



LUTHER E. WORTMAN, M. A.

# The Acadia Athenaeum.

“Prodesse Quam Conspici.”

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Prof. Luther E. Wortman, M. A.

The subject of this month's sketch was born in Westmoreland County, N. B., in 1847. His great grand-father with his family and ten other German families were the earliest settlers along the Peticodiac River.

Professor Wortman finished his preparatory studies at the Baptist Seminary, Fredericton, N. B., where he won the French prize and tied for the prize in Mathematics. He was subsequently English tutor in that institution for the period of one year.

In 1871 he graduated from the University of New Brunswick after a course of thorough study. He had taken honors throughout his course in French, Natural Science and Metaphysics, in each of the former two branches receiving prizes for efficiency. These consisted of a book and a valuable achromatic microscope. Prof. Wortman was also the winner of the Douglas gold medal, the highest honor in the power of the University to bestow. This medal was awarded that year for the best series of English essays.

After graduating Prof. Wortman engaged in the work of teaching under the old school system then in vogue in the Province of New Brunswick. He became Principal of the Superior school at Bathurst, and after one year there he removed to Burlington, Iowa, having been appointed to the principalship of the Collegiate Institute of that city.

After seven years spent in this position he was compelled to seek a change on account of the climate which had told so severely on his health. Coming back to New Brunswick, he was soon after appointed second master of the Seminary, which, having been closed at Fredericton, was re-opened in St. John. In this position he labored for a year and one-half when he was called to the principalship.

In 1887 after four years spent in the Baptist Seminary in St. John he was elected to the chair of the French and German languages in Acadia College. The year '87 and '88 was spent in Germany and France in special preparation for his work here. He pursued courses at the Baptist Theologi-

cal Seminary in Hamburg and at the schools in Heidelberg. In Paris he attended special lectures at the National University of France, and also pursued a course in private lessons. He received the degree of M. A. from Acadia University in 1884.

Prof. Wortman is accomplished and exceptionally painstaking as a teacher, and his private and social life is adorned and rendered highly reflexive, by the possession of many estimable Christian qualities.

### Science and Scientific Men.

#### SIR WM. LOGAN AND THE CANADIAN GEOLOGICAL SURVEY.

The establishment of the now eminently useful and fruitful Geological Survey of Canada was attended by circumstances of great and peculiar interest. It was one of those institutions which have been borne into existence on the shoulders of one enthusiastic, persistent and devoted man. When such is the case interest attaches to the narrative.

Sir William Logan, through whose untiring efforts the survey came to be a permanent success, was the first appointee of the Government of Canada to the position of Director of the Geological Survey. He was born in Montreal in 1798. He was of Scotch descent, and was sent by his parents to the Edinburg High School, where he graduated in 1817. He spent the following ten years in his uncle's counting house in London. While here he probably devoted himself to some extent to pursuits of a scientific nature, for when he went to Wales in 1827 to take charge of his uncle's copper smelting works there, he soon developed that great fondness for geological research which afterwards became the ruling enthusiasm of his life. He investigated the copper and iron ores of Wales and made a special study of the nature of the vast coal areas in that section of country.

Returning to America he examined the coal measures of Pictou and Joggins, N. S., and Peunsylvania. These investigations were very important. The question of the origin of coal was then in an unsettled state, and to Sir William Logan belongs the honor of settling forever that much debated question. At Wales he had noticed a bed of clay beneath the coal strata, which the miners called "underclay." The examination of this underclay revealed remains of a peculiar plant called *Stigmaria*. These remains were found in abund-

ance and in such circumstances as to show that when embedded in the clay the plant was *in situ*, and not drifted. This fact was noticed to be true concerning all the coal measures which Logan visited. As he went with unwearied patience from coal measure to coal measure, his eye was on the lookout for the *Stigmaria*, which he always found in the same conditions, thus proving conclusively that the origin of coal was by growth *in situ*.

Another of his important discoveries was made at Horton Bluff, a few miles from our University doors. It was a slab containing the footprints of some reptilian animal. This discovery was afterwards referred to by Sir William Dawson as "the first indication of the existence of reptiles in the coal period, . . . found by Sir William Logan at the Lower Coal formation in 1841."

Space forbids more than to mention that when the Geological Survey was finally decided upon by the Government in 1842, William Logan was highly recommended to the position of Director, by Sir H. T. De La Beche, Director of the Geological Survey of Great Britain, as well as by other prominent English men of Science.

In 1843 he commenced his arduous task, completing in this and the following year a thorough investigation of the topography and geology of the Gaspé Region of Quebec, where most interesting limestone and sandstone specimens were found.

In the year 1845, although he received a tempting offer from the Government of India, and although the survey had been carried on at considerable sacrifice of his own private income, yet, having been somewhat encouraged by a larger grant from the Government, he continued to prosecute his Canadian work. He associated with himself Mr. Alexander Murray, afterwards Director of the Newfoundland survey and Mr. James Richardson, a skilful geologist who afterwards spent a long and honorable term on the force of the Canadian Survey.

Every succeeding year Logan was at work on some new field, but his field-work was interrupted by the new duty of preparing a collection for the first great International Exhibition held in London in 1851. He was sent to London to superintend the exhibit, and was appointed one of the judges to award prizes in the Mineralogical and Metallurgical department. On account of the fact that the manager of the Canadian exhibit was one of the jurors, this exhibit received honorable mention, but no prize was awarded. Again at

the great Paris Exposition in 1856, the Canadian Geological exhibit, superintended by Logan, attracted great attention. Honors now came to the distinguished Canadian Geologist. He was created a Chevalier of the Legion of Honor by the Emperor of the French and knighted by his own Sovereign.

In 1851, with a skillful paleontologist in the person of Mr. Billings, of Ottawa, Sir William again prosecuted field work. The American Association for the Advancement of Science, met at Montreal that year, and a general interest in Geology was awakened, and a great impetus given to the Canadian work.

From this till the year of his death Sir William was constantly engaged in his beloved task, either in the field or in the museum or in preparing reports. He published his "Canadian Geology" in 1863, and his great "Geological Map of Canada" in 1868. He died at Castle Malgwyn, the residence of his sister, in Wales, June 22nd, 1875.

