts spent one year as assistant teacher in Horton Academy, then went to Harvard University to pursue further study.

An interesting fact to be noted here is that Prof. Tufts was the first student from Acadia to enter the arts course at Harvard, so was required to pass full matriculation examination, as well as to stand the test by examination on the full college requirements for advanced

standing. Every Acadia student going to Harvard for post-graduate study since that time has been permitted to enter without examination. Prof. Tufts graduated from Harvard in June 1872, winning a scholarship of the value of 150 or 200 dollars. Just prior to graduation he was elected a member by merit of the Phi Beta Kappa Society of the University along with some nine or ten others of the class of '72, an honor which Prof. Tufts highly prizes and to which no other graduate of Acadia has ever been elected.

After this, he remained two years at Harvard as University Proctor and Private Tutor while pursuing postgraduate studies in the department of history leading to the degrees of M. A., and Ph. D. He received the former degree in June 1874 and was then called to the principalship of Horton Academy and to the chair of history in Acadia College. Thus his studies were interrupted before he completed the course leading to the degree Ph. D.

Prof. Tufts spent the winter of '88 and '89 at Harvard again, engaged in special study in political economy and economic history,and since that time has occupied the Mark Curry chair in history and Political science at this university.

Prof. Tufts is one of the most influential men on the faculty at the present time and his department is conducted with a skill and ability which make it only less interesting and popular than it is important and practical.

The Study of Law at Harvard.

Acadia has always been well represented in the number of her graduates at Harvard, but by far the larger proportion is found outside the professional schools. The question has accordingly suggested itself to me, whether our young men, who aspire to the Bench and Bar are satisfied with the naturally imperfect instruction received in the office as articled clerks, or have formed misconceptions of the opportunities for legal education now open to them all over this country. Two years ago, there were in the United States alone, 50 law schools with over 6000 students, and this number increases year by year.

In the activities of modern life, competition is becoming more and more keen; and like the uneducated doctor or professor, the uneducated lawyer must go to the wall.

Solitary examples of more than usual talent doubtless yet succeed; but the importance of a systematic and well-

planned course of legal instruction is greater than ever before; while competition with the higher grade of educated lawyers renders a proper legal training imperative.

It is a common but erroneous idea that education at Harvard is too expensive for a student of ordinary means. This is proved false by our own graduates, who have come here in the face of difficulties and found it possible not only to support themselves well, but to take with limited time a grade second to none.

The natural advantages of Harvard University need no remark from me. Its close proximity to intellectual Boston, the wealth and resources of the Institution itself, its splendid buildings and libraries, the renown of its professors and its advanced methods of instruction place it easily foremost among American Universities.

And this brings me nearer to the subject of these remarks. Comparisons, it is said,are odious, but they are often salutary. Legal education at the present day has two distinct schools of instruction. Both believe in a study of principles to be obtained from the original sources of the law, (the cases themselves) from class lectures, or from approved text-books. Different schools arrange these elements in different order and proportion, as they ascribe more or less importance to any one of the constituents. The German system of oral instruction by lectures alone is scarcely practicable for English law in this country. Many schools give the place of honor to the text books paying little or at least secondary attention to the cases. Harvard has within the last quarter of the century adopted a new and original method. This is commonly known as the "case system," but this name at best inadequately describes it and is in many ways misleading. It is true that the basis of instruction rests on the original cases themselves,—the real source of the common law;—but the method is never such as to develop the "case lawyer," a man hide-bound to his cases, and unable to apply the principles if he has been fortunate enough to extract any. The mode of instruction is by no means a stereotyped one; each professor has his own style and method of teaching, and no system of study opens a wider field for originality in both teacher and scholar. What then is the Harvard system? The original sources of the common law are the decisions of the Judges handed down to us in reported cases. The best text-books must naturally be derivative and are at most compilations and criticisms of legal principles. Thus they have

no better foundation or authority than the cases they present. For the same reason that scientific education has discarded today its old methods, and places its students concurrently in the work-shop or laboratory and the school-room, the student of law should no longer make the unscientific attempt to absorb the predigested food of the text-books, but should under competent direction work out the results for himself, from accessible sources, as he would in his mathematics or his physics or chemistry. In a word, law is a science and the inductive system of study should meet with the same success here that it has received in other departments. There is certainly no lack of material and one of the richest fields for original research is at the disposal of every student.

