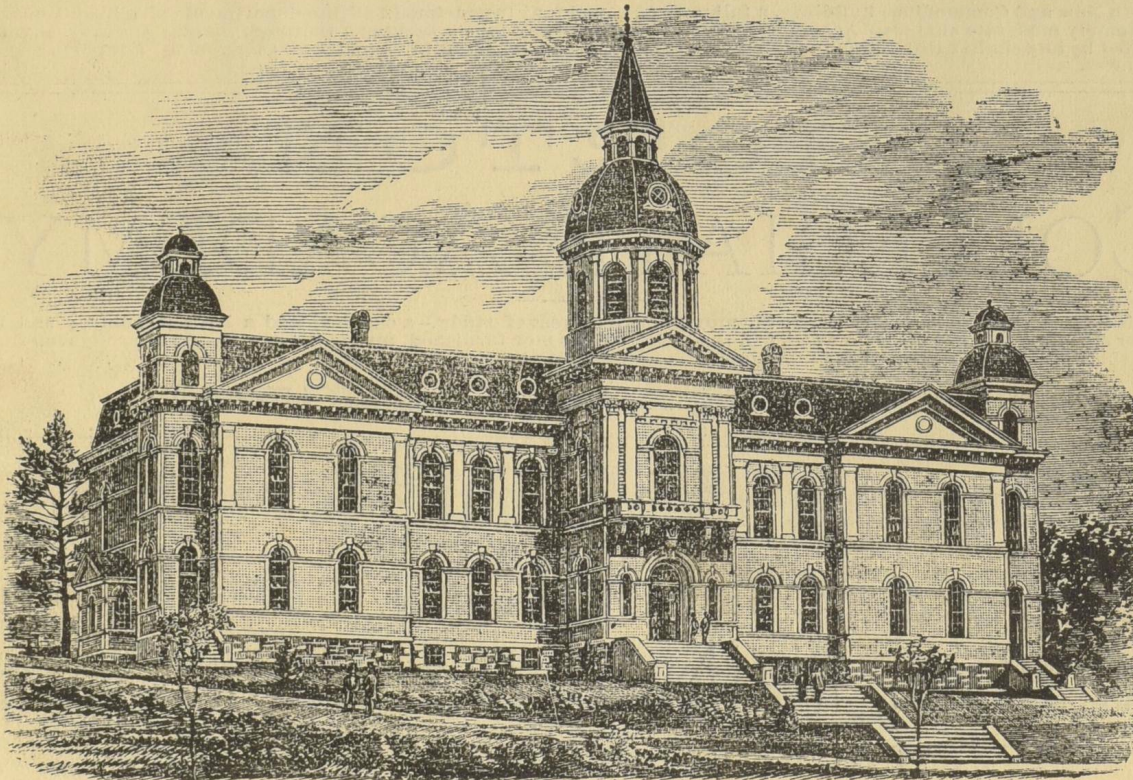


THE ACADIA ATHENÆUM.

VOL. X.

WOLFVILLE, N. S., NOVEMBER, 1883.

NO. 2.



The University of Acadia College.

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The Acadia Athenæum.

Published Monthly during the College Year by the
Students of Acadia University.

CHIEF EDITORS:

B. A. LOCKHART, '84, F. M. KELLY, '84.

ASSISTANT EDITORS:

J. A. FORD, '85, E. H. SWEET, '84.

MANAGING COMMITTEE:

I. S. BALCOM, '85, SEC.-TREAS.

H. BERT ELLIS, '84, H. A. LOVETT, '86.

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Business letters should be addressed to I. S. Balcom, Sec.-Treas. Upon all other subjects address the Editors of the Acadia Athenæum.

THE October issue of the ATHENÆUM was lost in transit from St. John to Wolfville. Where the blame lies we are unable to ascertain.

WITH last issue the ATHENÆUM entered upon the 10th year of its publication. As our readers well know, each volume begins with a new staff of editors and managers. We have to thank subscribers for their continued support through changes in the past, and trust that the present occasion will be marked by no abatement of interest in the college paper.

It shall be our aim to perpetuate, and if possible, increase the influence of the ATHENÆUM in stimulating the life and growth of the institution it represents. To this end we shall notice educational questions and events—particularly such as remotely or immediately pertain to Acadia and her progress. At all

times the claims and views of students will be presented with becoming deference to the opinions and dignity of superiors.

We wish our columns to exhibit and promote that regard for authority, that genial fellowship, and mental and moral activity which mark the better side of student life.

Efforts will be made to make the local column meet the demands of those specially interested in life on the Hill.

It is hoped that correspondence from various parts of the Dominion and the United States will impart to the paper a pleasing freshness.

College exchanges will be welcomed as friends working toward same ends and inspired by similar ideals.

The circumstances under which college journals are usually published, subject the editors to many limitations. Of these, that of time is by no means the least. We therefore hope that graduates and under-graduates will bear in mind that the *idea* of the paper includes them as well as the editors, and that we may be always able to count upon their prompt assistance.

WE are glad to acknowledge the receipt of a copy of the *American Treasury of Facts* for 1883, from the office of H. H. Warner, & Co. This is a valuable publication; everybody should have one.

THE new Chair of Education seems to be unpopular with many friends of the college. We profess no mature thoughts upon the question, but to our minds, the common-sense thing to do, is to accept the situation and make the "departure" the immediate preliminary to an increase of 60 per cent. in the salaries of Professors, and the establishment of Chairs in

Modern Languages, Science, and Classics. All this, and much more is included in the responsibility assumed by this University; and the sooner the Governors, Senate and Convention unitedly rise to the occasion the better for the great end unto which all are laboring.

