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THE LEGEND OF GLOOSCAP.

Bathed in the sunshine, still as of yore,
Stretches the peaceful Acadian shore;
Fertile meadows and fields of grain,
Smile as they drink the summer rain.

There like a sentinel, grim and gray,
Blomidon stands at the head of the Bay,
And the famous Fundy tides at will
Sweep into Minas Basin still.

With wondrous beauty the Gaspercau,
Winds its way to the sea below,
And the old Acadian Grand-Pro
Is the home of prosperous men to-day.

The place where Basil the blacksmith wrought
In the glow of his forge, is a classic spot,
And every summer tourists are seen
In the fairy haunts of Evangeline.

But the old Acadian woodsand shores,
Rich in beautiful legend shores,
Were once the home of an older race,
Who wove their epics with untaught grace.

Long ere the dykes that guard for aye,
From the merciless tides, the old Grand Pro,

Built by the Frenchmen's tireless hands,
Grew round the rich Acadian lands;

The Miemac sailed in his birch canoe
Over the basin calm and blue,
Speared the salmon, his hearts desire—
Danced and slept by his wigwam fire.

Far in the depths of the forest gray,
Hunted the moose the livelong day,
While the mother sang to her Miemac child
Songs of the forest, weird and wild.

Over the tribe with jealous eye
Watched the Great Spirit from on high;
While on the crest of Blomidon,
Glooscap, the god-man, dwelt alone.

No matter how far his feet might stray
From the favorite haunts of his tribe away,
Glooscap could hear the Indian's prayer,
And send some message of comfort there.

Glooscap it was who taught the use
Of the bow and the spear, and sent the moose
Into the Indian hunter's hands—
Glooscap, who strowd the shining sands.

Of the tide-swept beach, of the stormy bay,
With amethysts purple and agates gray,
And brought to each newly-wedded pair
The Great Spirit's benediction fair.

But the white man came and with ruthless hand,
Cleared the forest and sowed the land,
And drove from their haunts by the sunny shore,
Miemac and moose, forever more.

And Glooscap saddened, and sore distressed
Took his way to the unknown west,
And the Miemac kindled his wigwam fire,
Far from the grave of his child and sire;

Where now as he weaves his basket gay,
And paddles his birch canoe away,
He dreams of the happy time for men,
When Glooscap shall come to his tribe again.

ARTHUR WENTWORTH EATON.

[In the Boston "Youth's Companion."]

THE Senate has decreed, that hereafter degrees shall be conferred in alphabetical order and not in order of class standing as heretofore. This change will meet the appro-

bation of almost every student in college. The opinion of the ATHENÆUM upon this question has been too recently and plainly stated to need reiteration.

MISS CLARA B. MARSHALL, B. A., has been appointed to a position as teacher in Acadia Seminary. We congratulate our fair class-mate on this early recognition of her ability to serve the cause of higher education.

A. E. COLDWELL, M. A., has been appointed Professor of Science in this college. The duties attaching to the chair will be the same as those performed by Mr. Coldwell as instructor for three years past; but the recent appointment makes the position permanent rather than tentative.

IN accordance with custom this issue of the ATHENÆUM has been delayed in order that we might give some account of the anniversary exercises. In consequence of the absence of the junior and the sickness of one of the senior editors the work has fallen solely upon one. He has been compelled to prepare the matter in the hurry of packing and leaving, and therefore has been unable to give as satisfactory reports as he would wish.

IN another column will be found the examination papers in the department of education for the present term. We have taken the liberty to publish them in order that the college constituency may more fully understand the character of the work in this line. It is not at all unlikely that there may be further discussion upon this subject; and hence it is important that knowledge be the basis of argument and reference. We think a careful study of the matter will show that the department has a *raison d'etre*.

CALENDARS of the College and Seminary have been published. They are neat

pamphlets and are fairly explicit upon most matters relative to the institutions. It is to be observed that, while the curriculum has been extended, no provision has been made for modern languages or elective courses. Acadia seems to be trying to weld new things upon old ideas. She cannot resist progress so as to exclude new subjects but these are only so many accretions added to the old standards. Whether this process will continue till it reaches the limit of possibility, we will not predict. It is certain however that the course may become overloaded and incongruous long before it reaches this limit. We notice that the department of mental philosophy has no professor assigned to it. There has been some change in text books. Bowen, Carpenter and Chadbourne have been introduced. Kant has been transferred to the honour course.

NO report of the recent exercises would be complete without special notice of the graduation of a lady. This was apparently the grandest and most valued event of the whole week. Judging from the speeches and applause received there is a consensus of opinion in favor of co-education. Indeed if these can be taken as an index there is a readiness to put a premium upon this mode of collegiate culture be it general or professional. It may be, however, that something should be allowed for mere humour and gallantry. While the ATHENÆUM bears cheerful testimony to the ability and perseverance of the new lady bachelor, it is not prepared to concede that the graduation of any lady or any number of ladies from Acadia would afford any great cause for congratulation. We are yet to be convinced that co-education is the best thing for the college in particular, education in general, society at large, or the ladies themselves. In saying this, we of course call upon ourselves a storm of rant about female slavery and all that sort of thing. It is of course useless to urge that our ideas are consistent with the loftiest and truest ideal of women, that they

have a basis in any doctrine which claims for her the fullest development. Radicalism will never listen to reason. In that respect it is very much like demagoguism. The man who refuses to uphold co-education and female suffrage is coming to be regarded as a tyrant of the first degree.