But no student is thrown bodily into the maze of any labryinth of cases, and left unaided to find the thread of legal principles by which he may hope to come forth into a knowledge of the law. This necessarily must be done for him. Accordingly a book of selected cases, covering a given subject, chronologically arranged under appropriate heads, is placed in his hands. Each of these cases contains a concise but accurate statement of facts, the conclusion reached by the court and the reasons given for the decision. A number of these, varying according to the principle discussed are prepared for daily recitation. In class, when called upon, the student gives briefly his own abstracts of the case, the facts at issue, the conclusion of law and the principle involved. The professor then presents the question in all its lights and phases, while the student draws on his own originality to uphold or cast discredit on the point at issue. The result is simply the trite fact that a man who has worked out a problem for himsalf will retain it longer and apply it more readily to other situations. He relies no longer primarily on the work of other persons, but on himself, his work is his own, It does not follow at all from this that books are not useful. undoubtedly they are, but their use should be auxiliary to the cases. When once the student has extracted his legal principle, then it may be a proper time to compare it with some approved text book and stand or fall by which ever seems the more consonant with reason and authority.

The ability to properly analyze a case is one which every successful lawyer must have.

The Harvard system trains the student to do this from the moment he has entered the school. He is forced to de-

pend first on himself; afterwards his conclusions are subject to modification and guidance by his instructors.

The case system, so called, sketches in the chronological arrangement of the cases, the History and development of the law. It makes the student familiar with the older methods of pleading, with the peculiar social and economic systems of the time, with those fundamental principles which have ever formed an integral part of the common law, and with the modes of thought and characters of the long series of noted judges who have adorned both bench and bar. Indeed it is most important that there should be a vivid and real back-ground to the dry legal principle embodied in the text-book. Each case coming up, as it does, on its own statement of facts, is clothed with the peculiar interest that a lawyer should feel in an actual case for an actual client. A. and B. may become very interesting persons, on even such short acquaintance. Short glimpses of their private life are given, which to say the least are usually spicy and may often be intensely dramatic. These glances around the veil of dry legal facts are necessarily brief and interrupted, but they show that the apparently unemotional character of plaintiff and defendant may frequently prove a deep and tender study of human interests and passions. The law is thus, in itself a whole school for knowledge of the world, for intimacy with all kinds and conditions of men, in every walk in life. Were it for no other reason than this, the study of law by cases, should have a far greater attraction and charm for the ordinary mind, than mere dry principles, unconnected with human agencies. The advice of the old man in "Nance Oldfield" to his love-stricken son that he should henceforth look for amusement in the law, need not be the jest the audience imagines it. There may well be entertainment in the law, as in the theatre or novel, if one may thus pass for the time out of his own life, and view the tragedies and comedies or even farces in the lives of others. But these are only secondary thoughts; practical however, if they aid one to do the greatest amount of work with the least mental weariness and disgust.

In brief then, these are the advantages which the Harvard system seems to possess over other methods of instruction. It is more scientific in so much as it applies the inductive system to the obtaining of results. The student is thrown first of all on his own responsibilities. If he has only memorized before, he now begins to think. He is taught to reason rather than to repeat. His conclusions are of necessity reason-

able ; he is not lost when out of sight of mere authority. Nor is he tired and bored by legal subtleties and abstractions. He has always before him, as a background and support for his theories, the concrete examples of every-day life, vivid and often excitingly interesting. He analyzes for himself, and builds up the fragments into his abstract of the case. He is thus prima facie practical, and can the more readily apply his principles to men and constantly shifting series of facts and conditions. Further, the historical development of the law and the mental qualities of the judges, whose decisions are read, must exercise a deep and lasting impression in directing his own reasoning powers. The course is original, it is practical, and not bound down to theory. It certainly is not easy, and never the short cut to a Bar exam. or D. B. ; but to fit a man for active life, giving him all the working principles of the common law for immediate application, a three years study of leading cases will prove invaluable. The common idea of the 'law made easy' is entirely out of place.

One word more. The system of electives, which Acadia is now offering her students, is in touch with the advanced methods of the day. It is well known how much the university owes to Professor Tufts for his work in this line. His views are modern and his treatment of his subject scientific.

For students who expect to complete their education along professional lines, too much importance cannot be placed on the correct study of history and political economy during their undergraduate course. They are before other subjects the true foundations for good work in law.

J. E. Eaton, '90.

Recent Researches in Physical Science.