WE are in receipt of a copy of *Dio Lewis's Monthly*. This valuable magazine, which has recently entered upon publication, has been favorably reviewed and commended by leading American educationalists. It is devoted largely to Physiology and Hygiene in their relation to education, social improvement, and the general public good. Dio Lewis is at the head of a vast and beneficial movement of thought in America towards Physical culture. He has inaugurated there a great national reform; and his views in this connection will be presented to the public in the pages of this magazine. The October number contains valuable articles on the *Treatment of Prisoners, House Drainage, Treatment of the Insane, Diphtheria, etc.*

THOSE who advocate scientific education for women, may find a sweet morsel in the following:

"The British Association admits women to its annual gathering, and does so wisely. Women now take their place regularly in the ranks of several scientific professions, and though they have not shown any desire to enter that of engineering, there has recently been an example of their capability in that direction. It has been publicly stated that Colonel Roebling, the distinguished engineer of the Brooklyn Suspension Bridge, which is one of the most remarkable works of the age, was assisted during a long illness, in carrying out his work, by the talent, industry and energy of his wife, who acquired theoretical and practical knowledge enough to aid in seeing that her husband's design was properly carried out. This example is worthy of mention as honorable to the individual woman, to the energetic nation to which she belongs, and to the better half of the human race."

ACADIA SEMINARY opened less auspiciously in point of numbers, than was anticipated last June. Nevertheless, in other respects it is in a flourishing condition. Mme. Cornu,

who succeeded Mme. Armstrong as teacher of French, has already won golden opinions in her profession. We also learn that the instruction in elocution, by Miss Wallace, is much prized. At present there are in attendance thirty day pupils, and twenty-eight lady boarders. Of these P. E. Island claims not one, and New Brunswick only seven. This may be due in part to the Seminary in St. John, which doubtless gathers some pupils who would otherwise come to Acadia. A large increase in numbers is expected after the Christmas vacation. We fear that many ladies throughout this land are sinning away the opportunities for culture so liberally provided for them.

THE New Brunswick Academy, we are informed, re-opened under favorable circumstances. At present there are sixty-six students in attendance, about one half of whom are from the city of St. John. There are at least five preparing to matriculate in Acadia next year.

L. E. Wortman, A. B., takes the place of Mr. Burnett as teacher of Mathematics; and Professor Miles succeeds Mrs. Allan as teacher of Art.

A course extending over three years has been elaborated, at the end of which time certificates of graduation will be given. These Diplomas will be of value to those whose education must necessarily stop here, and will do something to supply the present gap in the school system of that Province; but it will be unfortunate if such parchments satisfy any who should take a higher course. Recently a scheme to unite in academic work with another religious body has been proposed with some prospect of success. We hope that no influences of time will subvert honest affiliation with Acadia.

THE idea of having one strong Theological College for the Baptists of the Dominion can be realized only through general patronage. If the Maritime Provinces send their students

elsewhere than McMaster Hall, the union will be only nominal.

At date of writing there are at least six graduates of Acadia studying Theology in the United States; and we think this is below the average number. What warrant have we that henceforward our Theologues will go to Toronto? *Should* they go?

In this cosmopolitan age we cannot count very much upon national sentiment as a basis of choice in matters of education; yet, other things being equal, it would form a proper datum for preference. By all means, therefore, let our divinity men seek the best culture, but *ceteris paribus* let considerations of home and country impel them towards the institution which unites with its aims for individual training, that of ennobling the heart of our nation, and which carries in its bosom the burden of our people's interest.

THE President of the College took occasion, the other morning, to call the attention of the students to the importance of exercising greater care in the use of our English tongue. He said he regarded a college training as seriously defective, which failed to give the student power to express himself in pure, if not elegant language. He claimed that, while friendly criticism, the drill of the class room and the translating of the Greek and Roman classics were all well adapted to train the student in the use of correct forms of speech, as well as to give him freedom and even beauty of expression; yet if still greater excellence would be attained, the student must be his own critic; he must select his words with care, and be ambitious to develop a taste for accuracy in speaking his mother tongue. No amount of labor on the part of the teacher can atone for neglect in the student. Rigid adherence to correct rules of language in the class room will avail but little if it be succeeded by carelessness in conversation and debate. Whatever may be the attainments of the student in college, if in his intercourse with men he allows himself to fall into an

inelegant or corrupt manner of speech, he will be regarded as essentially lacking in culture, besides exposing himself to the charge of having devoted too much attention to the *dead* languages at the expense of a living one. In order to be correct in the use of our native English, it is not necessary to be pedantic, or acquire the habit of using large terms. A show of learning is not culture. The cultured man will avoid the extremes of pedantry on the one hand and inelegance on the other, and the student who anticipates a literary line of life, and who hopes to impress men and give direction and shape to thought, must not expect to gain admission to the intellect if he stumbles at the threshold by offending the ear. To obtain the best results in this direction, every student should have a model—some eminent writer of prose or verse, with whom he should become thoroughly familiar—whose purity of style and accuracy of expression would naturally elevate his tastes and influence his language.

C. G. D. ROBERTS.

The true poet voices the spirit of the time and place in which he writes. A poetic genius preserves the life of the nation and transmits it to after ages. So will it be, we believe, with Charles G. D. Roberts, "The Poet of Canada." Born in the city of Fredericton, "fit nurse for a poetic child," he has caught the inspiration of her beauteous scenes, and has painted them in such rich and varied colors that they will be scanned by generations yet to come. His invocation "To the Spirit of Song" is calling forth a volume of praises. His poem entitled "Orion," will not suffer when compared with the best poetic compositions of the day.

Men of letters in Canada, and especially in these Maritime Provinces, should not be slow to recognize and appreciate a great genius that has appeared in our midst. Every student should have a copy of Roberts' poems.

Mr. Roberts having resigned his position

in the York Street School, Fredericton, has been appointed editor-in-chief of the *Canadian Journal*, published in Toronto, in the interest of literature and art. He will doubtless win laurels in his new and important position.

