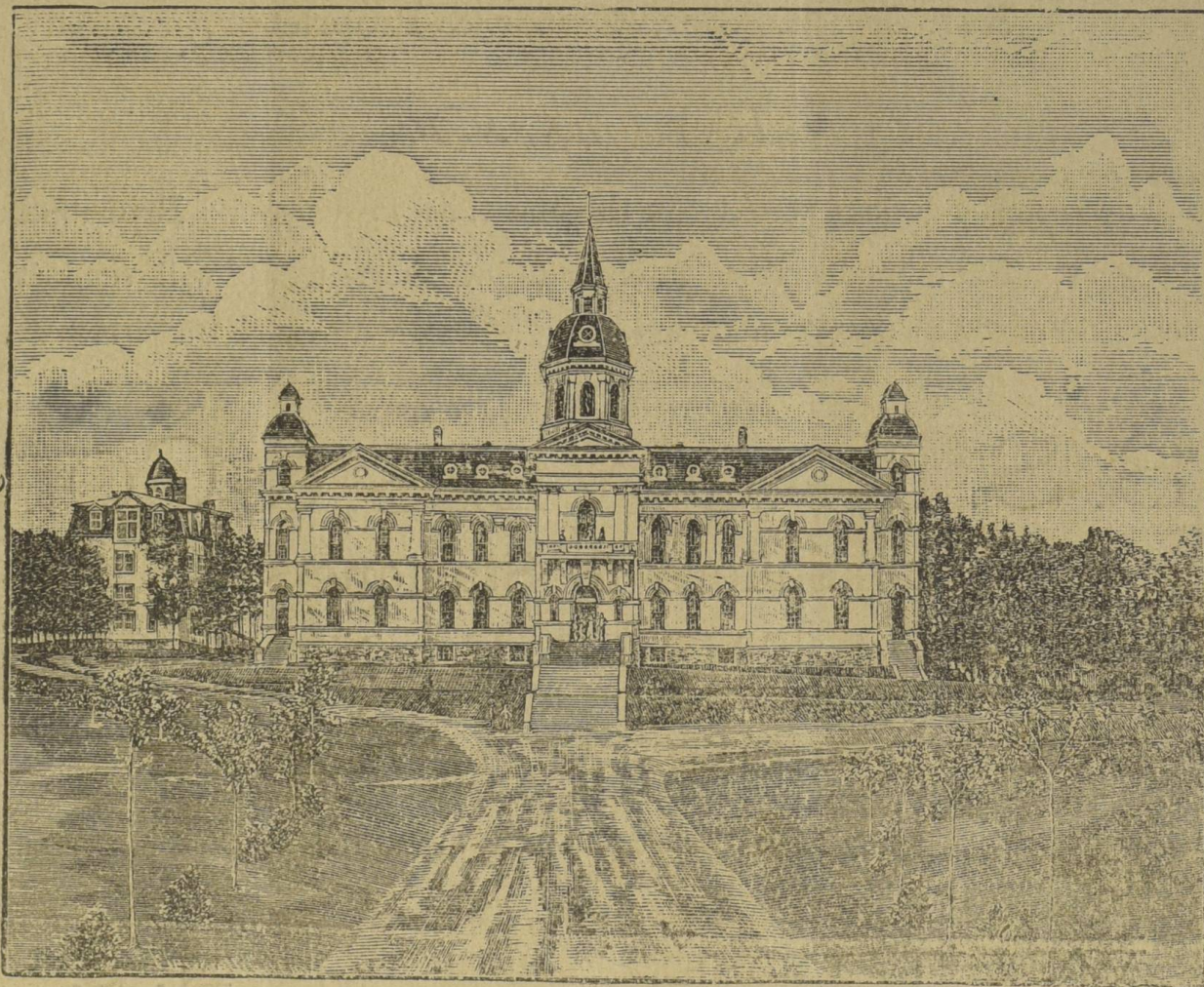


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THE ACADIA ATHENÆUM.

TROS TYRIUSQUE MIHI NULLO DISCRIMINE AGETUR.

VOL. 7

WOLFVILLE, N. S., NOVEMBER, 1880

No 2

ROSES AND SHEAVES.