Man's inventiveness and man's originality still continue to enrich the department of physical science. As yet many of the recent inventions are simply scientific toys, useful only in the laboratory to illustrate the results attendant upon some entertained theory. Still there is an ever upward growth, an ever progressive movement to a definite goal. Simplicity is the desire of the age and to such an end do the investigators of the present day bend all the energies of their ingenuity.

In every branch of physics great activity is being shown and particularly in the department of electricity are the inventors and electricians busy. Over nine per cent. of the

patents of last year in the United States were issued for electrical inventions. One special element in all these contrivances is the fact that practical and useful apparatus is receiving constant attention. Especially in this branch of physics, many theories, which were once considered as established, have been proven to be unstable, until of electricity itself it has been said "that actually there is no such thing as electricity or an electric current."

As space will not permit, it will be possible only to mention a few of the results of some recent investigations and their bearing on the future of physical science. Hundreds of recent discoveries and investigations in physical science could be given, as electrotherapy, telephoning by light beams, the search for the absolute zero, the relation of cold to the different elements and many others of equal importance. But this paper will be confined to a few of those inventions or discoveries furnishing perhaps the most interesting phenomena.

THE KINETO-PHONOGRAPH AND THE ELECTRO-ARTOGRAPH.—These two instruments, or rather three—as the electro-artograph must consist of two instruments to produce the desired result—give both similar and yet dissimilar results. We say similar and dissimilar, in as much as the one is concerned with producing pictures of movement, the other with the transmission of photographs to any distance and the reproduction of the same at the other end of the wire. An intricate description of the mechanism of either is needless, as it may be obtained from any of the scientific journals. In the former instrument, advantage is taken of the persistence of optical images; in the jump of a monkey, which appears to be accomplished in an instant, there are fifty-three photographic proofs passing successively before the eye of the observer. The latter instrument is only another step in the attainment of "the transmission of intelligible signals or perhaps even power, to any distance without the use of wires." No doubt commercially the electro-artograph will become the more useful and popular instrument.

THE DISCOVERY OF ARGON.—While perhaps the discovery of Argon belongs more properly to the realm of chemistry, yet to the science of physics some honor must be accorded for its discovery. Lord Rayleigh in accounting for the delay between the preliminary announcement and the presentation of his paper to the Royal Society, attributes that delay to the experimental difficulties experienced in the investigation.

The practical uses of this new element or constituent of air is as yet problematical. Though its real function in nature

is not fully understood, M. Berthelot, the famous French chemist "has found that under the influence of the silent electric discharge, it combines with various organic compounds and notably with benzene." He also developed at ordinary pressure a magnificent fluorescent substance, greenish yellow in color and having a spectrum similar to that of the Aurora Borealis. No doubt in time many other interesting facts concerning Argon will be brought out and its true place in nature accorded to it. The discovery of Argon was a brilliant achievement and is the singular result of a prediction followed after an interval by realization.

TESLA'S EXPERIMENTS.—The researches of Tesla in the department of electricity deserve more than a passing notice. Mr. Tesla is acknowledged to be one of the greatest living electricians and his inventions and investigations fully justify one in assigning to him that distinction. In the recently invented oscillator, he departs from beaten paths and yet produces a machine giving higher and better results than before attainable in other dynamos. In the dynamos, as in general use to-day, that part of the wire of the armature, which revolves in front of the magnets, is useless so far as contributing to the generation of electricity. Mr. Tesla in his oscillator obviates this loss by having the armature dart in and out of the magnet, instead of revolving, cutting the lines of force swiftly, regularly, smoothly and thus generating current by this action. This to-and-fro motion of the armature is obtained by fastening the armature direct to the piston of the engine and one beauty of the machine is the absence of all governors, the currents regulating the mechanical movements.

The oscillator is of great practical value as an instrument of research, since it generates a current of high frequency and high potential and has that regularity needful for practical research.

Mr. Tesla has also obtained good results in some of his researches with other phenomena of electricity, as the generation of light from empty bulbs, the attainment of enormous voltage by means of induction, etc. In all his experiments Mr. Tesla brings to his aid the all-pervading ether, his theory as to electricity differing from the theories of some other eminent electricians..

YOUTH.

BY FRANCIS NEWTON THORPE.

First splendor of our years,
When we had reached these shores
The memory of thee cheers
Till our departing hours:
Though lingering for a day,
Fade not, fade not away!

Incarnate faith,
Pure-eyed and soft of hand,
With tender grace
Touched thee, and for thee planned
A larger life than stays
Our ebbing days.