But Acadia is open to the charge of inconsistency in this matter of co-education. Within a stone's throw of the institution which she aspires to fill with sons and daughters who may enjoy all the privileges and intimacies of college *chumship*, she supports another institution whose very genius is to preserve the feminine grace from the baleful influence of male society.

THE failure of the graduating class to provide a concert for anniversary evening has been the subject of much critical comment. Fair ladies have waxed eloquent in summing up the sins and delinquencies of its several members. It is indeed a matter of surprise that the fledgeling bachelors were not utterly crushed by these criticisms.

That the public desire the concert is evident; that a suitable entertainment should be provided as a proper termination to the days proceedings may also be conceded. These were exactly the views held by the recent graduates. At an early date they applied for permission to hold the usual concert and only secured the same through steady persistence. This granted, they entered into negotiations with Sichel & Co., of Halifax, to provide a foreign attraction of superior order. At a late date however this company advised the class of their inability to complete the arrangements made. Attempts were then immediately taken to secure local talent but these also failed. The faculty demanded a final answer on May 10, and at that date the class could not possibly decide in the affirmative. The circumstances were exceptional, and therefore indicate nothing in respect to concerts in future.

EXTRACTS FROM DR. ALWARD'S ORATION.

AT THE UNVEILING OF A TABLET TO THE MEMORY OF PROF. C. F. HARTT, A. M.

MR. PRESIDENT, LADIES AND GENTLEMEN :

Twenty-four years ago this month Charles Frederick Hartt graduated Bachelor of Arts at this University. He was then quite unknown to the great outside world. Beyond a small coterie of friends and his college associates, who knew his mental calibre and had learned to appreciate his worth, his name was unheard. Six years ago, the eighteenth of last March, he fell a martyr to Science, in the Capital of a great Empire, honored and personally esteemed by its enlightened ruler, better known than almost any other man in that vast country, and his death mourned as a public loss, so distinguished had been his services in the domain of science, by the most advanced thinkers of two continents. And what a splendid record does his too short, yet eventful, career present! Through all these years, ever "wearing the white flower of a blameless life," we see a lofty ambition subordinated to the noblest purposes.

A brief sketch of his post graduate career would very naturally be expected on this occasion. After leaving college he assisted his father as teacher in the Saint John Ladies' High School. During this period it was my privilege to enjoy much of his society. Being his almost constant companion I gradually learned to appreciate at its full value his real worth, as I marked his manly aspirations, his unflinching industry, his sterling integrity, his indomitable pluck and pure, unselfish life. No one, whom I have met, seemed to grasp more firmly the sublime truth:

"That men may rise on stepping stones
Of their dead selves to higher things."

Impelled by a force of will, as determined as it was unpausing, to prosecute his favorite studies, he felt keenly his straitened circumstances and often contrasted his position with that of others apparently more happily situated. Yet with a singleness of aim that knew no wavering he abated no "jot of heart or hope; but still bore up, and steered right onward." His was a purpose,—

"To grasp the skirts of happy chance,
And breast the blows of circumstance,
And grapple with his evil star."

In 1862 he entered as a special student the

Museum of Comparative Zoology, at Harvard University, under the immediate instruction of the world-renowned naturalist Agassiz. The effect produced by such an instructor upon the impressible mind of so ardent a scholar can readily be understood. The progress he made in natural Science was most marked. In addition to his favorite studies of Geology and Paleontology he devoted much attention to Zoology. Here he remained three years, with the exception of a part of 1864, when employed on the staff engaged in making a Geological survey of New Brunswick, his native Province.

In 1865 Professor Agassiz set out on the famous "Thayer" expedition to Brazil. Although its primary object was an investigation of the fisheries of that country, yet a study of its Geology formed a part of the plan contemplated. He was accompanied by a corps of able assistants, among whom was enrolled his favorite student, Prof. Hartt, in the special capacity of Geologist. On the voyage out the great naturalist, although in delicate health, delivered a series of lectures to his assistants on the promising field of scientific enquiry and research Brazil afforded. During this expedition the subject of our portraiture explored the south-east coast of Brazil for nearly a thousand miles, from Rio de Janeiro to Bahia or San Salvador, ascending at various points far inland up the rivers which seam the slopes of the lofty table lands that dip toward the sea. In 1867 he set out on an independent expedition to this interesting country, aided by private subscription, and examined the coast reefs and the Geological formations around Bahia and to the north as far as Pernambuco. The results of these two trips to Brazil were published, in 1870, in a work of over six hundred pages, entitled "The Geology and Physical Geography of Brazil." Prior to these Brazilian explorations scarcely anything was known of the Geology of that country. It presented a field for investigation most attractive to the naturalist, and those who knew the ardent temperament of Prof. Hartt can appreciate the zeal with which he prosecuted his researches. His contributions to science proved to be most valuable. He showed there were two distinct kinds of reefs on the Brazilian coast, the Sandstone and Coral, and told in that terse, yet clear and attractive style, characteristic of all he penned, how each was formed. He found in one of the southern Provinces a large extent of marine