The birds were singing, the flowers bright,
All nature with beauty crowned,
When midst the roses, in noonday's light,
A maiden walked o'er the fragrant ground
 Glad the song she sung;
 Clear the sweet notes rung:
And I thought of heaven with its songs of joy,
Of elysian peace free from care's alloy.
In the harvest-field a reaper bent
O'er the yellow, golden grain;
And the heavy arduous labor sent
Through his frame fatigue and a weary pain.
 Dark his cheek was tanned;
 Coarse and rough his hand;
And I thought how unequal the burdens of life!
How varied life's trial's, uncertain its strife!
In her hand a maid who sat alone
Held a withered, faded rose;
The joy of her smiling Spring had flown,
And its place was held by anguished throes.
 Bitter were her tears,
 Deep her woful fears,
And I thought of the ever setting sun,
And how dark falls the night when the day is
 done.
A farmer sat by his warm fireside
And without heard the tempest roar;
And he sang of the merry harvest tide,
Of the field's increase, of his labors o'er:
 Joy within his breast;
 After toil came rest.—
And I thought of the golden morning light,
Which ever succeeds after darkest night.
The care-free idler sang but in vain,
For joy soon by cruel grief was slain,
Even thornless roses must fade and die,
And clouds soon will darken the fairest sky.
The weary reaper toiled not in vain,
For rich was the gift of the bearded grain;
As over the golden sheaves he bent,
He reaped with the sheaves a golden content.
In the garden, roses; wheat in the field:
O'er the roses, tears; rest and song toils yield.

—OMEGA.

DARWIN AND DARWINISM.

(Concluded.)

"Darwinism" and "Darwin theory" are terms that we hear almost daily, sometimes used in all seriousness, but more frequently by way of jest; and to the expounding and maintaining of the hypothesis to which they refer, the labors of the later life of this celebrated naturalist have been devoted. He is not the originator of the theory, however. His grandfather, Dr. Erasmus, though not a professional scientist, had devoted considerable attention to the subject, and held substantially the same views, which he probably received from his contemporary, Linneus; and indications of the theory may be observed in the classic authors as early as the time of Anaximander, six centuries before the Christian era. It remained, however, for the younger Darwin to develop the theory into its present proportions. This he has placed before the world by numerous publications, some in the form of volumes, others as papers contributed to the leading magazines or read before the several scientific societies of which he is a member. The first of these, published in 1859, was "The Origin of Species, or the Preservation of Favored Races in the Struggle for Life." This book caused a considerable stir in the scientific and religious worlds. Scientists were divided in their opinions respecting it; many books and review articles were issued, some in support of the hypothesis, but the majority in opposition; while by those who, holding to a more literal interpretation of the Mosaic record,

objected to it on religious grounds, it was denounced as atheistic.

Darwin's theory, which he has propounded in this book, is that all living things in the world—the endless varieties of plants and the almost numberless species of animals—have descended from a few primordial monads or protoplasmic germs. Assuming this view he attempts to make the truth of it appear evident by considering the operation of the following natural laws:

First, the law of *Heredity*—the offspring resemble the parents. Second, the law of *Variation*—the offspring being in all essential characteristics like their immediate progenitors, yet vary from them within certain limits. Third, the law of *Over Production*—all plants and animals tend to increase in a geometrical ratio and would soon overrun the earth and exceed their means of support. From this rises the struggle for life, which leads to the fourth law, that of *Natural Selection* or *Survival of the Fittest*—the individuals that, through variations from the normal type, possess the conditions most favorable, will survive. This variation is transmitted and perpetuated. Gradually other favorable variations occur and are also made permanent. Thus in the course of myriads of ages there are introduced great changes of structure that characterize not only species, but genera, families, and orders,—the crowning result of the evolution being man.

This book was followed by a succession of works in support of the theory. The most important of these were, "The Fertilization of Orchids," which appeared in 1891; "Variation of Plants and Animals under Domestication," five years later; and in 1871, "The Descent of Man and Selection in Relation to Race." In the last mentioned book he extends the theory to make it account not only for the physical structure of man, but also for the higher states of the soul—his powers of intellect, will, and emotion, as well as his moral con-

sciousness—these taking their rise in the social instincts of his pithecoïd progenitors, and being evolved through insensibly fine gradations.