And thou dost know
The fair and gentle ways
Of favoring tides that flow
Again in sunlit bays,
Where tempests are defied,
And our proud ship may ride.

And thou dost sing anew
Songs of new lands,
The fair years through:
Songs of new lands
Arising from the main
We cross again.

With foot-prints neat,
A train of airy bands
With flying feet
Now dancing on the sands:
And beckoning forms invite
To love's delight.

Soft voices in the air
Whisper immortal deeds:
"Wilt thou not dare
When glory leads?"
And in thine ears the sea
Sings a wild melody.

And on thy vision far
Bends a fair sky;
Nor sets one star
Of all the stars on high;
A path leads over sea,
A path shining for thee.

O fleeting grace
Of our Promethean years,
Haste not thy pace!
In thee, in thee appears
What touch in us there be
Of immortality.

Harper's Magazine

The Ideal of the Roman Empire.

An Empire is composed of its individual subjects. To study a nation's ideals is to encounter a problem in the composition of forces: Required the resultant ideal of a number of greatly varying minds.

There are two principal factors which enter into the measurement of a man,—his ideal and the effort with which he pursues it. His ideal is his standard of life and the nearness to which he approaches that standard marks his success or failure. We concede that one's ideal is not constant as to degree, but as to quality it remains unchanged. It appears to recede as man advances and to grow larger upon his approach. But to all men it is an abiding presence. Whether it be recognized or not, we live by ideals.

But how are such constants to be recognized? Let the thoughtful man study himself. As the magnetic pole controls the magnet, so one object will be found to attract and to absorb the attention of the individual. The complement of man is without himself. The attraction between man and his ideal is a law of nature. When we say that no two persons are alike, we simply affirm that their objects of interest are dissimilar. It is difference of ideal which makes one man a mechanic and another a lawyer.

This method of investigation should reveal to us a nation's ideals.

We thus have before us the Roman Empire and are permitted briefly to review her career, to consider the end she had in view and to see how nearly she attained to that end. And in this connection let us bear in mind that the Roman Empire is the great central fact in the history of nations. All the nations of the ancient world except those in the far east were one after another conquered by Rome and incorporated into her Empire. And the nations of the modern world began with her disruption. The Roman Empire thus stands midway between and forms the parting-ground of the two grand courses of the world's history, ancient and modern.

It is the Roman ideal of independence which first attracts our attention. In the dim twilight of the regal age, we can plainly discern grand human figures thrilled with the spirit of personal and national freedom. These are the figures of those stern old patriots who have given to the name "Roman" its lofty significance. The world may yet revere such names as Horatius, Coriolanus and Cincinnatus.

It was this ideal of freedom which found its expression

in the expulsion of the tyrant kings and the establishment of a republic at the beginning of the sixth century before the christian era. It was this same spirit of independence which thrilled the bosoms of the oppressed plebs and shook the very foundations of the little republic in their struggle for political recognition. It was this spirit of independence which placed Roman classes upon a basis of mutual understanding from which they could readily ascend to a position of universal supremacy in the ancient world. It was this same ideal of independence among themselves, which, when approached, unfolded to the Roman his conception of national power.

The Roman ideal of power was freedom. Her lawgivers recognized the error of the earlier empires in basing their standard upon mere mechanical force. The standard which Rome set before herself was not mechanical but mental. Her ideal of power was not the working of a mighty engine through the force of physical appliances. It was the impelling strength of a human will. In this lies the secret magnetism of a Carson, whose army, though composed of subjected foreigners, was so attached to himself that they would march to the end of the world in his service.

And it would even seem that those disastrous contentions which again frustrated Rome, and under the cliffs of Actium laid the republic at the mercy of imperial rule, arose not from the pursuit of a national ideal, but from the collision of personal ambitions. In this way do we account for that unfortunate surrender by Rome of her republican independence to a sole rule—that surrender which marks the turning point in Roman power—for no longer is heard the voice of the people, it being drowned in the revellings of an imperial court.

This Roman ideal of power grew with the advance of the republic to an unquenchable thirst for conquest. The Roman eye seemed centered upon one grand empire whose bounds should be limited only by the extent of the known world. How successfully this ideal was pursued is familiar to all students of Roman history. In this particular, at least, the Roman career stands unparalleled. From a little and oppressed village upon the banks of the Tiber, Rome grew to be the imperial mistress of the world—to hold in her own hand the sceptre of rule over the scores of petty nationalities which girdled her infancy; and to incorporate into her own person those nations which like Greece and Carthage for a time successfully rivalled her supremacy.