Such is a glance at the record of the character about whom centres the chief interest connected with the founding of the Canadian Geological Survey,—a man of intense personal vigor and a gigantic capacity for work.

Sir William Logan made large additions to the Geological knowledge of his age. Besides his investigations of the coal measures already noted, it is important to mention his researches among the copper-bearing rocks of Lakes Huron and Superior, which he assigned to the Mesozoic age; his investigation of the footprints on the Potsdam sandstone; of the Azoic rocks of the eastern townships, and the great number of facts established by him relating to controverted points in Geology, as well as the unparalleled results of his energies in the direction of a systematic survey of Canadian territory. These have left him on record as one of the greatest workmen and truest benefactors of the age.

One of his most important fields of labor was among the Laurentian group of rocks, where he discovered an eozoic fossil, which he named the "Eozoon Canadense," and which in spite of refutation he maintained to be of the organic nature, a fact which was afterwards proved, when more perfect specimens were found.

Such disinterested efforts and indefatigable zeal as that of Sir William Logan in all that promoted the true interests of his country are rarely manifested. Honored by his fellow scientists his country and his sovereign, he passed away leaving many memorials of his talent and energy in the lasting benefits of his life work.

### Music as an Educator.

If the mind travel back as far as possible into the past age, if it search from the nearest corner of the globe to the farthest, there will be found one element of human nature everywhere and at all times present. This faculty of mankind, which has existed through all ages down to the present, and is to be found in all races, is a capacity for music.

Music in some degree seems as natural to every race as it does to breathe. It has been said, "Vocal music in some form is as natural to man as for a cat to purr or a lion to roar." Has this universal gift of producing or interpreting music been granted to us only to be used as a pleasure, simply to enhance the æsthetic side of life? Can no practical, lasting benefit be derived from music? In short is there no educating power in music?

The term music must be defined more exactly than it usually is. As it is generally understood by the popular mind it is an agreeable combination of sounds, which pleases the ear and excites the fancy. It is a pastime and an accomplishment. If it cannot be raised to a higher level than this, it can never be placed on an equal footing with other studies as an educator.

But it is defined as "The science and art of tones," "The science of harmonical tones," and antiquity gives us authority for placing it among the sciences, for in the beginning of musical research, in 570 B. C., it was ranked by Pythagoras as one of the sciences.

In the last days of ancient Rome schools are found in whose curriculum theoretical music, in the form of harmony, rhythm and metrics, has an equal rank with mathematics and physics. Thus music must be admitted to be a science, and it is from this standpoint that it must be viewed as an educator. Are minds trained in the same way by the science of music as by mathematics or the physical sciences? Is the same mental drill and quickness of perception possible by this means? It is generally understood that if one has not much mental acumen, or is too indolent to exercise the intellect he has, still he may do something with music. This might possibly be true from a lower standpoint, but not when music in the higher sense is considered.

Musicians are said to be narrow-minded and men of one idea. Granted that this is so, as it may be in some cases, that does not prove that the systematic study of music taken in connection with other studies may not develop the mind and

nature, and make us more "Four square to all the winds that blow." Immanuel Kant says "Education is the development in man of all the perfections which his nature permits." It has been stated that in man there is a natural aptitude for music, then surely the development of this must tend to perfect his nature. In order to attain this result through any educator it is necessary to have progressive systematic study. Would the idea of introducing modern music into a systematic course of general instruction be a new and untried experiment? It is only necessary to turn the attention to Germany to see this actually exemplified. Here will be found the most perfect musical instruction in the world. Here will be found the study of music commenced and carried on side by side with the common branches of education. In all the schools of Germany, teachers must be as well qualified to teach vocal music as any other subject. They begin with the youngest, even before they can read, and often they can read music before their own language, and sing part-songs before they have any idea what the word harmony means. The children are graded in music as in their other studies. In this way all are well grounded in at least the rudiments, and if anyone develops an unusual talent for this branch of study he is well prepared to take it up as a specialty later. In that case there are the Royal Colleges of Music where the same systematic instruction is given, the theory and practical part being combined. The Germans as a race are as well drilled in the elements and principles of music as the English are in mathematics, and their own language.

If anyone should anticipate an easy course in taking up the study of theoretical music he would discover that he was thoroughly mistaken. In the study of harmony, counterpoint and figures he would find as difficult questions to solve and as intricate problems as in any mathematical study. Music is governed by rules and laws as fixed as any other science. Certainly these are often violated, for musicians have a musical license as poets have a poetic license, but the underlying laws are still unchanged.

The Great Masters were governed by these laws in all their compositions. Nor did they compose without plan or method, but there is as much development of plan in a musical work as in a literary work. Great musicians compose in silence away from any instrument, seeing with the "mind's eye," hearing with the "mind's ear," striving to convey their thoughts in the language of music.

Is not this as great, if not a greater work than creating

any literary production? Is not the study of this plan and development as beneficial as studying anything in literature? It is very apparent that this critical study is necessary to the intelligent comprehension of music, when even now cultivated, well educated people speak sneeringly of classical music as mere sounds. How could they appreciate that to which they have never given any thought or attention; if they did not know even the first principles of philosophy or physics, would they expect to enjoy heavy lectures in those subjects?

There is not only education in the theory, but also in the practice of music. In order to use any knowledge of music, after a work has been comprehended by the brain, it is necessary to interpret it to others by the voice or fingers. Every tone and modulation of the voice must be directed by the brain, and the response of voice and fingers must be instantaneous. Does not this constant training sharpen the intellect and quicken perception? What a cultivation of will power in rendering a heavy sonata or concerto! What a keen retentive memory is required to work out the development of a theme in all its modulations!

But there is not only education in the personal study of compositions, but even more mental discipline may be obtained in studying the interpretation of others. Eminent musicians say that hearing good music is more educating to the student than twice the time spent in private study. A celebrated composer and teacher says: "If I had one hundred dollars to spend on the study of music, I would spend twenty five on lessons, and seventy-five on concerts."