cretaceous rocks filled with Fossil shells. After his return in 1867 he spent some time in lecturing, at the Cooper Institute, Pelham Priory, and other places in and near New York City, on the Geological explorations made in that country. In 1868 he was chosen Professor of Natural History in Vassar College, at Poughkeepsie. He soon after resigned this position to accept the Professorship of Geology in Cornell University. In 1869 the Hon. E. B. Morgan, of Aurora, New York, fitted out at his own expense an expedition to Brazil, having as its sole object Geological investigation. The staff consisted of Prof. Hartt, Prof. Prentice and eleven students of Cornell University. He likewise accompanied the second Morgan expedition to that country in 1871. During these two last visits he did more than any living man had ever done to bring the Amazonian valley under the notice of the scientific world. Hitherto, so far as its geology was concerned, it was a *terra incognita*. His revelations were of the most interesting and startling kind. He discovered extensive Carboniferous deposits together with large quantities of Devonian and more recent fossiliferous remains. He was also able to refute the theory of a vast Amazonian glacier. This he did in opposition to the view of his former instructor and patron, Agassiz. That great man, without adequate research and by a too hasty generalization, extended the ice-sheet of the glacial epoch over the whole valley of the Amazon. Prof. Hartt demonstrated that, though glaciers may have occurred on the coast near Rio, no traces of them exist even so far north as Bahia. This settling forever of the question concerning ancient glacial action, at the equator, of itself was sufficient to establish the reputation of any explorer. These four Brazilian expeditions, coupled with the careful, minute and scientific manner in which they had been conducted, rendered Prof. Hartt the best qualified of any living Geologist, and doubtless led to his selection by the Emperor Don Pedro, to enter upon one of the grandest tasks ever committed to a man of science,—to make a Geological survey of an Empire with an area of 3,288,000 square miles, abounding in rich and varied resources and presenting to the eye of the Geologist an almost virgin soil. In May, 1875, he received his instructions from the Emperor as chief of the Imperial Geological Commission, and shortly after set out on his great life work, first making a short visit to England, where he met many of the

leading scientists of that country. Seven years were given him to complete this great undertaking. His salary was fixed at ten thousand dollars per year. To this ennobling task he brought the resources of a wonderful energy and a ripened experience. For nearly three years he prosecuted his work with such zeal, ability and enlightened research as to elicit the warmest encomiums of the most eminent geologists of the day. The amount of work compressed in this short period of his life almost passes belief. It was then he laid the ground-work of the noble structure he hoped, but was not spared, to rear. The "thews of Anakim, the pulses of a Titan's heart," must have felt such a strain. Naturally of a weak constitution, his great will power at length gave way, and being no longer able to ward off the insidious approaches of disease, he fell an easy prey to yellow fever, and after an illness of three days gently passed away, stricken down thus early in life, when everything betokened a future full of hope and bright with the promise of obtaining the highest distinction, his case seems more than ordinarily sad. He had reached an eminence whence he could see the kingdom of his most daring aspirations spread out before him, and from its commanding height he had been permitted to catch a view of the promised land, and yet was destined not to enter. He had just commenced to publish his reports when his work was stayed by the hand of death. Sometimes we feel inclined to murmur at the will of Heaven and ask, "why is it the evil are often spared to work their deeds of darkness and shame and the good snatched suddenly away in the mid-career of their usefulness?" But still it must all be for the best.

"Oh yet we trust that somehow good
"Will be the final goal of ill."

Amid life's changes and strange inscrutable vicissitudes, we yet believe—"That nothing walks with aimless feet."

What Prof. Hartt's reports would have been we can form some estimate by his published works, "The Geology and Physical Geography of Brazil," "Brazilian Antiquities," "The Mythology of Brazilian Indians," and numberless articles in Scientific Journals. These stamp him as a man of unwearied application and great capacity. On one of the principal streets of Rio, with its population of nearly three hundred thousand, stands the Museum of the Commission, the product of his genius and toil, replete with a rich and varied collection

of fossils, antiquities, rock and reef specimens, Corals, and Photographic views of objects and places of interest, from almost every province of Brazil. What fitter or grander monument could be reared to his memory? What memorial could shed a brighter lustre on his name? This will perpetuate his fame, when sculptured marble shall cease to preserve its record and loftier monuments are levelled with the dust. * * * * *

His great versatility was the surprise of all with whom he came into contact. He was an accomplished linguist; had a fine taste for Music; could draw, sketch, and was a standing authority on the quaint lore and legendary tales of different countries. At the time of his death he could read with ease ten or more languages, and could speak fluently five modern ones. On one occasion he lectured at Rio before the Emperor, his Court and the *elite* of the City, in Portuguese. One present remarked, he spoke with greater apparent facility than he had ever heard him in his own vernacular. But it was in the realms of Science where he exhibited his extraordinary powers to the greatest advantage. The readiness with which he could recollect the names and classify Fossils was simply marvellous. In this respect he far outstripped all other students at Harvard. * * * * *

His wondrous versatility, however, did not cause him to swerve from the purpose he set before him in life. After all he was a man of one idea—and that to stand in the front rank of Natural Scientists. To this one object he subordinated all his powers and dedicated his great and varied knowledge.