The Roman ideal of glory was conquest. It was that process of removing obstacles whereby her inherent sense of

freedom was realized. It was Rome who conveyed to the modern world the true idea of conquest. She considered that as long as anything was external to the empire it was a barrier to its advance. Accordingly it became the aim of every Roman citizen to transform the external into the internal. In the very beginning Rome brought about her conquests by laying violent hold upon those nations which stood without her gates and dragging them within. To Rome, the only way to realize her sense of freedom was to have nothing outside at all.

Previous to the Roman era, conquest had but one meaning—extermination. The enemies of Persia and Sparta knew but one fate—the sword. But the Roman empire was by no means desirous to exterminate its enemies. What Rome did desire was to transform her enemies into national dependencies. She was quite willing that the opposing nation should retain its manners, its religion and its laws, provided only it would consent to have the Roman wall extend beyond its boundaries. In short her whole political policy consisted in a process of appropriation. In this way she gathered to herself and transferred to her service those very influences which in days of old had threatened her own existence. In Rome we find the first empire which has subdued her foes by utilising them—the first which has risen to power by converting her enemies into members of her own body.

Nor are the Roman ideals of power and of conquest the only distinguishing features between her and the other ancient empires. The Roman ideal of law was a most destructive feature of her imperial greatness—a feature which the empire has transmitted unimpaired to posterity, and by which she being dead yet speaketh. It would seem that any period's wisdom is the aggregate of all that has been previously evinced combined with the genius and tact of that particular period. At least so it appears in reference to Rome. She had a faculty for sifting the preceding systems of government—for retaining that which was commendable or advantageous to herself and of rejecting the remainder. Thus we find Rome the first to introduce that system of colonial rule so widely adopted at the present time.

The empire is indeed expressed by "Rome and the provinces." Should a newly acquired territory not at once assume the dependent attitude, it was immediately colonized by a Roman army and the usual accompanying families. Henceforth it was ruled by a prætor or governor.

Rome thus became the acknowledged head from whence

issued her decrees to the world, then under the control of her own officers.

In the end this system proved defective by refusing citizenship to deserving subjects and by placing in the hands of the soldiers a power which in time was used against Rome and brought about her own destruction. Yet the ideal remains commendable and speaks much for the governing ability of the Roman world.

Accordingly Rome with all her defects and semi-barbarous aggressions inspires the mind with admiration for those prime elements, which, first manifested under her rule, have with her decay grown into the glorious mid-day civilization of the present century. At Rome those elements first appeared and were there demonstrated to be at the basis of modern progress. Her poets, under imperial patronage, sang of the majesty of government and have immortalized her conquerors and legislators, while the prosecution of public works was encouraged and the existing social evils were openly satirized.

Thus, considering the age in which Rome flourished, we are bold to affirm that many of her ideals were noble, and the nearness to which they were approached certainly proves that her rule was not a failure.

A. H. C. M., '96.

The Acadia Athenæum.

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The Sanctum.

Much interest is being manifested at the present time in the subject of Bible study in the College. There is indeed a great responsibility resting upon those to whose lot it lies to decide and act in this matter. Several of the American Colleges are placing Bible Study on their curricula. In some, such as Amherst College, the study of the Bible has been carried on for many years; in fact, it was one of the aims of the founders of Amherst that Bible study should have its place in their institution. At first critical exercises in New Testament Greek were conducted, but soon a weekly exercise in the English Bible was made a part of the curriculum; however, modifications had to be made, as it was found impossible to carry on this work with profit without a regular professor giving his time to the work. At present Amherst College has a chair in Biblical History and Interpretation, with elective courses of four hours per week for the junior and senior years. Colby, our sister college in Maine, has a chair in Bible and Biblical Literature. The last *Echo* contained a lengthy review of the work, with a discussion of the possibilities and dangers connected with Bible study in college. It would seem, were one to recall the nature of her early history and the memory of her honoured and spiritual founders, whose labours and prayers in her behalf were abundant, that Acadia ought to give a larger place to this subject than at the present time. Considerable attention is given to New Testament Greek and Christian Evidences but this at best is comparatively little. In 1881 this matter came before the Board of Governors, and a unanimous vote was taken looking toward enlargement of the facilities for Bible study, and it has been under constant consideration since. There are problems grave and serious connected with this question. The true object of Bible