Orchestra music, the highest of all, has the most educating power from the fact that such a strong effort is required to distinguish carefully between the principal theme, the subordinate parts and the accompaniment. In a large orchestra, of perhaps a hundred different pieces, the theme constantly changes from one instrument to another, and severe mental labor is necessary in order to follow the theme. It is heard very softly from the first violins, about 20 in number and played as by one man, the second violins bring in the second part, the rest of the orchestra keeping up an undercurrent of accompaniment. In a few moments the theme cannot be heard from the violins, but it comes more distinctly and emphatically from the flutes or oboes, then changes again to the horns; the violins meanwhile singing an accompaniment with exquisite runs and chromatics, which sound like the wind moaning on a winter's night, while away down underneath it all the ever recurring theme is heard in the deep, throbbing tones of the



inimitable 'cello. Thus the movement progresses and the tension increases till the climax is reached in full orchestra with chords so grand and perfect as to seem like a "touch of the finger of God, a flash of the will that can."

Is not the mind, the will, the character, strengthened by such study? For no more valuable aid to patience and perseverance will be found than the study of music. So high are the ideals set before the student, so difficult and apparently insurmountable oftentimes are the obstacles in the way of his progress, that nothing but indomitable will and perseverance will overcome them.

Plato says: "The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable." A true educator then must not only cultivate and strengthen the mind, but must also elevate and purify the higher nature and bring us nearer the "perfect man." The study of music does raise us above ourselves, and appeal to the best within us.

If anyone can listen to Handel's Oratorio of "The Messiah," without being lifted out of himself and nearer to the "Eternal source of all Good" it must be because his soul is too minute to be touched by anything.

One cannot hear that grand volume of song, given by five or six hundred voices, without realizing, more than ever before, the majestic divinity of the "Saviour of the World." Who can listen to Bach's wonderful "passion music" without hearing and seeing the agony, the anguish, the humanity of the "Man of Sorrows" beating and throbbing through all the chorals?

The intellect is not the whole nor the most important part of man, and the educator must develop the whole nature. If then the study of music can broaden the intellect, the character and the soul, is it not worthy of a high place among educators? What other science can so permeate the mind and heart, and uplift and ennoble the whole being? Music not only fulfills the conditions of an educator but even transcends them by revealing truths which other sciences seek in vain.

"Sorrow is hard to bear, and doubt is slow to clear;

Each sufferer says his say, his scheme of the weal or woe;

But God has a few of us whom he whispers in the ear;

The rest may reason and welcome,

'Tis we musicians know."

### The Tendril's Faith.

Under the snow in the dark and the cold  
 A pale little tendril was humming;  
 Sweetly it sang 'neath the frozen mold  
 Of the beautiful days that were coming.

"How foolish your songs," said a lump of clay;  
 "What is there, I ask, to prove them?  
 Just look at these walls between you and the day--  
 How can you have power to remove them?"

But under the ice and under the snow  
 The pale little sprout kept singing,  
 "I cannot tell how but I know, I know,--  
 I know what the days are bringing.

"Birds and blossoms and buzzing bees,  
 Blue, blue skies above me,  
 Bloom on the meadow, and buds on the trees,  
 And the great, glad sun to love me."

Then a pebble spoke up: "You are quite absurd,"  
 It said, "with your song's insistence;  
 For I never saw a tree or a bird,  
 So of course there are none in existence."

But "I know, I know," the tendril cried  
 In beautiful, sweet unreason  
 Till lo, from the prison glorified  
 It burst in the glad spring season!

—ELLA WHEELER WILCOX in *Munsey's Magazine*.

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### Reflections of Young Lawyer in New England.

CONCLUDED.

Another striking feature of New England is the enormous accumulation of material wealth. That of course is not true of it all, but in a very general sense it is of a great part. The rapid development of the West and South since the war have no doubt induced capital to be largely invested elsewhere. But Boston, with only half a million people ranks second among the cities of the union in point of assessable wealth. The buildings may not be as large as those of Chicago or New York, but taking the thousand and one ramifications of production and distribution—the factories, the railways, the street cars, the shops, the foundries, and the general abundance of the necessities of life—you are sometimes led to wonder how all this complicated and hydra-headed result came to be. An enthusiastic republican would most likely tell you that it was due to the wise and judicious application of the protective system for the past thirty years, and thereupon he would reason himself into a mental paradise. The socialist would declare that it was the creation of selfish capitalists, who have plundered the rest of the community. And so we might canvass the leaders of extreme movements all around. But the real genuine

bulk of intelligent people would probably agree, that an enterprising and inventive race with every variety of climate and production, and under the most favorable moral conditions, was the great and fundamental cause, that if such a race could not be helped by protection, it at least could not be altogether hindered, and that its boundless energies would be sure to break forth in every conceivable form of a highly developed and complex civilization. Whether this vast accumulation of wealth has been attended with the most humane results may be open to question and before concluding this article I shall have occasion to refer to it.