For money, except as a means to an end, he had not the slightest desire; nor did he seem to know its value, save when purchasing a book or spending it to prosecute his favorite studies. In these days of sordid profit and grovelling desires what a relief does such an example present! He was one of the most unselfish of men. To do a noble act, to assist a friend, to speak a kind word either of admonition or instruction, seemed the very essence of his being.

These are a few of the cardinal virtues of him to whose memory yonder statute is erected. Pure in life, unselfish in deed and thought, ready to sacrifice all, even life itself, to broaden the horizon of Science and extend the limits of knowledge, what more, I ask, can be added?

Sic iter ad astra

My fellow class-mates:—

Such then in brief was the work, and such the life of him, with whom for four years we enjoyed daily communion within the walls of our *Alma Mater*. How barren seems the record of our achievements as contrasted with that of him we mourn. Regret now is useless, save as a stimulus to future exertion. The past is beyond recall; yet "some work of noble note may yet be done." Let his brilliant career fire us with a worthy ambition to follow, "with steps however unequal and at a distance however great," the course of so bright an example.

But yesterday, in the Church at the foot of this hill, he stood by our side, cheerful and radiant with hope, and received from the hands of the late venerable President of this University, his Bachelor's Degree. To-day, in a Cemetery overlooking Lake Erie, in the land of his adoption, he finds lasting repose, unvexed by the cares and undisturbed by the turmoils of life. From that lonely grave comes a voice, and it bids us in life's stern battle ever to stand for the right, and to emulate him in strength of will—"To strive, to seek, to find, and not to yield."

PUBLIC EXHIBITION OF HORTON ACADEMY.

This exercise took place in College Hall on June 4th. Owing to the illness of Principal Tufts the Vice-Principal, E. W. Sawyer, B. A. presided. He was supported on the platform, by his associate instructors, F. R. Haley, A. B., and W. F. Kempton. After prayer by Dr. Pryor the following programme was rendered:—

1. Essay—"Wm. Pitt".....Herbert Harris.
2. Reading—"The Lost Steamship".....A. B. Holly.
3. Essay—"The Will or the Way".....John Dowes.
4. Reading—"The Engineer's Murder".....Lewis Lovett.
5. Music—Duett.....Misses Higgins and Hill.
6. Essay—"Napoleon Bonaparte".....Arthur Harris.
7. Reading—"The Schoolmaster's Guest".....A. E. Shaw.
8. Essay—"Self Culture".....Howard Harris.
9. Music—Vocal Solo.....Miss Campbell.
10. Essay—"Our North-West",.....A. E. Shaw.
11. Reading—"Speech of Spartacus".....Clarence Minard.
12. Music—Chorus.....Misses Gourley, Wallace and Rogers.

Short addresses were given by Principal Calkin and Dr. Day.

Under existing circumstances the exercise was all and more than could be fairly expect-

ed. The essays by Howard Harris and A. E. Shaw and the recitation by the latter gentleman, deserve special mention. It is due to this institution to say that its instruction and discipline during this year have been exceptionally good. The writer, having observed its workings for some five years feels free to say that its condition in that period, was never more healthy than at the present time. Some fifty-three students have been in attendance. The following are the matriculants:—H. W. Brown, M. D., Hemeon; C. R. Higgins, M. C. Higgins, Wolfville; D. J. Bethune, Loch Lomond, C. B.; L. D. Morse, Lawrencetown, Annapolis; W. H. Morse, Weymouth; Lewis Lovett, Kentville; A. E. Shaw, Hantsport; H. O. Harris, Canning; A. Harris, do.; Howard Harris, Canard; Chas. Lyons, Waterville; Chas. Eaton, Canard; John Dewis, Advocate; Clarence Minard, Cornwallis; H. E. Wilson, Waterville; B. Oxley, Wolfville.

ACADIA SEMINARY.

The public exhibition of the Seminary on the evening of June 4th, was one of the most successful ever held. The audience which was even larger than usual, was distinguished for its grace, and intelligence. Dr. Higgins presided. Seated on the platform were the faculty of the Seminary, Dr. Welton, Rev. Mr. Bartlett, and others. The following was the programme:—

- Processional March.....Misses Dickie and Campbell.
- PRAYER.
1. Piano Trio—"Barber of Seville".....Rossini.
Misses Holly, Rand, and Rogers.
 2. Essay—"Grecian Sculpture".....Lizzie C. Hill,
New Westminster, B. C.
 3. Vocal Solo—One Sweetly Solemn Thought.....Ambrose.
Hattie E. Wallace.
 4. Essay—"The World's Heroes".....Lillian J. Benjamin,
Wolfville.
 5. Piano Solo—"Rondo Brillante, Op. 62".....Weber.
Lizzie C. Hill.
 6. Essay—"Shakespeare's Heroines".....Fannie C. Cox,
Stewiacke.
 7. Vocal Solo—"Water Cresses".....Laforl.
Ernie A. Day.
 8. Essay with Valedictory—"The Commonplace".....
Laura E. Hart, Whycomagh, C. B.

PRESENTATION OF DIPLOMAS.

ADDRESSES.

GOD SAVE THE QUEEN.

The rendition of the above was for the most part almost above praise. After the presentation of diplomas short addresses were made by Rev. J. F. Bartlett and Dr. Welton.

ANNIVERSARY DAY.