TOO NARROW.

"These letters complain that the Chair, while well enough for a State college is not especially desirable for a denominational college, and Baptists, as such, have no special interest in it."—*Christian Visitor*.

There may be fatal objections to the new Chair of Education, but we do not think they are found in the doctrine of the above paragraph. We fail to see any sharp distinction between the objects of denominational and state colleges. The various religious bodies are not working in antagonism to the State, but are a part of it, and by spiritual and intellectual culture are laboring to ennoble its citizenship.

The interests of higher education are the same by whomsoever assumed, and as we understand it, denominations do not seek the control of education in order to limit its operations, but rather to extend and broaden it into its proper proportions as the great factor in the development of the race. A college does not exist simply for the few men who yearly leave its walls, but also for the masses who are blessed mediately through those persons.

No institution reaches its ideal so long as it can add to the power of its graduates. If, therefore, it is possible to outline the kind of education which the world in its varied circumstances needs, and to increase the ability of men to meet these needs, we do not understand how the performance of such work falls beyond the scope of denominational interests. We cannot allow sectarianism, parsimony or any false principle to squeeze Acadia into a nut-shell.

READING ROOMS.

The study of the subjects embraced in a college curriculum, naturally tends to withdraw our minds from the study of events transpiring in the world around us. While we spend hours in the preparation of our Classics and Mathematics, we give but a few minutes to the perusal of the daily papers and periodicals. In this way we compel ourselves to become quite ignorant of the condition of the world at the present time—ignorant in regard to its political relations, and unacquainted with the recent developments in science and art. We soon find ourselves behind the times, and not in full sympathy with the onward march of progress. It is possible to find young men, who have not enjoyed the advantages of a college education manifesting a more thorough and comprehensive knowledge of the world of to-day than many of our graduates. This should not be the case. To prevent such a state of things it is not only necessary that an Institution should have a Reading Room, well supplied with representative journals and periodicals, but that every student devote, say one hour each day, to the intelligent perusal of such publications.

A good reading room should contain not only the daily and weekly papers, but a selection of scientific and literary monthlies and educational journals. Our Reading Room this year is notably deficient in this last particular, but it is hoped that the defect will be soon remedied.

The management of our Reading Room is indeed very creditable. A new code of regulations has been drawn up and they have thus far been thoroughly complied with.

TRIFLES IN COLLEGE LIFE.

Many small matters may disturb the serenity of college life. Thus things, in themselves scarcely worthy of notice, become in the light of consequences, painful facts.

Sometimes the spirit of criticism will so

pervade an institution as to mar geniality and destroy personal freedom. This is the extreme, which has for its opposite that sure mark of weakness—tame acquiescence. Fortunately neither of these extremes are inevitable. A little care on the part of all will produce that happy mean which secures independence, and at the same time imparts the stimulus of generous sympathy.

At other times annoyances will arise from the unrestrained spirit of mischief. Any attempt to make college life grave would be as useless as it would be wicked; but, while the disposition for fun is a precious gift of nature, it is also capable of abuse and misdirection in common with other endowments.

These are circumstances which come largely within the control of students. Hence it is their duty to remember, that, except in cases where angelic goodness only can preserve sweet tempers and upright morals, the conditions of a proper college life do not lie entirely outside themselves.

In general, the welfare of a college community will depend somewhat upon the relations which obtain between its different parts. In no case will common or individual interests be conserved by one member placing itself in antagonism with the other members.

With a liberal, enlightened government, with an adequate and efficient faculty, with a body of buoyant and energetic students, with a feeling of mutual confidence uniting all these in deed and sympathy, the college community should be in every sense most blessed.

PROGRESS.

The University of New Brunswick has abandoned the system of daily marks, and has also made its course elective in the Senior year. These we believe are movements along the line of progress. The college which will devise a scheme by which the marking curse can be abolished—or if it must continue as a

necessary evil, evolve a system by which the evil will be reduced to a minimum,—will deserve to have its name handed down to posterity as one of the greatest, if not the greatest of benefactors to education in this day and generation. Will it be Acadia?

The course at Fredericton only extends over three years, and hence an elective course in the Senior year there does not mean the same as it would in our Senior year. We are reminded of Acadia's experience in elective studies. It may not be known that some few years ago a step was actually taken in this direction—a choice being given between modern languages and certain mathematics. But in the following year the authorities negatived their previous legislation, so that now our last state is apparently worse than the first. Yet we do not despair; "time is the great innovator." Hitherto the strongest organisms have failed to resist its influences; even cast-iron curricula moulded in the very furnace of conservatism and tempered with the spirit of the ages, have crumbled under the percolating tide of new ideas and the crushing power of broadened culture. So, as our college grows, by the addition of new work and new professors, this matter will so force itself into prominence that even those who love the old paths will be compelled to seek a new and better way.

THE BRITISH ASSOCIATION.

Late English papers contain detailed reports of the meeting of the British Association at Southport.

We are not sufficiently learned to follow intelligently all the papers read; but they are nevertheless interesting to us as showing the nature and scope of the Society's work and the manner in which speculative and practical science is being advanced. We have constantly before us the objective evidence of great learning and skill; but only occasionally can we observe the individual mind

evolving the knowledge by which alone these wonders can be accomplished.

In regarding such gatherings as the above, we find our respect for the scholar deepening, and our faith in the power of mind increasing. However the subject may effect us, we can readily see that to the speaker it is of absorbing interest, and that even in the dry-as-dust pursuits he is urged on by the most powerful enthusiasm. The President, Professor Cayley, opens with an abstruse lecture on Mathematics, which was largely an elaboration of the following proposition:—

“Mathematics connect themselves on the one side with common life and the physical sciences; on the other side, with philosophy, in regard to our notions of space and time, and in the questions which have arisen as to the universality and necessity of the truths of mathematics and the foundation of our knowledge of them.”