As space is valuable, I must now turn for a moment to what is really the most important part of New England life, and what more than all else, illustrates the character of American civilization. I refer to her political and social institutions. If there be anything that reigns supreme in the United States, it is the doctrine of the sovereign people. It has been so for a century past, and so far as I can see is destined to endure for centuries to come. Build on the broad base of the popular will, composed of a people trained from childhood in all phases of representative institutions, regenerated by the high impulse of intellectual achievements, softened and refined by christian ideals, in spite of defects, in spite of harping critics, the American republic is thoroughly capable of solving the most serious problems of society and government. The dangers of universal suffrage no thoughtful man will deny. The corruption of political life is unquestionably wide-spread, and the influence of wealthy corporations frequently amounts to tyranny of the vilest type. Compared with the experiments of London, Liverpool, Glasgow and other cities of the old world, municipal government has in the majority of American cities proved a conspicuous failure. One legislative fal succeeds another and dies after an ephemeral glory. The American senate, created with the object of appeasing the smaller states, at one time the home of statesmen and eloquent defenders of an inseparable union, seems now to be the resort of demagogues and tools of pampered industries. It is constantly thwarting the will of the people, and though I never could see the philosophy of a second chamber, it certainly ranks next to the English House of Lords as a conspicuous absurdity in modern democratic communities. All this is truly a dark picture, but I want you to believe that no one is more sensitive to these things, and no one more anxious to rectify them than the thoughtful and intelligent American. Witness the recent overthrow of Tammany and his crew in the city of New York, recall the honest rebuke which Democratic traitors received in the last November election, consider too the enormous amount of political activity in election of state governors and state officials, the choice of selectmen, commissioners, school boards, and a thousand other local officers, where the principle of popular control has long prevailed, and you are obliged to admit that the experiment of self-government has not been in vain. "Trust the people." is a safe motto, and you can afford to rely on it. It calls to mind the famous passage in the Phi Beta Kappa Oration of Wendell Phillips, delivered in Harvard some fourteen years ago. "Standing on Saxon foundations and inspired perhaps in some degree by Latin example, we have done what no race, no nation, no age, had before dared even to try. We have founded a republic on the unlimited suffrage of the millions. We have actually worked out the problem that man, as God created him, may be trusted with self-government. We have shown the world that a church without a bishop, and a state without a king is an actual real everyday possibility."

The administration of law to the average lay mind, I have no doubt seems a

wearisome task. Much of it is so. And though the readers of this journal may not expect an entirely unprejudiced opinion, they will at least credit me with a sincere one. The devious ways of the English common law have sprung from what Prof. Langdell calls "the tangled skein of human life." But among the many things which the Canadian or American citizen has to thank for his happiness and protection, there is nothing that should command his respect more than that great body of custom and principle which has streamed down through the ages, and which is known as the English common law. That system has taken firm root in New England, and in my judgment is as justly and completely administered as in any English-speaking community of the world. The judges of Massachusetts, contrary to the usual practice in the United States, are appointed for life. The decisions of the Bench are respected and obeyed with uniform habit. Legal machinery is simple and adapted to the wants of a progressive country, and in Boston especially the methods of transacting public business are admirable. By reason of the numerous colleges and law schools near by, the members of the Bar are probably better educated than in any other country with which I am acquainted. The shining lights may not be as numerous as in England, but the average lawyer is just as thoroughly informed, and on account of old-fashioned differences between an English Barrister and Attorney, is more readily available for all kinds of practice. Primogeniture of course does not exist, and the general absence of entailed estates has a tremendous influence in wiping away invidious social distinctions. In Boston there are between sixteen and seventeen hundred lawyers, who earn all the way from nil to \$7500 per annum. Competition is extremely keen, and though there are plenty of sharks, the professional honor is high. It is, however, as true to-day in New England as it was in the time of Lord Eldon in old England, that few men attain distinction at the Bar without "living like a hermit and working like a horse."

But what do the Americans think of religion? No two persons, I suppose, would answer this query alike. My own opinion is that religious thought is just about as influential here as in Great Britain and her colonies. It may not be of the same type, it may not always be as narrow and intense, as you will find it in some of the provinces of Canada. I'm inclined to think it is not. The tremendous population of this country, the rapid interchange of ideas, the jostling of great business centres, the wonderful propagation of all kinds of literature, and the influence of great universities, as well as observation and experience lead me to believe that the religious world in New England is undergoing a marvellous change. But it is a change for the better. The end is the same, but the methods are different. The religious attitude of my grand-father may have been right and proper in his day, but is it necessary or indeed obligatory, that I, in the closing decade of the nineteenth century with almost universally changed conditions, should mathematically reproduce it? Assuredly not. In rural communities this may not be so apparent, but in large cities the absolute necessity of more enlightened procedure no longer admits of a doubt. The American churches are alive to this fact, and among the thousand cries of want, suffering and wrong, which continually go up from all parts of a great city, their generous responses may daily be heard. It is undeniable, however, that a large portion of the population never enter a Christian church. A superficial scepticism with more audacity than brains is popular among a certain class. And, though I have the utmost respect

for thoughtful convictions, it does often seem to me, as if this supercilious wise-acre religion is entertained, because it serves as a cloak for personal immorality and dishonesty, or an excuse from soiling your hands to lift a fellow-man out of the ditch. I am happy to believe, however, that such a creed is not in the majority, that argument and knowledge are not confined to the dissolute, and that the sources of religious teaching were never more thoroughly investigated than in the New England of to-day. Religious discussions are conducted with good temper and the rivalry between sects grows less and less. After speaking of religion as the basis of social purity, and commenting upon the enormous number of human beings likely to dwell within the bounds of the United States, Mr. Bryce aptly enquires, "Suppose that all these men ceased to believe that there was any power above them, anything in heaven or earth but what their senses told them of, suppose their consciousness of individual force and responsibility, already dwarfed by the over-whelming power of the multitude and the fatalistic submission it engenders, were further weakened by the feeling that their swiftly fleeing life was rounded by a perpetual sleep. \* \* \* Would the moral code stand unshaken, and with it the reverence for law, the sense of duty towards the community, and even towards the generations yet to come? Would men say 'Let us eat and drink, for to-morrow we die?' History if she cannot give a complete answer to this question, tells us that hitherto civilized society has rested on religion and that free government has prospered best among religious peoples."