THIS occasion always brings with it a variety of subject matter for the literary man. The spring scenery, the purpose of the gathering, its history, the persons present, the judges, doctors, lawyers, preachers, the professors, the ladies, mothers, aunts, sisters and cousins, the style, the grace, the beauty, the wit, &c., &c., form a theme in which the grave, the ludicrous, the pathetic and romantic would find a place. Time and space, however, must overcome all temptations in this line and keep us down to simple matter of fact.

The exercises on the morning of the fifth, were in almost every respect of the usual character. The weather was prosperous, the audience large and of the usual make-up. On the platform were seated the Faculty, Fellows, Scholars, and other distinguished gentlemen. The following programme was greeted with the usual applause and afterwards received the usual encomiums:—

PRAYER.

Orations by members of the graduating class.
Education a Natural Process Directed by Human Art, H. Bert Ellis, Fredericton, N. B.

MUSIC.

The supremacy of Law in the British Constitution, Benjamin A. Lockhart, Lockhartville, N. S.

The harmony between the Artist and his Work, Clara B. Marshall, Lawrencetown, N. S.

MUSIC.

The Classical and Modern Theatre, Frank R. Haley, St. John, N. B.

The Origin and Permanence of Civil, Social and Religious Laws, Frank M. Kelly, Collina, N. B.

Honor certificates were awarded to F. R. Haley and F. M. Kelly in classics and philosophy respectively.

Music of a very superior order was furnished by Misses Hartt and Hill. The graduates were introduced by Rev. W. H. Warren and received their degrees from the president in

alphabetical order. The latter in congratulating the class on the completion of the course, testified to the zeal, patience and industry with which they had followed up their studies. He pointed out to them the changes which the course had developed in their intellectual and moral characters, and commending them to the work of the world dismissed them with the benediction of the Faculty. The degree of M.A., in course was conferred upon Walter Barss, and honorary upon J. P. Chipman and L. E. Wortman. D. M. Welton, Ph.D., received the degree of Doctor of Divinity. After an address by the latter gentleman, the exercises, which, a unanimous verdict were a success, was brought to a close by the national anthem.

At 2 p.m. the alumni and a large number of ladies and gentlemen sat down to dinner in Chipman Hall. Dinner over—which by the way, may be described as wholesome rather than sumptuous—the president, Judge Johnson, proposed “The Queen,” which was responded to with enthusiasm. No other formal toasts were drunk, but brief, and for the most, humorous speeches were heard from the president, Prof. Foster, Benj. Rand, A. B., Dr. A. J. Eaton, Principal Calkin, Rev. Mr. Churchill, Mr. Scott, and J. F. L. Parsons.

At 4 o'clock a number of persons assembled in the library to witness the unveiling of a tablet in memory of the late Prof. C. F. Hartt, erected by his class mates. After a few introductory remarks Dr. Rand withdrew the veil and introduced Dr. Alward, who then delivered an oration.

This tablet is a shield of white marble imposed on a larger shield of dove colored marble and bears the following inscription:—

CHARLES FREDERICK HARTT, A. M.,
of the class of 1866.

A valuable assistant

of Agassiz, Professor in Vassar College and in Cornell University. Appointed by the Emperor Dom Pedro II. in 1875, chief of the Geological Survey of Brazil, in which service our beloved “Fred”

Sacrificed his life.

Born at Fredericton, August 23rd, 1840. Died at Rio

Janciro, March 18th, 1878. His remains were removed to Buffalo, N. Y., June 7th, 1883.

This tablet is placed here by his classmates.

June 1884.

The design which is very neat and artistic, was drawn by Mrs. T. H. Rand. The sisters of Prof. Hartt have presented the Senate with a fine crayon portrait of their brother. The tablet is set in the east wall of the library, and the portrait will be suspended from the gallery directly above.

At 8 o'clock p. m., a select and appreciative audience assembled to hear Prof. Foster's lecture on "Patriotism." Dr. Sawyer introduced the lecturer with some very fitting remarks. To say that Prof. Foster is a great speaker would only be repeating what all Canada knows. He doesn't *read* he *speaks*. His address is a direct communication from his own full heart and mind to the hearts and minds of his hearers. This he does through apt illustrations and language of the highest pictorial beauty and the perfect image of his thought, all of which find their counterpart in his inflection, modulation and gesture. He is something of the artist, the logician and the philosopher. While very many must demur to his political views all intelligent citizens must admit that he is not only a man of extraordinary ability, but also a man of noble mould whose presence in public life must impart a wholesome savor. The following is a summary of the lecture as given in the Halifax *Herald*:

"The lecturer briefly sketched the history of the development of national characteristics and national life and feeling, as shown in the youth of historic nations, and in a closely reasoned argument pointed out the essential features in the national idea. Among the causes of patriotism was a feeling of ownership. Every man felt a deeper interest in that country where his material interests were. He was a better citizen and more patriotic, other things being equal, if he owned a part of the country than if he did not. Then there was a bond of union between people of the same blood, looking back to the same parentage, having the same historic traditions. The