He closed with the following words:—

“In conclusion, I would say that mathematics have steadily advanced from the time of the Greek geometers. Nothing is lost or wasted; the achievements of Euclid, Archimedes, and Apollonius are as admirable now as they were in their own days. Descartes' method of co-ordinates is a possession forever. But mathematics have never been cultivated more zealously and diligently, or with greater success, than in this century—in the last half of it, or at the present time. The advances made have been enormous, and the actual field is boundless, the future full of hope. In regard to pure mathematics we may most confidently say,—

“Yet I doubt not through the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns.”

Following this address came papers upon Biology, Anthropology, Geology, Geography and Mechanical Science, by specialists. In each case we are told the rooms were filled with interested auditors, a fact which is certainly significant. In presenting the claims of biology upon the scholarship and purses of the British people Prof. Lankester thus disposes of objectors to Science:—

“To opponents of the advancement of science, it is of little use to offer explanation and arguments. They mock at the botanist as a pedant, and the zoologist as a monomaniac; they execrate the physiologist as a monster of cruelty, and brand the geologist as a blasphemous; chemistry is held re-

sponsible for the abomination of aniline dyes and the pollution of rivers, and physics for the dirt and misery of great factory towns. By these unbelievers science is declared responsible for individual eccentricities of character, as well as for the sins of the commercial utilizers of new knowledge. The pursuit of science is said to produce a dearth of imagination, incapability of enjoying the beauty either of nature or of art, scorn of literary culture, arrogance, irreverence, vanity, and the ambition of personal glorification. Such are the charges from time to time made by those who dislike science, and for such reasons they would withhold, and persuade others to withhold, the fair measure of support for scientific research which this country owes to the community of civilized States. Science is not a name applicable to any one branch of knowledge, but includes all knowledge which is of a certain order of scale of completeness. All knowledge which is deep enough to touch the causes of things in science; all inquiry into the causes of things is scientific inquiry. To aid in the production of new knowledge is the keenest and the purest pleasure of which man is capable. The progress and diffusion of scientific research, its encouragement and reverential nurture, should be a chief business of the community, whether collectively or individually, at the present day.”

Mr. Saunders discusses the proposed Jordan Canal. Prof. Ball lectures on “Recent researches on the sun's distance,” affirming with apparent exultation that,

“Reviewing all the different methods, the most probable value seems to be 92,700,000 miles. It does not seem likely that this can be erroneous to the extent of 300,000 miles. The distance of the sun is one of the most important constants in the universe. It is indeed a constant in a very emphatic sense. The planetary perturbations which affect so many other elements of the solar system are powerless to touch this constant. Once the distance of the sun has been measured, the telescope with which the observations were made may moulder, and the astronomer who used it may survive only in name, but the work he has accomplished will remain true for countless ages of the future.”

Mr. Harrison gives some results in Anthropological Science. Mr. Brunlees describes dock and railway machinery. Mr. Bramvell talks to the common people about the telephone, stating that it has been used over a distance of 1000 miles, and reflecting upon this progress in the following terms:—

“Common as the telephone now is, let me remind you that if but six short years ago it had been suggested to you that we should within two years

of that time be able to reproduce at a distance not merely sounds but articulate speech, and not merely articulate speech, but every trick and accent of the voice of the sender, so that any one listening could say, "That's my friend," or "That is a stranger," or "That is a Scotchman," or "That is an Irishman" who is speaking, would you not have scouted it as the language of an enthusiast? Yet it is but six months ago. In this age the world very soon becomes accustomed to marvel; it does not wonder long—not even the proverbial nine days. I believe if to-morrow you found a man comfortably flying from the top of this building to the end of the pier, and alighting there without injury, it might attract spectators for about a week to see a daily repetition of the flight, and at the end of that time they would pay no more attention to it than if they had been in the habit of seeing men fly ever since they were born. (Laughter and cheers.)"

Mr. Lavis speculates on the causes of the Ischia earthquake; and Mr. Johnston deals with explorations of Mr. Stanley on the Congo.

Thus it will be seen, the work of the society is spread over a wide area; but the fact that so many, working along different lines, bring their several results together, is a proof that though specialists, they recognize the connection between all knowledge and its relations to human needs.

The next meeting of this distinguished society will be held at Montreal. This is good news for Canada. Our scholars will thus have the opportunity of becoming acquainted with the learned men of the mother country, and of observing their methods of work—a privilege which if properly improved can hardly fail to stimulate original research throughout the Dominion.

A TEACHER'S REMINISCENCES.

No. 1.

There are periods in our lives when past scenes and associations crowd unbidden upon our thoughts. During such seasons memory seems endowed with a special power. It garners up the roses as well as the thorns of life's pathway with more than miser care. It penetrates the dark veil of the past and fastens upon experiences the most remote and shadowy. It recalls scenes around which cluster sad, yet pleasing emotions—scenes so indelibly engraven upon the tablets of mind that time and change are alike powerless to efface them.

Thoughts, too, richly freighted with the joyous memories of childhood, come gliding up and through the long vista of years, subduing the cold misanthropic spirit which the cares and disappointments of life are calculated to produce. The poet Woodworth gave expression to a sentiment that strikes a responsive chord in every breast when he penned the beautiful lines:

"How dear to this heart are the scenes of my childhood,
When fond recollection presents them to view;
The orchard, the meadow, the deep tangled wild-wood,
And every loved spot that my infancy knew."

There are few centres around which cling so many tender recollections, or over which memory loves to linger with more quiet delight, than the old school-house. Our natures may grow stern and repellent through the numerous opposing influences which unite to retard our progress in life. By ceaseless attrition with the rough and angular points of human experience, our dispositions may undergo a thorough transformation, from the generous, sensitive boy to the cold, unimpassioned, calculating man; yet, away down in some secret chamber of the soul, will be treasured up the delightful recollections of schoolboy days, and faintly delineated upon the canvas of memory will appear the outline of the old school-house, whose grey walls, as they rise dimly through the mist of years, awaken a host of pleasurable reminiscences which tinge the dark storm-clouds of life with a lingering golden glow.