Matthew Arnold has told us in his usual frank manner, that "all the liberty and industry in the world will not ensure these two things: a high reason and a fine culture." It is a pregnant remark. You may not find in New England that wide diffusion of goodness and agreeableness for the many that has made France the most polite nation of Europe, but there is a great deal of hearty and cheerful intercourse, which is at once attractive and invigorating. It is idle to look for high reason and fine culture, as you might expect it in the historic centres of Europe. In the wild chase for money, the civilization of the people has the appearance of being manufactured and wound up like a machine. "That is why," says Paul Bourget, "in spite of that immense culture and what is better still, that appetite for culture, there is as yet no purely American Art, no purely American literature, no purely American poetry. The great artists, the great men of literature, and the great poets in the United States—remain exceptional and solitary." Whether this criticism is fully justified I will leave others to say. Certainly it is true that the great bent of American civilization has been toward the accumulation of wealth. When we consider that less than 25,000 people own more than half the wealth of the country, when we behold the systematic bribery of public officials by soulless corporations, the inequality of distribution which every day grows more cruel, and the presence of starving men in the land of plenty, the spectacle is not at all enchanting. Let it be understood at once that I am not a revolutionist or an iconoclast. The principle of private property, if it cannot be defended on grounds of justice, is undoubtedly the most expedient. I have never yet been able to see how all the possessions of society could be cut and carved up, and then distributed according to the notions of supposed wisdom, public or private. But make what allowance you will for private thrift, encourage the principle of combination in every legitimate way, it does seem to me there is a limit and a very proper limit to the amount of property which should be controlled by a single man. The principle of private property has been abused in the United

States, and thoughtful men of all classes know it. It tantalizes and chafes the masses into all sorts of popular crazes for reform. Slow as old England is in some matters, she has begun to regulate the principle by placing a succession tax upon the estates of the wealthy. The London County Council has dealt with the problem of municipal monopolies in a masterly fashion, and the government has adopted the eight hour law in its various work-shops. There is no reason under heaven why a more extensive application of similar methods in the United States would not do a vast deal toward removing, what every one must regard as the most serious and at the same time most disappointing feature of American civilization.

A word more and I am done. I have frequently heard it said that Americans hate England and whatever partakes of the English name. Well, I confess that in a nation of seventy millions, no one is so travelled, experienced or well-read as to pronounce a judgment upon this point. I can only give my impression gathered from New England, whose sympathies are largely with a tariff policy that regards old England and every other foreign country as a commercial enemy. True, that policy may be softened down by historical, literary and social connections with the motherland, but it is still New England, the home of the revolution and the cradle of American liberty. But here and now, all things considered, it is my strong conviction that the bulk of genuine Americans do not hate or even dislike old England. On the contrary I believe there is a very general feeling of friendship, and among large numbers of notable men a sentiment akin to filial regard. Now and then a public journal raves a little at the sudden acquisition of English territory in Africa, or the proposed landing of a British cable upon a Pacific isle, but its petulant fever soon subsides. It is a mere bubble that plays upon the surface. Down deep there is a grand and mighty current of human brotherhood, having its source in the thousand rills of common language, institutions and blood. Like the dew of heaven it sheds fresh blessings every morning, and its power is not diminished with the flight of years. I do not recall anything more splendid in this regard, than the words of Ambassador Bayard, himself an eminent American, and a typical child of the first-born daughter of England. At a reception recently tendered him on his temporary return from the old country, he is reported to have said "I come back to America endeavoring to transplant, as far as I can in good language that which I saw in foreign countries that may be a help to my countrymen. I have been abroad to represent no party. I went to represent the whole country. I used no concealment; none of that wretched diplomacy of a past period that consists in using language to conceal thoughts, but I went using plain language, the mother-tongue of England and the United States; and used that language to make my meaning clear, to prevent equivocations, to say the thing that you thought, and think the thing that you say."

C. H. McINTYRE.

Boston, Feb. 16th, 1895.

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Breathes there a man with soul so dead,  
Who never to himself has said,  
As he stubbed his toe against the bed,

!!      !!!      !!!!!

Ex.

I slept and time went on,  
 I woke and found it gone.  
 But with eternity in store,  
 I turned and slept a little more.

*New York Herald*

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GEO. A. McDONALD, Sec'y-Tr Jas.

# The Acadia Athenæum.

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# The Sanctum.

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The poem entitled "Sir John S. D. Thompson," published in our last issue, has, we think, many points of excellence. It was from the poem of Miss Eunice Knowles, a sister-in-law of Rev. A. Cohoon. Two slight typographical errors can easily be corrected with a pen, and then the poem stands complete. In the first line of the fifth stanza, "fated" should read "fatal," and in the second last line of the sixth stanza "To" should be "So." The poem is graphic, suggestive, imaginative. It is not crowded, yet there is the picture of grim and persistent Death, the portrayal of a manly character, and the grief of a nation for its "honored Head." And there are many beautiful sentiments expressed. The expression "winnowed homage" in the seventh stanza contains a wealth of meaning, and describes in one clear and beautiful note that pure, unmixed, spontaneous tribute of approval which the world ever gives to a true and noble man. The ATHENÆUM is pleased to call the attention of its readers again to this poem.

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The intercollegiate debating match between our Alma Mater and Kings, has been fought and won. While we rejoice that it is our privilege to record the honor of victory, yet it is not victory alone that we would comment upon, for that is a variable thing. But there are certain benefits to be obtained from a contest of this nature which are invariable whether we record success or defeat. A literary contest of such a nature as the one referred to, is certainly in accord with the essential character of university training. It is most fitting that the strength and sinew of a university should be manifested on the intellectual side. While physical contests are good they are not in perfect harmony with



university character, and are but poor manifestations of college spirit in comparison with a contest along literary lines. The benefits coming from this source are both social and intellectual. Nothing can be productive of more good than the coming together of students of different colleges in this friendly social way, and nothing tests so severely the character and spirit of college students. In the future may events of this nature be frequent. The ATHENÆUM extends congratulations to all the speakers who took part on that occasion. Without exception they acquitted themselves well. To all who helped to make the occasion a successful and enjoyable one, to the judges and to the committees of management much credit should be given, for the manner in which the idea of a debate was carried to a successful issue. The kindness and generous hospitality shown by the ladies of the Y. W. C. T. U. of Windsor and the students of Kings College will not soon be forgotten by the visitors from Acadia.

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A fine spectroscope of German manufacture has recently been purchased for the college. The instrument is made after the Kirchoff model and was ordered direct from the celebrated manufacturers Schmidt & Eltz. This valuable piece of apparatus was purchased with a portion of the funds so generously placed at the disposal of the Science professors by the graduating class of last June.

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Mr. W. C. Margeson of the Junior class, who is one of the students pursuing the advanced course in Physics, has recently constructed under the direction of Prof. Haley a large tangent galvanometer. This instrument is used for measuring the strength of electric currents, etc. It has been constructed with commendable care and precision.