feeling of association in work and prospect, and in privation and suffering was another cause of the feeling that we call patriotism. The same causes that bring neighbors and brothers and business partners into sympathy, bring the individuals who compose a nation into sympathy with each other. The learned lecturer after proving that patriotism was necessary to the advancement of any country, enumerated the condition under which true patriotism could exist. There must be an intelligent appreciation of what was going on in the country, There must be moral purity. When vice becomes powerful in a country and the majority of the citizens give loose rein to passion, patriotism must go out and the country is doomed. Magnanimity—that is the opposite of selfishness and narrow-mindedness—was essential to the development of a patriotic people. And there must be in addition to all these other virtues, the virtue of hopefulness. The country cursed with many grumblers is an unfortunate country; the man surrounded by croakers always speaking words of discouragement—always depreciating the natural advantages of the land and complaining of themselves, each other, and the world at large, could accomplish but little. All great countries grew amid such conditions as these. The citizens were self-sacrificing, moral, wise, and had a firm belief and hope in the future. Patriotism was loyalty to the best that was in the country, and the best that was for the country. Its object should be to diffuse knowledge, to secure equal rights to all, to guard the purity of the home, the purity of society and honesty in government. Professor Foster in the course of his remarks on the object called attention to the need of paying more attention to the study of political science at school and college. He demanded for women the right to vote on questions affecting the purity and sanctity of the home, and generally the right to take any position, professional or social, for which she could prove herself qualified. He eloquently denounced the theory that patriotism meant

loyalty to this party or to that. While every man should have a political faith of his own, no man should think that the support of his party was all that was required of him."

EXAMINATION PAPERS.

MENTAL PHYSIOLOGY.

1. What are the physiological relations of Habit?

2. Shew that the physiological principles of nutrition and the psychological principles of association express, the one in terms of Mind, the other in terms of Brain, the fact that any sequence of mental action frequently repeated tends to perpetuate itself.

3. State the composition of the moral atmosphere which educational science and experience alike recommend as most potent in giving a right direction to the psychical organism, from infancy to maturity.

4. (a) Define *Nomos*, and (b) shew that it is difficult to discriminate between the tendencies of thought and feeling which are shaped by the *nomos*, and those which grow out of the congenital constitution.

5. Shew (a) that the Will, if trained aright, can in great measure control the excess and supplement the deficiencies of these tendencies [question 4], and (b) specify upon what the strength of the Will mainly depends.

6. (a) What is the explanation of the fact that in the hereditary transmission of psychical character, family or individual peculiarities tend to reproduce themselves in a much less degree than do characteristics of species or races, and (b) set forth with examples the law of transmission of abnormal habitudes of nutrition.

7. Shew (a) that *I am, I ought, I can, I will*, are foundation stones in all true character building; and (b) indicates the relation of volitional to automatic mental action.

8. Illustrate the proposition that volitional guidance of thought is essential to common sense judgments.

9. Shew that the Will has an immense indirect power in the formation of beliefs, and indicate the modes in which this power is exercised.

10. Name the different kinds of motive powers which, under the permission and purposive selection of Will, are the sources of human action.

11. Specify the several modes in which the Will regulates the ordinary course of daily life.

*** Ten questions a full paper.

HERBERT SPENCER ON EDUCATION.

1. State the main positions taken in Spencer's Essay, "What Knowledge is of most worth?" and criticise the same.

3. What are his views of the following:—(1) Rote-teaching and teaching by rules, (2) the culture of the observing powers, (3) object lessons, (4) the advantages arising from making education a process of self-instruction, (5) the development of a complete body of educational doctrine.

3. State (1) the principles of method enumerated by him, with observations respecting each; and (2) how you would teach one of the following subjects in accordance with the foregoing principles as approved by you:—Arithmetic, Grammar, Geometry or Drawing.

4. Give in brief Spencer's illustration of the following law:—"The suppression of every error is commonly followed by a temporary ascendancy of the contrary one."

5. (1) Give an outline of his argument in favor of the adoption of the discipline of natural consequences as the chief reliance in moral education, (2) specify the chief maxims and rules which he deduces therefrom for the guidance of parents and teachers; and (3) state in what respects the principles enumerated in (1) and (2) seem to be inadequate as a system of moral education.

6. (1) Outline the considerations adduced by Spencer in support of the following propositions:—(a) that children are usually underfed, (b) that they are insufficiently clothed, (c)

that they have insufficient physical exercise, and that (d) they are the victims of excessive mental application; and (e) indicate briefly the principles of physical education by him.

HISTORY OF EDUCATIONAL PRINCIPLES AND PRACTICE.

(Time, three hours.)

1. Give (1) an outline of the ordinary practice of education among the Greeks; or (2) an outline of the ideal schemes sketched by Plato and Aristotle.

2. Give a sketch (1) of the ordinary schools among the Romans, and of Cicero's conception of the orator, or (2) Quintilian's system of education of the perfect man.

3. Shew that the Greek and Roman ideals of human culture are the complements of each other.

4. Describe (1) the work of the Schoolmen, and also of the Brethren of the Common Life, or, (2) the rise of Humanism, and the school organization of Sturm.

5. Name representative Realists, Naturalists, and English Humanists, and give a statement of the principles set forth in *Didactica Magna*.

6. State Locke's views of the following:—(1) a practical education, (2) school discipline, (3) bodily training, and (4) Latin themes and verses.

7. Give a sketch (1) of the schools of the Jesuits, indicating carefully their educational principles and methods, or (2) a similar sketch of the schools of the Janenists.