The old school-house is rarely distinguished for its imposing appearance. It is seldom made acquainted with paint or whitewash. Moss grows in rank profusion on its weather-worn roof. No trellised vine or clinging ivy adorns the windows or overhangs the doorway. Its rough clap-boarded walls possess little attraction to the passing stranger. Frequently, however, they are embellished with modest little notices or flaming hand-bills. Then the travelling public, with one accord turns from the highway and pays the old school-house a brief, but friendly visit. It has thus stood for ages as the silent, yet eloquent dispenser of private, as well as public intelligence. At one time will appear the exciting announcement from some practical farmer, whose penmanship betrays the fact that the writer is much more familiar with the corn stalk than the ink stand—that a mastiff of doubtful reputation is "Lost, strayed, or stolen." Next comes a proclamation from the county Sheriff, announcing that some political question of more than

ordinary importance is about to be submitted to the people at the polls. These are scarcely out of date before the circus man throws the school into a fever of excitement by posting up certain gorgeously colored papers displaying pictures of four footed beasts and creeping things and fowls of the air. Such a curiosity is entirely too much for the equanimity of any school. No teacher is supposed to possess sufficient firmness to control his pupils under such circumstances. A circus company, even twenty miles away, has a peculiar and startling effect on the discipline of a school, but when their notices appear, then farewell to law and order. Especially during recess insubordination is rampant, and chaos reigns supreme. The teacher, if he be nervous, reads the riot act and closes the door. The boys, however, regardless of acts and statutes, struggle, vociferate and scramble to attain nearer inspection of the interesting paper. One little fellow, with no rim to his hat, and only one brace, standing afar off and pointing to a diminutive species of ape on the margin of the colored sheet, with an assurance simply refreshing, boldly declares it to be the "Great African lion." Another boy descending from a lofty perch on a companions shoulder, in a manner more rapid than pleasing, shouts as he falls that he sees—"thunder."

There is another era of thrilling interest in the school boy's life, and that is when the *genius tramp* on one of his periodical rounds, enters the school room during recess and proceeds to help himself from the contents of the dinner bags. Boys, as a class, dislike tramps, and prepare for their coming; hence on such occasions, the demand for eggs of doubtful quality and questionable odor and dead rats in a high state of decomposition is exceedingly lively.

But of all the stirring scenes of the year, none do the boys hail with such wild, uncontrollable delight as the first snow storm. The dullness that previously reigned now gives way to the most unbounded hilarity. The air is thick with whistling balls, and resounds with the loud peal of merry laughter. Woe to the unhappy cur that attempts to cross the play ground at such a period. His shaggy sides immediately become the target for countless well-aimed missiles, neither does the old school-house itself escape. Its silent walls bear unmistakeable evidence of a fierce, though harmless bombardment. The neighboring fields are thickly dotted with crystalline statues of all imaginable forms and dimensions, from the tiny Lilliputian

figure—the conception of some infantile mind—to the grim Colossus that bestrides the pathway leading to the schoolroom door. On an adjacent hillock, may be seen the frowning outlook of a snow fortification, well-manned with resolute young warriors eager for the fray. Farther down will appear the attacking party in earnest consultation. Soon they form themselves into line of battle, and boldly march up the hill determined to carry the fort by storm. Each heart beats high, and even feels himself as much a hero, as if he were treading in the gore of the slain. The moment they come within range of each other's snow artillery, then comes the "tug of war." For some time it would be difficult for a person unacquainted with such a scene to determine precisely the nature of what was taking place. The quantity of snow that appears to become suddenly aminated, would be startling to an ordinary beholder. Soon the confused mass of snow, and arms and legs, after having performed the most astonishing feats, begin slowly to resolve themselves into their original elements. The line of battle has ceased, the bloodless conflict is over. Both parties claim the victory; but in such a case it never can be accurately determined who was victorious. The fort, of course, has been demolished and it would take a man possessed of an extraordinary faculty for investigation to discover any trace of it. The boys arrange their shattered forces, bury their dead and thoughtfully return to the school house, expecting to have their bump of knowledge multiplied before the close of day and they are rarely disappointed.

RESEARCH.

HISTORY AND SCIENCE IN ST. JOHN.

No. 1.

It may be of interest to many readers of the *ATHENÆUM* to learn what is being done in these provinces in the way of original research. It cannot be expected that a country so young, so limited in means, and with institutions so meagrely endowed as our own, should take rank with Germany and England in the advancement of science and philosophy. Even in the latter country, where wealth has its largest domain, and scholarship its ripest development, Prof. Lankester complains that this work is in sad need of endowments of research. If such is the case there, what can we

look for in these colonies where the bread and butter problem is associated with every profession, not excepting that of instructors in our institutions of learning.

But, while we cannot compete in exploring the unknown regions of knowledge, we may enlarge our boundaries over the more readily attainable; and further, by arousing the spirit of inquiry, we may, in this formative period, lay the foundation of a culture which, increasing with each generation, will finally rival, yea even excel that of any other people in the world.

How can such beginnings be made? By helping men and women to contemplate themselves and their surroundings. Awake them from mere passive acceptance of existence to thoughts as to how they came to exist in this place and in this manner. Thus by calling into activity energies that will search the past for the story of our growth, the foundation of historical studies will be laid.

But this study of the past will naturally increase our interest in the present and develop new ideas for the future—results which by leading to inquiries into social conditions, may be the beginning of large work in sociology or social science.