With whatever feelings the theory that Darwin espouses may be regarded, it must be admitted that he is dealing with it, and meeting opposing theories, fairly and honestly. He attempts to establish his theory in a scientific manner by seeking to show the existence of real and adequate causes, the necessary results of which must be to produce the present diversity of species and their relations, and by producing instances explicable by his theory, but inexplicable by the opposite one. When the case between the Evolutionists and those who hold the theory of Special Creation is settled, if settled at all, it must be as the result of scientific investigation; for it is a point upon which revelation throws little light. The Mosaic record, grand in the sublime fundamental truths that it reveals, gives but vague and shadowy representations of the progress of life from its dawn till man crowned the work and the Creator pronounced it all good. The Evolutionists claim that their views harmonize with scripture equally as well as those of their opponents. It is claimed that evolution presupposes a Creator and Evolver, and that the work is none the less His because He chooses to perform it through indefinite time rather than by an immediate creative act. Said the late Rev. Charles Kingsley: "What harm can come to religion even if it be demonstrated not only that God is so wise that He can make all things, but that He is so much wiser that He can make all things make themselves?" Between true science and true religion there can be no dis-harmony, for the same God is revealed in both.

Among the supporters of "Darwinism" are some of the ablest thinkers of the day. Such men as Herbert Spencer, Huxley, Tyndal, and Hackel are men of power in the world of thought. The theory is also held in a modified form by Gray, Dana,

Duke of Argyll, and many others, of less scientific notoriety. That natural selection accounts for much of the present diversity in respect to the countless forms of life, is generally admitted; the real question at issue is, for how much does it account? Dana would accept the theory in a general way; but would claim special interventions, notably in the case of man. Darwin would derive all life from a few fundamental forms, but does not attempt to bridge the chasm between the living and the not living. But Darwin is outdone by Tyndal who asserts that "emotion, intellect, will and all their phenomena, were once latent in a fiery cloud."

The question is still an open one; and while it would be rash to accept the theory without long and careful study, it would be equally unwise, and an evidence of narrow thinking, to denounce it as heterodox and unscientific without an equal amount of attention. Science is progressive. New facts are being continually brought to notice, new discoveries are being made, in the light of which many old and time-honored theories may be seen crumbling to decay. The man who hugs the delusive phantom of a blind belief in some favorite theory (a family heir-loom, perhaps, hoary with age) must be left behind in the onward march of thought. Truth is truth though it pluck out our right eye, and the man who fears to meet it is a craven, deserving of contempt.

There are a few objections, however, that the supporters of "Darwinism" must answer before they can urge the general acceptance of their hypothesis. The first is the absence of discovered links connecting man and the highest ape. Evolutionists admit that natural selection cannot take leaps. It is also admitted that all the physical changes that have taken place on the earth, have been brought about by causes still in operation. If their hypothesis be the true one, we should expect to see a uniform gradation from the highest ape to the lowest man; we should at least

expect the study of fossil remains to show such a connection. But it is admitted by evolutionists that the oldest fossil human remains yet discovered do not take us appreciably nearer to the lower pithecoïd forms. And in respect to brain, which seems to be the chief point of distinction between man and the lower animals, it is conceded that all investigations show its cubic capacity in the highest man-ape to be but one half that of the lowest type of man. Another objection unanswered is "the sterility of hybrids." Evolutionists themselves admit that if the sterility of hybrids be a fact, natural selection cannot account for the present diversity of species; but the general testimony of breeders and stock-raisers to the existence of the fact is met by but a few seeming and possible exceptions. Again natural selection does not seem to account satisfactorily for the existence of man's *intellectual and moral superiority*; and until it does so the majority of thinking people will still adhere, in the case of man at least, to the generally accepted view,—Special Creation.

J.

UNREASONABLE ASPIRATIONS AND DEMANDS.

It is told that a certain would-be teacher in New England, on being asked to name the capital of Massachusetts, hesitated for some time, knotted his brow as if revolving some mighty problem in his brain, and then exclaimed "I know that well enough, *but I haven't the flow of language to express it.*" Perhaps this story is not exactly true, but at any rate it is worth using as an illustration; for an excuse similar to this is often urged by conceited ignorance. The wise man knows everything. Measureless information is stored away in his cranium. He can answer every question, and solve every problem,—*or he could once.* Perhaps he cannot at this moment recall his knowledge, but still he *knows*. In his brain the whole matter is carefully

stowed away with other unmeasured heaps of intellectual wealth.