8. Outline with some fulness the educational principles and methods advocated by Rousseau, Basedow, or Pestalozzi.

9. Specify the several philosophers who first approached the science of education through the study of psychology, and indicate Herbert's views as set forth by him under the divisions of "government," "instruction" and "discipline."

10. Give the rationale of the "occupations" of the Kindergarten.

11. (1) Indicate the scope and methods of industrial art advocated by Leland for schools,

and (2) specify some of the means available to every teacher by which sympathy with industrial pursuits may be developed and fostered in all our public schools.

EDUCATION AS A PHILOSOPHY.

(Time, three hours.)

1. State the law, as formulated by Leibnitz, of the genesis of our knowledge from the vague to the definite, which underlies the following statement:—"The reform in teaching ascribed to Comenius, Ratich, and Pestalozzi consisted, in substance, in making presentations adequate and intuitive."

2. (1) Define mental culture, and (2) state (a) in what subjects the mind of the child differs from that of the adult, (b) indicate the characteristics common to physical growth and mental growth, (c) the general relations between material and residueum, and (d) in what way products of mental growth may be modified or even determined.

3. State the psychological law upon which the following principle is based, and discuss the principle:—"Knowledge should be presented in the form of wholes that are resolvable by the pupil into parts."

4. (1) Define (a) the method of discovery, and (b) the method of instruction, and (2) indicate the office of each in the school room.

5. Shew that analysis and synthesis are but the necessary parts of the same method.

6. (1) State the ends comprehended by instruction as a rational art, and (2) indicate psychologically the distinct stages of the art.

7. (1) Specify two points of first importance in which instruction is often defective, and (2) point out the causes of these defects and the appropriate remedies.

8. (1) Discuss the following antagonism:—the perfection of man as an end, and the perfection of man as a means or instrument; and (2) illustrate the following proposition:—the intensity of education is in inverse ratio to its extensity.

9. State the law of Extremes, and give illustrations of its operation in the practice of education.

10. (1) Discuss and illustrate the law of transitions as seen in the development of the individual life, and (2) specify some important influences of this law in practical education.

11. Discuss the principles of organization and government.

12. Indicate the leading points of contrast between the "old education" and "the new."

***Ten questions a full paper.

THE MUSEUM.

DURING the past few months valuable additions have been made the College museum. The late donations, as recorded by Professor Caldwell, are as follows:—

Twelve specimens of Stanrolite from Claremont, N. H.; donor, L. J. Graves. Clouded agate gypsum, donor, Blanche Bishop, Acadia College. Stems of an opium pipe, two opium trays, and two "tan" sticks; donor, E. L. Coldwell, Portland, Oregon. Fossil rain prints, Horton Bluff; donor, C. A. Coldwell. Two wasps nests; donor, Edward Wallace, Wolfville. Petrified wood, Calistoga, Napa Co., Cal., cotton seeds from Louisiana, U. S., samples of four grades of magnanese and star fish from Pacific Coast, skull of flat-head Indian from Oregon; donor, M. C. Smith, San Francisco, Cal. Sections of the vertebral column of a shark; donor, W. C. Balcom, Hantsport. Ore of antimony, Hants Co.; donor, B. M. Davidson, Halifax. Moss agate, Colorado; donor, Norman Dunn, Inglesville, Annapolis Co. Valuable collection of fresh water shells, including over 75 specimens, principally unios. Also a collection of marine and fresh water univalves; donor, A. J. Pinco, A. B. Old coin of George I.'s reign; donor, George Peach. A box turtle, Dighton, Mass., a collection of shells, a piece of pipe coral, a piece of China ware, confederate bills,—two one hundred, 1 fifty, 1 twenty, 1 ten, 1 five, 1 two, 1 one. Mounted birds;—Baltimore Oriole, Scarlet Tanager, Meadow Lark, Red wing Blackbird, Eastern Bluebird, Cardinal Red bird, Indigo Bird, Purple Grackle; donor, A. L. Calhoun, A. B., St. John, N. B. Ore of antimony, West Gore, Hants Co; donor, M. B. Shaw, Acadia College. A collection of fifteen *Stolactitia* forms from Wyandotte Cave, Crawford Co., Indiana, map of the cave, bottle of sulphur water, Sulphur Springs, Wyandotte Cave. A collection of woods,—Hickory, Sycamore; Persimmon, Paw-paw, Thorny Locust (with thorn), Sassafras and Lynn, fruit of Hickory, Sycamore, Persimmon, Paw-paw and Walnut, Pulp from paper-mill, Indianapolis, Ind.—Specimens of two

ears of corn, also one years growth of wild flax, 13 feet long, from Smith's Valley, Indiana; donor, E. H. Sweet, B. A.

Locals.

Bonnets!

Whitewash!

Apple blossoms!

The three junior classes were dismissed May 1st.

J. E. Keddy will resume the stewardship of Chipman Hall in September.

The Wolfville barber shop has been thoroughly refitted and refurnished. It is now real neat and cosy and deserves patronage.

A match between the Academy clubs of Acadia and Kings at Wolfville, on the 31st ult., was unfavourable to our boys.

At the last session of the ATHENÆUM, J. A. Ford and H. T. Ross were chosen chief editors and E. A. Magee, Secretary—Treasurer of the paper.

A cricket match between the Wolfville village club and the Three Elms club of King's College, on the 22nd ult, at Wolfville, resulted in an easy victory for the former. A return match at Windsor on 7th inst., also resulted in a victory for Wolfville.