Again, our people must be helped to realize that around them are objects of absorbing interest, that, except to the mentally blind, this dull earth of which they have been only half conscious, is not dark and void, but overrunning with beauty and wisdom. Let the delusion that all the beautiful things in nature lie in distant lands, be forever dispelled. On the contrary, let it be known that in our own fauna and flora, our rocks and rivers, may be found those objective qualities which bring into exercise the most pleasurable faculties.

This done, we have induced the primary conditions of scientific investigation of which none dare predict an end.

Let the elementary training in the subjects indicated begin in the common school; let the interest and power here obtained receive the proper stimulus and direction in after life; let the higher institutions keep pace with the times; let the public mind give approbation and encouragement: then in Canada, which is so well adapted to develop the *mens sana in sano corpore* there need be no fear of intellectual weakness.

Much of the progress in these matters is due to organized societies; hence it is pleasing to note that several similar societies exist in this country.

In 1875 a Historical Society was organized in St.

John. From that date to the present time, it has been doing thorough and comprehensive work in local and provincial history. Though the fire of 1877 destroyed all their records and property along with monuments and other materials of history these workers were not dismayed. Mr. Hannay had all the manuscript of his "History of Acadia" burned.

Meetings are held quarterly at which papers are read and discussed. At the annual meeting the president delivers an address. The "Foot prints," a small volume giving the chief incidents in the history of New Brunswick during the last century, was an outcome of one of these annual speeches. The author, Mr. Lawrence, who has been President from the first, deserves special notice both because of his ability and his unwearied energy in collecting facts. For many years he has been doing in St. John, as a self-imposed task, what Dr. Aiton, of Halifax, has been doing in the service of Government. In this connection it may be said, while the P. E. Island Society became defunct after a short life of three years, because of the Government's refusal to grant aid, the Society in St. John, also unaided, has shown more enterprise in this, its eighth year, than at any previous time. Indeed, it is impossible to speak too highly of the work done by its members in connection with the centennial celebrations.

Though it may seem strange, it is nevertheless true, that many had to be educated in the very facts they were celebrating. But this work was executed with the most commendable zeal and completeness by the co-operation of this society with the press. From the platform and in the daily paper the citizens heard or read the history of their town in detail—the landing of the Loyalist, the early struggles, the first buildings, the first meetings for worship, the rise and growth of the churches, the Mayor, and Corporation, &c., &c.

Prizes were given for historical poems. The inscriptions on the tombs of the honored dead were deciphered, and the cemetery in which they rest planted with trees. Concerts were held to raise necessary funds; arbor days were held in which the public squares were planted with trees dedicated to deceased and living men. What an excellent idea! It connects the past with the present, and weaves into the complex thought of every-day life the noble and the good.

In a communication to the writer, President Lawrence says, "Your college should have an

arbor day annually. Let tree-planting partake in part of fruit trees at all events plants. Begin next spring. Dedicate them to the great men of your church—to Rev. Mr. Very and Chipman—to Fathers Manning Crandall, Harding Tupper and others. Begin next spring." This digression will show that the sympathies of the Society are not wholly local. Did space permit much more could be written in respect to its work and its individual members. At present it has a membership of fifty or more.

St. John has also a Natural History Society. It was organized in 1861, under the name of the "Steinhammer Club," with the following members: Chas. Fred. Hartt, Geo. F. Matthew, Pres., R. P. Starr, W. R. Payne, Sec'y, J. B. Hegan, Wm. Lunn. "Shortly after, at the suggestion of Dr. Dawson, of Montreal, this Club was changed into a public society, under the name of "New Brunswick Natural History Society." Mr. Hartt was one of the most active members of the Society; and it was in the work which he undertook with some of the members who yet belong to it that he developed those extraordinary and systematic powers of geological investigation, that unflagging zeal in the cause of science that has placed him in the front rank of scientific explorers." "Through the public spirit of this Association, which purchased Mr. Hartt's Devonian collection to aid him in his arrangements to study under Prof. Agassiz, a graceful deed was performed in helping a member desirous of entering a larger field of usefulness." Mr. Hartt was a graduate of Acadia of the Class of 1860.

The following is taken from the report of 1880:

"It is now nineteen years since this Society was organized with the purpose of stimulating a taste for the Natural Sciences in this community. At its inception, it had the advantage of the zeal and helpfulness of a number of devoted young students, many of whom have since died, or removed elsewhere. Meetings were held and much useful work done during the years extending onward from 1861 to 1871. The last Annual Meeting was held in 1874, since which year until the spring of last year there were no regular meetings, though the property of the Society was held together and remained in the hands of the Council appointed in 1874.

Another generation of young men have now come upon the scene, and the meeting for the re-organization of the Society in March last, was well attended."

Standing committees on various scientific subjects are appointed, whose duty it is to provide papers for monthly meetings of the Society.

The nature of these papers and the names of leading workers will appear from the following summary of the work of last year:—

Dr. LeBaron Botsford, Pres., "What is a Natural History Society?"

Mr. Robert Chalmers, "Surface Geology of the Bay of Chaleur Region."

Mr. G. F. Matthew, "Paradoxides of the St. John group."

Dr. Walker, "Formation and growth of Coral."

Mr. Jas. A. Estey, "Life and Writings of the Dead Naturalist,—Charles Darwin."

"Report of Field Meeting at Duck Cove."

Prof. Bailey, "St. John River Valley."

Mr. M. Chamberlain, "Our Native Wading Birds."

Mr. G. U. Hay, "The Botany of the upper St. John."

Mr. Harold Gilbert, "Singing Birds of New Brunswick."

The following free elementary lectures on scientific subjects were delivered in the rooms of the Society:—

Industrial Drawing, by Mr. G. Ernest Fairweather.

Chemistry, Air and Water, Dr. Coleman.

The Microscope, Dr. Allison.

Birds and Nests, Mr. M. Chamberlain.

Spring Plants, Mr. G. U. Hay.