Who has not heard men who are dumb when they should be swift to speak, excuse themselves on the ground of inability to utter their thoughts. They say they have good ideas, but are not fluent because of inexperience, and therefore cannot give others the benefit of their intelligence upon the subject under consideration. In the same way we have heard individuals boast of what they might have been, if only they had been "to college." A preacher who thunders forth illiterate sameness from Sabbath to Sabbath, proud of his stentorian voice, which makes the very rafters creak, sighs because he obtained no education when young. He mourns as he reflects on what might have been, what positions of honor and influence he might have occupied, what a mighty name might have been his, if he only had had a chance. And to him, indeed,

"Of all sad words of tongue or pen,
The saddest are these, 'It might have been.'"

Or a father moans because he cannot send his son to college,—his promising boy, the pride of the family, the wit, the genius, the embryo Tennyson. The boy has discovered an aptitude for poetry, and is already able to make "I have got" rhyme with "down I sot." And so his fond father, doting mother, his uncles and aunts, and several other admiring relations say, "Oh, if he had an education! What a poet he would make!" Meanwhile the district school-teacher grows weary trying to beat into the said poetical brain knowledge sufficient to enable it to comprehend an easy example in simple interest. As a rule illiterate people undervalue educational advantages, but they pay schools and colleges too high a compliment when they suppose that such institutions can fill an empty skull with brains, convert a dolt into a genius, or make ideas stick to a mind which is repellent, or at least too feeble to hold a whole thought upon the simplest subject. If a man has intellect, the disci-

pline of the schools will sharpen that intellect, augment the power of his faculties, and will give him, measurably at least, the tact with which he may make his talent serviceable. But no power can transform a noodle into a wise man. The jingler of miserable rhymes can never become a poet. The shouter of vapid nothings can never become a great orator. The mouse-in-a-pint-measure man can never become a giant whose steps shall outrival those of Hiawatha in his "moccasins of magic."

If men would say, "I have ~~not~~ ideas," instead of complaining that they lack words, they would commonly tell the truth; for if a man has clear ideas he can express them intelligibly unless he is dumb. If some individuals would say, "I can never be a man, but as a mouse I will become as wise as possible," they would be talking sense. Too often men try to appear what they are not, or to climb higher than their Creator ever intended they should climb. There are eagles whose pinions flutter in ether, and whose eyes flinch not in the glare of the sun; but many a bird never gets higher than the tree-tops. Each, in its place, is noble; out of its place, ridiculous. If a man was intended for a sparrow, at his peril does he ape the eagle.

There are men who would make excellent farmers, carpenters, or blacksmiths, but who are execrable failures in a profession, though perchance they can point to a college diploma. They deem toil of the hand degrading. They, forsooth, want lily-hands, and a *profession*. And so they go through life as seventh-rate preachers, doctors, lawyers and teachers. They occupy places which, if these nonentities were out of the way, would be filled by efficient men. Thus they are encumbrances, mere lumber, public nuisances. They have no ideas save a threadbare few which they have stolen. They have few words though, in many cases, these few do service continually, much to the annoyance of persons of mental acumen who are forced to hear them. What shall be done with

such individuals? A Solomon could not tell. If they have the means to pay for schooling, and a "bone-bowl" of sufficient dimensions to receive a lot of sapless lumber, no doubt, according to college conditions, they can carry a bit of parchment away from some *Alma Mater*. But whether they "go through college," or are of the number who gaze at a college from afar, and sigh to think "what might have been," is of little consequence so far as their weight is concerned; but to a college which graduates such persons, the consequences are considerable, for the school often must bear the disgrace of their nothingness. Therefore with an earnestness born of a consciousness that colleges are wronged, we beseech parents not to complain if a college has failed to convert into a genius the numskull which they sent to it; and we beg society not to despise a college because some of its graduates are feeble and light. The college is as much ashamed of such graduates as a mother is of a weak-minded child.

OMEGA.

SPARE MOMENTS.