At a recent meeting of the Alumni the following officers were elected.

President—Judge Johnstone.

Vice-President—Rev. D. G. McDonald, Sackville.

Secy.-Treas—Frank Andrews, B. A.

Board of Directors—W. L. Barss, B. A., E. D. King, M. A., J. W. Manning, B. A., Rev. E. J. Grant, Prof. Jones, M. A., B. H. Eaton, M. A., and J. W. Longley.

Auditor—A. J. Denton, B. A.

W. M. McVicar, M. A., was nominated to fill vacancy in Senate caused by the death of Rev. J. A. Durkee.

PERSONALS.

O. C. S. Wallace, '83, spent a few days in Wolfville previous to his departure for Dakota, whither he has gone in quest of health.

T. S. Rogers, '83, recently made Wolfville a short visit. He has entered the law office of Townsend & Dickie, Amherst.

The following graduates attended the anniversary exercises on June 5th.—Judge Johnston, Dr. Armstrong, James S. Morse, Rev. T. A. Higgins, Dr. Welton, Simon Vaughan, Dr. Barss, Dr. Higgins, B. H. Eaton, Dr. Alward, Prof. Jones, Dr. Rand, Rev. S. B. Kempton, E. D. King, Rev. Jos. Murray, Rev. D. A. Steele, J. F. L. Parsons, John Wallace, A. E. Coldwell, Rev. A. Cohoon, Rev. W. H. Warren, Dr. A. J. Eaton, Howard Barss, Benjamin Rand, A. J. Denton, G. W. Cox, E. W. Sawyer, Frank Andrews, E. D. Webber, H. H. Welton, John Donaldson, W. P. Shaffner, C. O. Tupper, H. R. Welton, W. L. Barss, Walter Barss.

Among those present may be mentioned the following:—Dr. Pryor, Dr. Parker, C. B. Whidden, Rev. Calvin Goodspeed, M. A., Rev. J. L. Young, B. A., Rev. J. A. Gordon, Rev. Mr. Roe, Rev. E. O. Read, Principal Calkin, John March, Rev. H. Foshay, Rev. H. O. Parry, J. A. Calkoun, F. S. Clinch, B. H. Calkin, Rev. Mr. Churchill, Rev. J. F. Bartlett, Prof. Foster, Dr. Day,

The remains of Dr. J. Leander Bishop, '43, were recently removed from Newark, N. J., where he died in 1868, and reinterred in Oak Hill Cemetery, Washington, beside those of his nephew C. B. Young. Dr. Bishop was the author of a History of American Manufactures from 1608 to 1866, a standard work. He was a surgeon in the seventh regiment of the Pennsylvania Reserve Corps during the late Civil war, at the close of which he was appointed to a position of Chief in a division of the Bureau of Statistics at Washington.

THE following is what Goldwin Smith says about Charles Reade:—

The usual libations of obituary eulogy are being poured upon the grave of Charles Reade. He leaves a gap in the circle of great novelists which there seems to be nobody to fill. In fact there are decided symptoms of decadence in fiction, and the furd of plots and characters which the human mind is capable of inventing, appears to be approaching exhaustion, as well it may, considering that novels have been appearing in England at the rate of two in every three days. Reade's merits were undeniable; they culminated in "Christie Johnstone": his plots were interesting, and some of them bore the test of dramatization; his characters, if not very deep, were clearly outlined; his language was eminently strong, fresh and vivid. His morality, as a rule, was pure, though in "A Terrible Temptation" it was, to use Mr. Compton Reade's phrase, "lubricious." It at

ways seemed unaccountable that a generally clean man should have written that dirty book. It appears that Reade prided himself upon being a gentleman; but when stung by the criticism which he sometimes richly deserved, he gave public vent to his rage in language such as never came from a gentleman's lips or pen. This want of dignity had its root in the almost insane self-love which led him to introduce into one of his novels an elaborate, and it is needless to say, absurdly flattering portrait of himself. This is, at all events, a better excuse than that tendered by some of his friends, who declare that he did not lose his temper and that his pretended fits of rage were advertisements. But his main offence against art and against society was pamphleteering under the guise of fiction. His accounts both of the lunatic asylums and of the model prisons, though they might have some slight foundation in isolated cases of abuse, were, as general pictures of the institutions, totally and criminally false; and the attack on asylums could not fail to do mischief by setting families against the only remedy which affords any hope for the insane. To use fiction as an engine of controversy is to usurp an unlimited license of coining facts in support of your own case; and when the writer's object is to create a prejudice against any man or body of men the practice becomes at once a most culpable and a most dangerous form of slander. Denial is hardly possible, however innocent the victims of the attack may be. Even "Uncle Tom's Cabin" is not unobnoxious to criticism on this ground, and if it misrepresented the South, the responsibility of its author is heavy, for it did not a little to kindle on both sides the passions which led to civil war.

ACKNOWLEDGMENTS.

A. P. Clark, \$1.50; W. F. Kempton, 1; Rev. J. A. Gordon, 1; J. B. Calkin, 1; J. F. Longley, 2; E. H. Howe, 2; Rev. I. C. Archibald, 4; Levi H. Milbury, 1; E. D. Webber, 3; Prof. Coldwell, 2.

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