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“Look well to the foundation,” though an old maxim, has many applications in these modern days, when men and women are so often measured by the tests of the practical world. Probably no class of persons can profit more by heeding this maxim than students looking forward to a college or university course, not only because a collegiate superstructure must be of little value, when lacking the requisite basal study, but because the student is necessarily incompetent to do proper building unless he lays well his foundation by thorough training in the elementary branches of knowledge. The attempt to study literary

beauty and force by one who cannot analyze a complex sentence, or to solve the higher problems of mathematics by one who has not mastered the elementary processes of Algebra and Geometry, is as absurd as it is futile, and as futile as it is presumptuous. Such a student is every day in the fog. He cannot see his way. He cannot understand the discussion in class, and consequently he cannot assimilate the knowledge sought to be imparted. The result is, he not only lacks the pleasure born of intellectual insight, but loses interest in study, and, discouraged by conscious failure, he is apt to drift into indolence and mental inertia. Any person thus unprepared, who by any means whatsoever, works his way into college to take the full course, makes, in most cases, a serious mistake, while the college that admits him injures the student, and compromises its own record. A standard or syllabus of matriculation in a college is supposed, except in the case of special students, to be the test of admission to its ranks. That test to be just and efficient should be, for any particular college, uniform and without any sliding scale of requirement. When the study of Latin from two to four years is required by most colleges for matriculation, the admission of students who have little or no Latin to the Latin Course of the Freshman year is open to serious question. Who will pretend that a student, however clever, can translate and construe the Odes of Horace, while ignorant of Latin forms and rules? The lament of graduates who entered college unprepared and who in consequence came out weak justifies some emphasis upon the scope and thoroughness of the preparatory course. Experience we believe has shown that the student who hoped after entrance to college to complete his unmastered matriculation studies has not been able satisfactorily so to do and at the same time to carry on his necessarily difficult college work. If, as before intimated, it is beyond his power satisfactorily to carry his regular college studies, it is surely unreasonable to expect him to compass additional matriculation work. Moreover, the student who finds it necessary to hurry into college requires his vacation to earn needed funds and will be likely to do so rather than study up back work; hence the desirability, on the part of the authorities, of avoiding any course in relation to him that may promote his failure. If pressure of circumstances necessitates absence from class work during any part of a student's career, he can afford such indulgence during his college, rather than during his preparatory course. The existence of so many well equipped County Academies and public High Schools, in addition to our own efficient Collegiate Academy, affords less excuse to our students for inadequate preparatory training than when the public Academies were so few. To admit

to the full University Course those who have not completed the prescribed matriculation studies is a dangerous temptation to those at a distance to abridge their preparation, and to those on the ground to do the same, either by relaxing their diligence or by leaving the Academy, as many have been inclined unwisely to do before the close of the Academic year.

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One of the most enthusiastic gatherings ever held in the interest of Acadia College, was that on the occasion of the annual banquet of the New England Branch of the Alumni Association, which took place at the United States Hotel, Boston, on March 26th. Prof. Tufts who represented the faculty on that occasion, has just returned, and reports that it was a most interesting meeting. The Herald and Globe, two of the largest Boston dailies have devoted nearly a column each to a report of the proceedings, and the editors of both papers were in attendance at the meeting, one of whom, Mr. T. F. Anderson of the Globe enrolled himself as a member of the Association. This speaks much for the recognition which the Alumni of Acadia are commanding in New England. There were also present: President Whitman of Colby, who was the guest of the occasion, Rev. George E. Horr, editor of the Watchman, Rev. R. M. Hunt, of Jamaica Plains, President of the Association, Rev. C. A. Eaton, of Natick, Rev. Dr. Greene of Lynn, and Rev. Dr. Thomas of Newton Seminary, all of whom delivered interesting addresses. Over seventy were at the business meeting and over forty remained to the banquet. It was doubtless a fact, as Prof. Tufts said, there were more graduates of Acadia at that meeting in Boston, than one could get together in Halifax, St. John or Wolfville for a similar purpose. Acadia has given to New England a large percentage of her graduates. Many significant words were spoken and many significant facts were brought to the notice of the New England friends. A pamphlet has just been issued by the Association setting forth the standing of the college, the present circumstances, the need of finances and the facts concerning the influences which Acadia has exerted and which New England has received. It is time that a response was being made and it is being made. The outlook is exceedingly hopeful. Rev. C. A. Eaton had the pleasant duty of announcing at the banquet, in addition to the receipt of several checks from invited friends who were unable to be present, the highly gratifying fact that a prominent New York medical practitioner was preparing to place to the credit of the college \$30,000 to endow a professorship. In the pamphlet to which

we have referred the words of such men as Presidents Eliot of Harvard, Strong, of Rochester, Hovey of Newton, Harper of Chicago, the late Dr. Gordon of Boston, Editor Horr of the *Watchman*, etc. are given in appreciation of the good and thorough work which Acadia is doing. It is a significant fact that Acadia has sent more men to Newton during the last five years than either Brown or Colby. She has sent 58 while Brown sent 57 and Colby 37. Prof. Tufts ably upheld the interest of Acadia, proving in a conclusive manner the fact that Acadia College has exercised a great educational and christian influence on New England society, and claiming for her a more hearty support from that side of the line. The Association is now taking steps towards incorporation, and until these are completed no new officers will be elected. A committee was appointed to arrange for an excursion, and a number of the Alumni and friends expect to attend the Anniversary exercises in June. Editor Horr very generously tendered the support of his paper and occasional articles may be expected in the *Watchman* setting forth the work in which Maritime Baptists are engaged.

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## The Month.

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We are always glad to hear Acadia graduates among our Y. M. C. A. speakers, and this pleasure was ours at the last regular meeting in College hall on Feb. 24th, when Rev. A. C. Chute, of First Baptist Church, Halifax, gave us a sketch of the life and work of David Livingstone. Mr. Chute's lecture showed careful and studied preparation and was calculated to stir the heart with something of the nobler purpose, which characterized the sincere and devoted subject of his sketch.