Next to the formation of proper habits of study, there is nothing so important to the student as the way in which his spare moments are occupied. The profitable use of his leisure time gives precedence only to his power of application and to method in his work. The past has shown and the present amply justifies the belief that there is among students a lamentable tendency either to underrate the value of time not given to study, or to overlook the subject altogether. On a candid consideration of the question, surely there can but be one opinion. As students we ought to recognize the fact that there are benefits to be derived which are really outside, yet intimately connected with our college training. The influence of a college course in disciplining our minds, in training our tastes and in forming our characters

does not end in the lecture room and in the performance of assigned duties. The social and moral elements of our natures owe their development almost entirely to circumstances beyond the immediate supervision of our instructors. And here let each student remember that it is now, in the days of his student life that his tastes and character are being formed. Let him bear in mind too, that what he will be hereafter depends largely upon what he is now.

Let time, then, which is not required for performing regular college work be well spent. Let each of us in view of the responsibilities devolving upon us as students in the true sense of the word, be careful to what we give ourselves in our leisure.

It is true that some have less time to themselves than others. The whole time of some, except that needed for physical relaxation, is absorbed in their daily assignments. But with the majority of us this is not so. And the latter class should remember that their responsibilities in this respect are proportionate to their ability to do their assigned work quickly.

To direct the attention of his fellow students to any particular way of practising these principles is not the intention of the writer but merely to call that attention to facts too often slighted. If only he can awaken in some a desire to redeem time lost in the past by striving to improve spare moments in the present, his object will not be unaccomplished.

When this is accomplished, the ways and means can be left to the judgment of the individual.

Allotted space prevents an enlargement on this subject. In fact no arguments are needed to establish a self-evident proposition. To the student who takes the trouble to think of it, the question can appear only in one light. The time given us to prepare for life's sterner duties is short. By economizing that time let us make the most of it, and while we may, let us strive for a culture as broad as possible. W.

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IN our last issue we made some general remarks respecting prize-giving as it exists among us, and a few more specific words seem called for. On different occasions within a few years the prizes have not been distributed at the time when it was announced they would be; and it is not hard to see how persons would be disappointed and inconvenienced on this account. No class prizes were awarded last June, and we have reason to believe they have not since been conferred. The matriculation prizes due September 1879, were not paid up to the third of last month, and they remain yet unpaid as far as we know. And, further, there is a prize offered (according to the College Calendar) which has not been given for two years, and this is owing, we believe to the lack of funds; but why is it offered? We do not wish to be called fault-finders nor to cast any reflection upon the body which very kindly furnishes these

gifts. This association is under no obligation to make the offers it does, but it is under obligation to meet the announcements voluntarily made.

A SCHOOL should be conducted with the strictest regard for regularity, thoroughness and despatch in the performance of all things necessary to be done. Laws, neither too vigorous nor too lax, should exist and should in no case be inoperative. Since the "fire" there has been a disturbance in the former order of things at Acadia. Sometimes on account of the unsettledness arising from having shanties for classrooms, and because those in authority had multitudinous cares apart from their regular duties, necessary regulations could not be rigidly enforced. Last year much was done to bring order out of the partial chaos, but of course everything could not be accomplished. With the opening of this year came other improvements. Attendance at college exercises is looked after closely, and no student will be able to retain his connection with the college if his list of unexcused absences exceeds a fixed limit. The division of the boarding house tends towards order, and simplifies questions which formerly were puzzles. Caps and gowns must be worn on certain stated occasions, and no longer are we likely to see, on public days, the processions of students presenting a piebald appearance. Of course perfection has not been reached. There was no public meeting at the opening of the college in September. This has given rise to complaint, and is really to be deplored; because a public meeting would call back the students at the beginning of the term; whereas now a large number, knowing that little will be done the first week, do not plan to return promptly. However, we suppose, and we certainly *hope*, that this omission will not occur again. We are not overburdened with public occasions, and therefore are not willing that any one of the few should fail of observance. There is no excess of machinery, and we therefore wish to see every piece in running order.