study is to learn of Christ and to be increased in the ability and desire to serve Him. The chief danger seems to lie in the fact that the intellectual element might predominate over the devotional, and it is a serious question as to how far the devotional element should be made prominent. Yet it is certainly true that one of the greatest drawbacks to individual or class Bible study for devotional purposes, is the great deficiency of the ordinary college student or graduate on the intellectual side. The devotional study of the Bible is thus marred. This is the experience of those who have during the past year studied in the Y. M. C. A. classes. So much time must be given to acquiring a working knowledge of the facts, that the devotional side of the study is weakened. It is our conviction that the intellectual element should not be so disregarded or its undue supremacy feared. The truths and principles of Scripture are able to stand. The same truth which withstood the tempter of the Saviour, will stand the test at the present time. The American Institute of Sacred Literature of which President Harper is Principal, offers prizes for the best examinations in New Testament Greek, Hebrew Scriptures and the English Bible. The first examinations are to be held this year and the examination in the latter subject is open to all under-graduates. The avowed purpose of these examinations is to advance the study of the Bible, (a) as a unique literature, (b) as a record of unique history, (c) as a text-book of religious principles and (d) in relation to the influence it has exerted in the history of the world. Certainly the Book which is so intimately connected with the progress of civilization should be one of the text-books of the educational world and no educated man can afford to be ignorant of its contents. The men of whom the Bible relates were law-makers, kings, teachers, philosophers, commanders, and we should not be in ignorance concerning them while we store our minds with the philosophies of Plato, Spinoza and Kant, of Spencer, Hamilton and Stewart But yet other difficulties exist. It will not do to overlook difficulties even in making a plea. There must be unity in Bible teaching. It will not profit to put it under the divided attention of a professor already taxed with a large share of work. Experience in other colleges has shown this. A special chair ought to be endowed, before Bible study should be placed on the curriculum. A man fitted by natural endowments and special training should undertake this work—and this work alone. No task is more difficult, more responsible. It cannot be made a pastime. These considerations no doubt are amongst those presenting themselves to the Governors at the present time. So, while we must regret that we go forth as graduates without that knowledge of the Bible which will

edncated men should possess, yet we are compelled to recognize that there are real difficulities in the way. Now it remains to suggest that here is one of the opportunities which do not often present themselves to men of wealth. It would certainly be a most praiseworthy thing, if some generously disposed friend of Acadia would endow a chair in Biblical Literature and Interpretation. In no other way could be secured such important, lasting, and, we shall add, such blessed results.

The Month.

Rev. S. McC. Black, M. A., addressed the monthly Y. M. C. A. meeting on March 24th. His subject, "The Light of the World" was treated in a masterly and poetic style and shown forth in all its beauty of thought and richness of meaning.

On March 29th W. O. Fuller, jr., of the "Rockland Tribune" gave us the fifth entertainment of the *Star Course*. His Humorous lecture on "Banking in Kansas, how I found it, and how it left me," was full of sparkling wit and interesting details.

On the evening of April 6th, the honorary members again enlivened the Athenæum with their presence. After the transaction of regular business, Dr. D. F. Higgins gave us some pleasing reminiscences of the society of his student days, encouraging us by recounting the successes attained by some of the members of that society. An original paper by G. B. Cutten, a synopsis by F. M. Fenwick and an interesting critique completed the entertainment.

An exhibition of gymnasium work was given to the public on the evening of April 8. The class drills as well as heavy work were good illustrations of the thorough methods of training pursued during the winter, and reflect great credit upon our enthusiastic instructor Mr. S. R. McCurdy. Despite the depth of mud and April showers an audience of two hundred gathered at the gymnasium. The proceeds go towards purchasing new apparatus.

On the evening of Easter Sunday the usual monthly missionary meeting of the Y. M. C. A. was held in College Hall. The speaker of the evening was Rev. F. M. Young, Ph. B. of Bridgetown—subject, "Seeking and Serving." Mr. Young is a most interesting and forcible speaker, having at his command a fund of choice and striking illustrations and such plain and practical truths as adorned his address cannot but enrich the life of the hearer.

De Alumnis.

J. H. McDonald '91, has received a call to the pastorate of the Woodstock Baptist church.

H. S. Davison '94, is pursuing a summer course of theology in Winnipeg, Man.

F. H. Beals '86, after several years in the pastorate at Hebron has resigned. He has recently received a call to Canso.

C. R. Minard '90, J. H. Jenner '91 and W. J. Illsley '91 are in the graduating class at Newton, Mass.

E. A. Read '91, we understand has suspended work at the Chicago University on account of the illness of one of the professors of the department in which Mr. Read studied.