On the evening of March 2nd the doors of the Athenæum Society were thrown open to the public, and despite the inclemency of the weather a goodly number of ladies and gentlemen from the affiliated institutions and village assembled in College Hall to listen to the debate on the woman suffrage question. The four defendants of the resolution, "that woman should vote," were the men who were afterward to represent us at Windsor, but notwithstanding their flow of eloquence the four opponents brought fourth sufficient arguments to carry the house with them and the resolution was lost. A synopsis, music by the quartette, and an interesting critique completed the evening's entertainment.

The lecture committee, who have had rather up-hill work this year, deserve our sincerest congratulations on the best two entertainments. On the evenings of March 7th and 8th we had the rare treat of a lecture and recital by Prof. H. L. Southwick, of the Emerson School of Oratory, Boston. In his lecture the professor showed forth Hamlet as a "man of will." His arguments were conclusive and clear, his language choice and beautiful and his dramatic action perfect. The recital showed the skill of a perfect artist, in the wonderful impersonation of character and the vivid presentation of pictures.

At the regular missionary meeting on March 16th, Mrs. W. B. Boggs gave a very interesting and pathetic account of some of the most degraded of the pagans of India among whom she had worked, and in whose welfare she is still deeply concerned. A. R. Jones also gave a discourse upon the vision of St. Paul at Troas and the "Macedonia call." We were also favored with a quartette from the Seminary.

Physical contests are no longer to be the sole test of excellence among our Maritime Colleges. On the evening of March 15th, the representatives of the Quintillian Club of Kings College and the Athenæum Society of Acadia met, in friendly debate, in Convocation Hall, Windsor. The question for debate was: *Resolved that woman should vote*, Acadia taking the affirmative. After suitable introduction by President Shatford, Mr. Foote opened the debate; he was ably responded to by Mr. Donaldson. Then followed in order, Messrs. Nickerson, Hiltz, Oakes, Lynds, Rutledge and Vernon. After due consideration the three judges — Prof. Kierstead of Acadia, Prof. Roberts, of Kings, and Principal Smith of Windsor High School, announced a unanimous decision in favor of Acadia.

The Athenæum Society has made its last change of officers for this year. The new President is R. R. Griffin; Vice-President, G. H. Parsons; Cor.-Secretary, C. L. Turner; Treasurer, R. Harlow; Rec.-Secretary, W. B. Spinney.

At the annual meeting of the Y. M. C. A. the standing committees for '94-'95 gave in their reports, and the recently elected officers took their places. The reports were on the whole favorable. Although there has not been much visible fruit of work done, yet we hope much good seed has been sown. The new executive are President, C. W. Jackson; Vice-P. Simeon Spidle, Cor.-Sec., W. A. Morse; Treas., I. Corbett; Rec.-Sec., I. H. . . .

Another one of the land marks is gone. Another one of those events, which are looked forward to with high anticipations has become a realization, and all have decided that the Athenæum "At Home" was a success. At the usual hour on the evening of March 22nd the guests assembled from far and near. Collegiate Hall under the supervision of the able decoration committee assisted by the honorary members had assumed its usual reception attire and presented a very pleasing appearance. Although there was no literary or musical entertainment provided, yet there was no lack of pleasant conversation and the hours glided swiftly by. We were glad to welcome among our guests several representatives of Kings College and a number of the young ladies of Windsor's Y. W. T. U. who so courteously and hospitably entertained our boys in their recent visit to Kings. We hope that such friendly intercourse may continue.

At the meeting of the Propylæum on March 22nd the following officers were appointed for the spring term: President, Miss Coates; Vice-Pres., Miss Andrews; Sec'y.-Treas., Miss Eaton.

The Y. W. C. A. has entered upon its second year's work. The new executive are: President, Miss Sawyer; Vice-Pres., Miss Cobb; Cor-Sec'y., Miss Stevens; Rec.-Sec'y., Miss B. Burgess; Treas., Miss Keirstead.

## Seminary and Academy Notes.

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There will be a Recital given by the teachers of the Seminary on Friday evening, April 5th.

The Seminary gratefully acknowledges the gift from the A. A. A. A. This gift, which was the picture of the Champion Football Team of the Maritime Provinces, now adorns the reading room.

The Dominion Government (per Prof. A. E. Coldwell) has recently presented the Seminary with a collection of ninety choice specimens of minerals. This is quite an acquisition to the museum.

The winter division of the second Academy term has closed. These ten weeks have been full of work, both for teachers and students and good results have been accomplished. The chief drawback has been the prevalence of the mumps. The latest victim is however on his feet again. Mr. Sawyer's illness for two weeks was much regretted, but his place was successfully filled by Mr. D. P. McMillan of the senior class in college.

The exams are over also, some of the students will doubtless sleep longer and more soundly during the next few nights.

The second excelsior list since the new year is just made up. Cann still maintains his lead of the Senior Class, with Harper and Bill not far behind. Stubbert leads the middle year class with Poole second.

The Lyceum has recently appointed its officers, the middle year class holding all the positions of honor. Sheldon Poole is president, Austin Huntley vice president, and Chesley Richardson, secretary. The well prepared paper issued by the Castalian Society was read at the last meeting of the Lyceum and was much enjoyed.

On Sunday the 10th inst., A. M. Hemeon, Esq., M. P. P., the able advocate of the bill for woman suffrage, favored us with a pleasant call. He believes the measure will ultimately carry in our local legislature.

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## Exchanges.

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Quite a list of exchanges is on our table, but, as yet, very few March issues have come to hand. We think that punctuality in sending out the college papers has a most salutary effect on both managers and readers.