The school children of the city were also addressed upon ornithological subjects. The Society has a library and museum. The latter which is particularly rich in home specimens showing the resources of the Province, is open to the public. Especial efforts are made to interest young persons in science as upon these the duty must fall to make collections, and from young members the active workers of the society must be drawn. The present membership is about 180, including a number of corresponding members and lady associate members. The Society is now incorporated with the Royal Society of Canada.

It may be proper here to note the effect of the present school system in stimulating scientific studies. The curriculum, which is imperative, is remarkable for the prominence given to object lessons upon plants, animals, and minerals—particularly those of the Province. Thus the smallest children are taught to observe, distinguish and compare—powers which in time will tell upon scientific progress.

SUNDAY LECTURES.

For some years it has been customary for members of the faculty, or neighboring preachers, to lecture before the students on the first Lord's Day of every month of the college year. The first Sunday lecture of this term was delivered by Dr. Sawyer on Oct. the 7th. The speaker drew a series of valuable "Lessons from Analogies between our Knowledge of growth in the Vegetable world and

of Human Life." The discussion of the subject was admirably calculated to elicit an interest in students of science, and at the same time to counteract the tendency, on the part of young thinkers, to skepticism.

The importance of such a course of lectures is beyond question. It gives symmetry to education. Where the intellectual training is exclusively secular, the culture is unbalanced, and the spiritual element of our nature will not be developed. Physical, mental and spiritual discipline is essential to a well-balanced and symmetrical education.

In this mode of instruction the moral advantages are even greater than the mental. Students whose attention is never directed to the importance of spiritual culture will learn to look upon religion as an un-necessary incumbrance. Or knowing only the elementary principles of science, and having no other guide but nature they will venture to criticise, to doubt, to deny. But when science and religion are kept side by side during the college course, and the higher philosophies of the mental and moral powers are taught during the senior year, faith will not be purchased at the awful price of skepticism. Bacon says, "that a little philosophy inclineth man's mind to atheism, but depth in philosophy bringeth men's mind about to religion; for while the mind of man looketh upon second causes scattered, it may sometimes rest in them, and go no further; but when it beholdeth the chain of them confederate and linked together, it must needs fly to Providence and Deity."

OUR LECTURE COURSE.

The second lecture of this term,—*"Small Beginnings, Great Endings, or the Power of Trifles,"*—was delivered by Rev. Henry Cross, of St. John, in the Academy Hall on Friday evening, Nov. 2nd.

Nearly all the greatest and best things of the world, the lecturer said, have had small beginnings. The little acorn, if planted in the ground, will germinate in a short time, and become a young sapling; ages pass away and that acorn develops into the giant of the forest. Some of the greatest rivers in the world, on whose bosom is borne the wealth of nations, take their rise in some far off mountain;—it may be there is a little spring issuing from the earth, which, as it flows on and on, increases in volume and strength, until the rill becomes a sea. The loftiest mountain, whose top pierces the very heavens, was once no larger than a mole hill. The world is made up of littles. The ocean consists of globules, and the whole earth of small particles of matter that are only discernable by a powerful microscope.

Illustrations as to the *"Power of Trifles,"* abound on every hand. They are seen in nations, in history, in science and art, and nearly everything. Scripture history is full of illustrations of this character. The seeming accidents in the life of Joseph and other Scripture characters, were the

first links in a chain of stupendous events. The infant discovered in the ark of rushes on the river Nile, became the signal instrument in the hand of God, for civil, social and moral advancement. In that little rush ark lay the germ of the most extraordinary reform in everything that pertains to the interests of man both in this world and in the world to come. No one can trace up step by step, the history of David, the son of Jesse, from the time he watched his father's flocks in Bethlehem till he sat upon the throne of Israel, and not admire the wonder-working hand of God in so controlling human events as to produce the most extraordinary and far-reaching results out of the most insignificant means.

Profane history furnishes illustrations quite as remarkable. A great number of historical events were given, showing that by mere accident Christopher Columbus conceived the idea of effecting a passage to India by a westerly route, which led to the discovery of America; and that a most trivial circumstance led to the invention of the printing press. The speaker referred to incidental circumstances leading to the invention of the mariner's compass and eloquently delineated the changes which this invention has wrought among the nations. Oceans hitherto unknown and pathless have become a thoroughfare, and the wide seas have become subject to man.

The power and utility of steam as discovered by George Stephenson, and the invention of the electric telegraph by Benjamin Franklin, were laid under contribution by the speaker to illustrate the power of trifles.

Church history also illustrates the same truth. Here the lecturer paid an eloquent tribute to St. Paul, Martin Luther, Robert Raikes and other leaders in moral and spiritual reform, delineating the rapid and world-wide development of their plans.

We see the same influence on individual character,—the *"Power of Trifles."* The speaker illustrated the effect of trifles on the life of individuals both for good and evil, by a variety of examples.

The lecturer spoke for an hour and held the marked attention of the audience to the close.

Ye morning was cold and drizzly, ye rising sun strove to dispel ye rolling mists. Ye Junior donned ye great coat and knee-boots, and rushed wildly to ye station to meet ye adored one; but ye fates—fickle powers—were unproportions. Ye form of of ye damsel fair was dimly visible in ye distance gliding swiftly homeward, ye Junior was wroth, and strode back to his room loading people and things with execrations.

ACKNOWLEDGMENTS.—Rev. Edward Hickson; J. K. Kinney; A. K. DeBlois; Mrs. Mark Curry, Miss Mary Melville.

Locals.

Didactics!

"So to speak."

Halloween passed off quietly.

The Juniors have their subjects, and look thoughtful and care-worn in consequence.

The Spanish Students gave one of their popular performances in College Hall on the 23rd inst.

The Cads have had a reception, and it is refreshing to hear the "new arrivals" describe what they saw and heard there.