L. H. Morse '91, has recently completed his second year in the medical department of McGill University, securing first-class honors in Histology and Practical Chemistry.

L. R. Morse '91, in attendance upon the medical department of McGill, has completed his third year taking first-class honors in General Pathology.

L. B. Crosby '91 after pursuing the study of law for some time has recently entered the ministry and is now in charge of a congregation in the eastern part of the province.

Among those who intend taking the degree of M. A., this spring the following have partially completed the course. J. W. Brown '86, H. S. Shaw '88 and P. B. Raymond '90.

Henry T. Knapp '91 is now a graduate of the McGill Medical College. J. L. Churchill '92, in the third year, F. C. Harvey '93, A. C. Jost and E. S. Harding '93 in the second year have all made a good standing at the same University.

M. B. Shaw '86 who has had the superintendency of the Vizianagram, India, mission for sometime has been compelled on account of ill health to suspend active duties for a time. Mr. Shaw is at present in San Francisco.

W. W. Chipman '90 will be graduated from the Edinburg Medical College in June. At the mid-sessional examinations, Mr. Chipman took the second prize in the Surgical department and in another he captured the gold medal.

H. N. Shaw '91 has been for three years teaching elocution with much success in the different Universities in Toronto. On the first week in July Prof. Shaw will open a summer school to meet the wants of the citizens of Toronto, at which special attention will be given to vocal music, elocution and physical culture.

M. S. Read '91 has been eminently successful in the study of philosophy at at Cornell University during the last three years. This year he has enjoyed the honor of a fellowship. Mr. Read has received an appointment to the chair of philosophy in Colgate College, N. Y. The Athenaeum tenders its congratulations to Mr. Read and wishes him every success in his chosen profession.

W. G. McFarlane '93 has been for some time engaged in preparing a work on Bibliography which is now before the public. The author to gather material from all parts of New Brunswick for such a book has exhibited no small amount of industry and patience. The leading authors received considerable attention while those of less note are little more than mentioned. Mr. McFarlane was Editor-in-Chief of the ACADIA ATHENAEUM during his senior year in college and has been a liberal contributor to American Reviews.

T. A Higgins, D. D., was graduated in '54; since that time he has been a prominent worker in the Baptist denomination of Nova Scotia both in connection with its educational institutions and its evangelical interests. The foreign missionary enterprise received his hearty and prayerful support, and during his fruitful pastorate over the Wolfville church, which is about to close, he has had the pleasure of

seeing several of his congregation give themselves to this work. Dr. Higgins is a good citizen and a faithful pastor and retires from the active duties of life at an old age with well earned honors.

Rev. A. J. Kempton, '89, has returned to his home in Wolfville. During the past winter he has been pastor of a Baptist church in Madison, Wis., where his labors have been much blessed. A severe illness compels him to rest during the summer.

Personals.

Rev. D. G. McDonald has resigned the pastorate of the North Baptist church in Halifax and is now engaged in evangelistic work.

Howard Shaw and E. H. Saunders each of whom took the freshman year with the class of '94 have been graduated from the McGill Medical College with good standing.

Professor Keirstead lectured before the Quinctilian Society of Kings College Windsor, on the 26th ult. His subject was: The University as the Custodian of the Higher Life of the People. This eloquent and forcibly delivered lecture was highly appreciated by all who heard it.

Since our last number was issued we have lost our exchange editor, Mr. Nickerson, who with Mr. N. J. Lockhart and Miss Roop of the senior class, and Mr. Haycock of the junior class have gone to attend the Normal School at Truro. We wish them every success.

Mr. H. T. Peck a former member of class '95 made his classmates a call a few days ago. He has been pursuing a medical course at the College of Physicians and Surgeons, New York. He will graduate next year. While at Acadia, Mr. Peck made an excellent record as a student and has continued to sustain the reputation made here. His old friends were pleased to see him.

Mr. Walter V. Jones, son of Dr. Jones, has just completed his course in Veterinary Surgery at McGill University, standing second in his class, and receiving the degree of D. V. S. He intends to practice his profession in the United States. That there is room for men of this profession at home is well illustrated by the number of professional calls Dr. Jones has received during his visit in Wolfville. Before going to McGill he took the first two years of the arts course here, and speaks highly of the assistance he received in Latin and Chemistry, by which he was almost entirely relieved from devoting any time to these subjects at McGill. He with four others of his class were the only ones who passed successfully the examinations in Chemistry last year. The Athenaeum extends its best wishes.