The February number of the McMaster Monthly is most praiseworthy. It contains a portrait of James Edward Wells, editor of the Canadian Baptist, and a paper by him entitled "Work and Products of McMaster." In this paper is finely presented the attitude of the true man and student. His aim should be to learn to think by thinking. He should be earnest in quest of truth, stimulated by a knowledge of the true needs of humanity and a kind desire and design to supply the wants of the age. "There is a great work for the educated and thinking men and

women of the next generation to do, in the way of combating and counteracting many and mischievous evils, especially those, and their name is legion, which have their origin in misapplied intelligence and one-sided thinking. There are errors and follies in regard to popular amusements, athletics and gymnastics, scientific investigations and generalization, moral and religious ideas and teachings, which it will be for the straight thinkers of the immediate future to examine and correct, amend or condemn."

"Mid Plains and Peaks," gives delightfully suggestive glimpses of western life and scenery. The freedom and ruggedness of the western character, customs and environment, are set before the readers in a few felicitous strokes befitting the subject. Another short story well written has as its key-note "nothing but the infinite pity is sufficient for the infinite pathos of human life." The story suggests that human pity, notwithstanding its finiteness is potent to heal many a heart wound and soothe many a sorrow. A critique of the poem "Sohrab and Rustum" completes a most entertaining number.

The University Monthly comes out in good form. Recollections of Harvard forty years ago, cannot fail to interest and to impress one with the rapid growth of that university. "A Buffalo Hunt" is graphic, and stirs the blood with the din and danger of the chase.

Short space forbids an attempt to review the Harvard Monthly. We recommend it to those of our readers whom the potency of a literary habit moves to agreeably fill a stray hour.

A paper in the Dalhousie Gazette "Preparation for College Work" deserves attention. The writer shows that more thorough preparatory training is demanded both for the good of the student and the university. "Life at Edinburgh University" is a good description of the historic town and its book-stalls, and of the sombre and solid style of the buildings and curriculum of the institution.

Other exchanges at hand are The Owl, McGill Fortnightly and Varsity.

## Locals.

Why is the class of '98 like the river Nile? Because it abounds in "freshettes."

(Senior half-back at the Windsor supper.) "Now watch me mash one of these girls."

We have heard of impudence under the name of "check and gall," but these appear to be too mild terms for some occasions. The combination of these names would be rather gentle when applied to a case of the Sophomore, who, not being a member of the Athenæum, came unbidden and unwelcome to the Athenæum "At Home." If the "At Home" was not a success he was probably the *Jonah*.

Will those whose subscriptions are still unpaid kindly assist us by their early remittance?

What more interesting than a Chip-Hall scene in the quiet hours of early morning? Behold a group of adventurous seniors just returned from a party at half-past one. There they stand at the head of the stair in attitudes of intense expectancy one holding a lamp through whose dust-laden chimney a triumphant beam of light occasionally emerges, leading an uncanny aspect to the scene; another with attention bent on the dark recesses below, stands by the stair with a glass of water in hand ready to respond vigorously at the slightest warning. Peering into each other's anxious faces and whispering with muffled voices they stand there waiting, — with expressions of mingled excitement and resolve they stand still waiting, waiting for their comrade the pedagogue, who, lingering to say "Good night," in a corner of Palace of Art, thinketh truly that he hath "No need of a candle neither light of the sun," — — but hix! listen! a noise from the region where the senior half-back dwells. Ah! the half-back has forgotten to say his prayers and is now performing that omitted duty, or mayhap he is expressing regret that he remained at home on such a pleasant occasion. "He is saying his prayers," says the *parson* with a well-satisfied look and hearty exclamations of approval. What wondrous rhetoric! What exquisite utterances break the stillness of the night! Certainly the horned and hoofed one will flee away from the half-back's downy couch with terror in his countenance and guardian angels will hover over, — *yes, far* over the couch of the innocent sleeper with their protecting wings. The group at the stair murmur assent, and silence reigns again. Time passes, the pedagogue comes not, and the little group reluctantly breaks up and disappears in the darkness.

## ACT I.

Scene 1. The Jones Banquet Room.

Enter gentleman and Lady H.

Lady H. The sight of these familiar faces and the thoughts that we have nearly spent our last year together gives one a lonely feeling which it is not pleasant to contemplate.

Gent. Well yes, I presume a reflex action is created.

Lady H. And our class-mates, too, I find, are very genial companions.

Gent. Yes, but after all do you think they are any of them really clever? (*Clock strikes one A. M.*)

Lady H. Yes, I am inclined to think they are, and if not the ablest, their gentlemanly qualities will lead them— (*Some ladies retire to cloak room.*)

Gent. Will you kindly excuse me as there is a person here I desire to converse with ere we dismiss. (*Exit.*)

Scene 2. A Street.

Enter Gent and Lady K.

Gent. Well, you know, some persons are hard to understand. It seems as though their minds are not capable of appreciating cleverness in its true form.

Lady K. Yes, perhaps there are. Isn't the night beautiful? How lovely the twinkling of the stars?

Gent. Beauty is a strange thing do you know. It appeals to the senses of many, rather than something they are able to appreciate in the mind itself. (*Approaching castle.*)

Lady K. I don't know but what it does. The lights burn dimly or not at



all. My friends must have entered and retired. However I have a key to the north-east entrance.

Scene 3.

A large dark hall in Semite Castle. Enter the same.

Gent. I perceive it would be well for you to proceed to ascertain if the corridor door be fastened.

Lady K. Oh no, Miss G. has the key and promised to leave it unlocked till I passed through. Why yes it is locked, what shall we do?

Gent. If I apprehend your meaning there is no other door opened.

Lady K. —What are we to do—if this should get out—my fan box please—light a match so I can see—dear, this is not my box, I have changed with some one—we will have to remain here 'till morning.

Gent. —I have an intuitive presentiment that a welcome awaits us if we retrace our steps to the nunnery passed.

Scene IV.—Before Sacred Heart. Lights extinguished. Enter the same and a benighted conversation follows.

Scene 5. —Outside the Semite Castle before the matron's room. Enter the same.

Gent.—Your tapping is answered, I retire. Good night.

Act 2.

Scene 1.—University Room, enter Prof. and class.

Prof.—Well Mr. McK-n-l-y how do you account for the theory held by some that your conscience cannot be educated?

McK-n-l-y.—[After a moment's reflection] I did not quite comprehend your question Professor. I was thinking of something else just then.

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