The Freshmen are evidently of a mathematical turn. They are frequently heard discussing Wentworth over their porridge.

Disgusted Senior examining some highly colored roots at the dinner table,—*"I say waiter these potatoes have got the yellow fever."*

A dance by moonlight on the roof of Chipman Hall was a novel diversion one night last month. Symptoms of *lunacy* are anxiously expected.

Senior to his friend complacently,—*"Why, how is it that you have not admired my new carpet? 'O, I forgot, but I could not see it till you lifted your feet."*

Prof.,—Mr. F. what is the difference between *alas* and a lass? The question suggested so many tender recollections that the reply of Mr. F. was inaudible.

The Missionary meeting of Oct. 31st was quite an interesting one. The programme gave complete satisfaction. The next meeting is announced for Nov. 21st.

A certain materialistic Junior has repudiated all connection with our great primeval ancestor—Adam—and now proudly boasts that he is "second cousin to an atom."

Prof. in English Literature,—Mr. W. what is the difference between Million's *L'Allegro* and *Il Penseroso*. Mr. W. thoughtfully,—*The reverse of the opposite, sir.*

Our ministerial students are becoming quite popular as preachers. On Sunday, Oct 28th, four of them were invited to occupy the pulpits of the village churches.

Prof. of N. Science solemnly,—Mr. M. how would you classify man? Mr. M.,—who studies Darwin, *"Don't know sir, I can't tell whether he is an animal or a vegetable."*

The Seniors and Juniors recently spent a very enjoyable evening at the residence of Dr. Higgins. They were convinced on that occasion that sociability and genuine hospitality were not incompatible with the character of a mathematical professor.

Two matches were recently played by the Acadia Eleven; one with the Kentville Team in which Acadia was worsted, another with the King's College Cricket Club, in which our boys acquitted themsel-

ves creditably, winning the game by nine runs and four wickets.

There is a gay and festive Freshie boarding in Chipman Hall, who has gained the proud distinction? of being the most profane man on the Hill. Has the thought ever dawned upon the mind of this wayward youth that there are other means of gaining a reputation than loading the atmosphere with sulphurous clouds of profanity.

Numerous pilgrimages have recently been made by some of the students to Grand Pré for the purpose of purchasing books from the library of the late Prof. Hamilton. Many valuable scientific and theological works have been obtained at extremely low prices. Probably Chipman Hall never contained a more varied assortment of books than at the present time.

A few members of the lower classes display a considerable amount of diligence in preparing their lessons during the morning exercises in chapel. Such application would be praiseworthy were it not so entirely out of place. Besides it leaves the impression which the offenders themselves might be most anxious to avoid, viz., that *honest* preparation has been entirely neglected.

'Twas morning, the golden sun just kissed the eastern hill-tops, as a village farmer wended his way to his orchard, where, on the previous evening he had left a well filled barrel of golden pippins. A satisfied smile played across his benevolent face, as he anticipated the pleasures which the proceeds of the barrel would bring. He reached the spot, but the place that knew that barrel knew it no more. The smile vanished from the brow of the tiller of the soil. He saw on the ground traces of midnight visitors. Their footprints were *pressed deep* into the soil. He examined the tracks with evident perplexity and finally concluded that they belonged to some solitary survivor of those mammoths that of yore inhabited the Territory Savannas. The farmer returned home a "sadder but a wiser man." He now believes in the doctrine of the "Survival of the fittest."

EXCHANGES.

The *University Monthly* comes to us this year improved in its journalistic character.

The *Varsity* is welcome. Its articles are generally readable, but we would rather pass through the dungeous of the Inquisition than wade through its confused mass of "University News."

The *Oberlin Review* greets us from Ohio. Although hailing from a middle state, the *Review* breathes the true spirit of Western College Journalism.

The *Adelphian* has reached us from Brooklyn. Its mechanical get up is good. We wish we could say as much for its literary character.

The *Argosy* devotes a large part of its space to the Class of '83. We do not think the present number quite equal to those of previous years.

We are in receipt of the *Hesperian Student* of the University of Nebraska. The *Student* is superior to the average semi-monthly. The article on John Keats is not

often excelled for richness in thought and elegance in diction.

The *Vanderbilt Observer* maintains its reputation as a standard college journal. The October number is well filled with a variety of interesting and spicy articles. That on the *Washville Dude* is especially worthy of attention. The character of the *Dude* is here perfectly set forth; and the writer evinces the ability to be both humorous and sarcastic.

The *Colby Echo* greets us this year in a new dress. The mechanical appearance of the paper is excellent. The type is large which with the quality of the paper used produces a very pleasing effect upon the eye. The literary character of the paper is first-class, and in many respects the *Echo* is a pattern college journal.

Pembroke Academy sends us the *Academian*. It takes pains to inform its readers that its "Chief Editor is a female." This fact is sufficiently apparent without further announcement. If Miss *Academian* has nothing more interesting for her opening pages than a dry Com. on the times of Oliver Cromwell, she had better secure some more masculine aid for her editorial staff.

The first number of the *Thielensian* is among our exchanges. Although its pages are well filled with a goodly number of articles, still the paper lacks that pleasing freshness which should characterize a good college journal. An article or two on some leading topic of the day in the place of some of these which are distinctly literary, would contribute much towards the improvement of the *Thielensian*.

We cheerfully give the *Niagara Index* a prominent place among our Exchanges. Its articles are always fresh and vigorous, and written in true Western style. The principles which it enunciates, and the views of life which it advocates do not always meet with our approval, but we are willing to give its editors credit for fairness, if not correctness of judgment. Its exchange editor is beyond doubt a confirmed bachelor, judging from the merciless manner in which he reviews the lady *Berkeleyan* and other feminine journals.

The following journals have been received:—*King's College Record*, *Haverfordian*, *Delaware College Journal*, *College*, *Rambler*, *High School Index*.

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

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