Seminary and Academy Notes.

The 31st of March being the day for prayer for missionaries, Mrs. Boggs addressed the school on "Girl Life in India."

The Musical Recital given in Alumnæ Hall on Apr. 5th, was well attended and has been pronounced a complete success.

The following programme was presented :—

PART I.

1.	Piano Duet,	"Tarantelle"	Raff.
		Misses Reynolds and Miller.	
2.	Violin,	"Sylvia,"	Delibes-Davenport.
		Miss Lorinda Brown.	
3.	Song :	"Voices of the Woods,"	Watson.
		(Adapted to Rubenstein's Melody in F.)	
		Miss Annie Shaw.	
4.	Piano :	"Marche Funebre,"	Chopin.
		Miss Myrtle Miller.	
5.		Scene from "Romeo and Juliet,"	Shakespeare.
		Juliet : Miss Jennie Mills,	
		Nurse : Miss Edna Wyman.	
6.	Song :	"Peacefully Slumber,"	Randegger.
		(Violin obligato, Miss Fitch.)	
		Miss Margaret MacKeen.	

PART II.

1.	Violin Quintette :	"Birds in Dreamland,"	White-Hayden.
		Misses Lorinda Brown (First Violin),	
		Mary Burgess, Jennie Mills,	
		Mary Stafford, Nellie Burton.	
2	Piano :	"Minuet"	Paderewski.
		Miss Lottie Burns.	
3.	Song .	"Joyous Life,"	Randegger.
		Miss Ethel Johnson.	
4.	Reading :	"Robert of Lincoln,"	Bryant.
		Miss Lina Forbes.	
5.	Piano :	"Theme et Variations"	Weber.
		Miss Annie Cohoon.	
6.	Vocal Trio :	"The Water Nymphs,"	Smart.
		Misses Johnson, MacKeen, Shand.	
		God Save the Queen.	

Locals.

Prof of Chemistry—Give the meaning of Ductile.

Fair Senr.—Easily led.

The local editors owe an apology to a certain fleshy junior for not having found anything in his deportment for the past month worthy of record in these columns.

The town council of Wolfville evidently believes in the eternal law of compensation. At a recent meeting of that august body the tax on dogs was reduced fifty cents and to make up for the loss in revenue, a tax has been imposed on all entertainments of whatsoever nature.

The first-tenor (to professor of Astronomy, about 8 p. m.)—May I have the key of the observatory to-night professor? I wish to view Venus.

Prof.—Certainly, but come right up now we have a class there this evening.

First-tenor - I did not want to go until ten o'clock professor.

Prof.—Oh I see, it is another Venus you wish to observe.

There is a certain kind of animal, with somewhat lengthened appendages for hearing, which does not have the capacity of sight until it is nine days old. Another of its characteristics is it remarkable liking for Shaw. We may say that a few of these vertebrates were lately seen on college property although they are too young for clear vision; surely soon they will hear the bray of their dams and return to their country pastures.

Prof. in Psychology (to the heavy forward of the junior class.)
Do you recall the mother goose rhymes of your childhood?
Jun.—No Sir!
Prof.—Have you any remembrance of Cinderella?
Jun.—No, Sir!
Prof.—Nor Jack the giant-killer?
Jun.—No Sir!
Prof.—Perhaps you have some knowledge of the Brownies!
Jun.—Yes sir: I have seen some of them.

ACKNOWLEDGEMENTS.

T. H. Rand, D. C. L., $3.00; F. F. Tupper, $1.00; C. R. Phelan, 45c.; W. B. Spinney, 50c.; Reg. Morse, 15c.; Rev. H. S. Erbe, $1.00; C. D. Schurman, 90c.; Rev. F. M. Young, Ph. B., $1.00; C. E. Chipman, B. A., $1.00; J. E. Eaton, B. A., $1.00; Ernest Haycock, $1.00; R. B. Kennedy, $1.00; Prof. Wm. Elder, $1.00; J. L. Miner, 10c.; Prof. F. R. Haley, $1.60; R. Pratt, $1.75; E. B. Shaw, $1.00; W. G. Balcom, $1.00; A. L. Hardy, $1.00; F. E. Bishop, 75c.; Rev. G. R. White, B. A., $1.00; W. B. [illegible], B. A., $1.00; Prof. Faville, $1.75.