THERE is perhaps nothing against which students are more frequently warned than the tendency to disregard the laws of health while pursuing their studies. These warnings come sometimes in the form of words from men of sound judgment and experience, and sometimes from the broken down constitutions of unwise students. And yet it is astonishing they are so little regarded. Young men come from active physical employments, it may be, and after a brief period of excessive application to study during which little thought is given to the conditions upon which health is retained, they begin to complain of being unwell and they wonder what has brought about the disorder. Many who come to College in sound health, go away with dull prospects of ever being able to do much good to others or of having much enjoyment themselves. College training is poor compensation for a broken down body. But when we say that this evil is the result of too much study and too little exercise it can scarcely be said that we have given the cause. Most students might perform more work than they do, and the more diligent and ambitious might perform no less without injury to themselves. Nature demands that a certain amount of time be devoted to exercise and diversion, but there are other familiar laws of health to which too little importance seems to be attached. But we are not going to deliver a lecture on hygiene. What we wish to say is that while active, bodily exercise is extremely important, there is a number of other things which are practically underrated in respect to the influence they have in determining our physical condition.

IN another column will be found a notice of the death of a much esteemed fellow student. Up to the Christmas vacation of last year there was no one in his class of seventeen members more healthy and vigorous looking than Mr. Morse. Soon after the opening of the second session he began to complain a little, but nothing seri-

ous was suspected. On the 2nd of February he went home, thinking that care and rest would restore his wonted vigor in a few weeks. But his College life had ended. He continued to grow worse; and it was soon discovered that the disease was of such a character as to give no hope of his recovery.

With a desire again to see his fellow-students and the place where he had spent nearly four years, he, with considerable effort, came to the June anniversary. By this time he had lost his strong and ruddy appearance. As once more he stood in the midst of familiar scenes and old companions, and thought of death as only a little way off for him, the feeling of sadness which came over him was only momentary. Already he had learned to say, "Thy will be done." He felt safe in the hands of that Master to whose service he had given himself six years before. Though an intense sufferer, throughout all his illness he was never known to murmur.

As a student Mr. Morse was diligent and successful; as a companion he was kind and congenial; as a Christian he was consistent.

In the midst of our studies there is no doubt but what we are too apt to forget life's great work. An arousing voice is uttered in this death. After we have paid a tribute to the memory of our departed friend, and returned to our accustomed duties, the lesson of his early demise still remains to be studied for our eternal good.

DESYNONYMIZING AND ETYMOLOGIZING

If you do not know what they mean ask the dictionary. If you have not a Webster or a Worcester Unabridged, get one and use it. Look up all the words you meet that you don't know the meaning of, and most of those you think you do. This will beget a discriminating habit in the use of language. A *vague* idea of what words mean is accompanied with looseness of expression and inability to appreciate a precise writer.

A work on synonyms is valuable. Perhaps Crabb's is as good as any. Its study will prove profitable. To be able to use the right word in the right place is no mean acquirement. How can this be realized without the study of words? A very limited vocabulary satisfies the majority. One word is made to do service for ten. To be a person of few words is not desirable in every sense. Oftentimes those who have the fewest words have the most to say.

A few verbal distinctions may be allowed just here. To *learn* is to receive knowledge; to *teach* is to impart it. *Negligence* implies a habit; *neglect* denotes an act. *Necessity* respects the thing wanted; *need*, the condition of the person wanting. *Construe* is a grammatical term, relating solely to the disposition of words in a sentence; *construct* signifies to build. *Jealousy* fears to lose what it has; *envy* is pained at seeing another have that which it wants itself. To *lie* is neuter, and designates a state; to *lay* is active, and denotes an action on an object. *Simulation* is feigning to be what you are not; *dissimulation* is the concealment of what you really are.

No two words have precisely the same meaning; that is, can be used indiscriminately on all occasions. If two such can be found one of them is useless and should be expunged from the language. Neither the number of times a word may be used, nor the number who may use it at the same time is limited. Words are not like matches.

Among handy etymological dictionaries Stormouth's is excellent. It is a good companion and bears acquaintance. Keep it at your side and wander over its pages. No hunting is so profitable as word-hunting. Track words to their origin. Go to the root of the matter as the Irish did after they tried the potato-balls, thinking that these were the eatable products of the potatoes they had planted. What a richness of meaning many words have when their derivation is known. How suggestive and significant they become. Take two or

three examples at random.

Panikos (G), belonging to Pan, who assisted the Athenians at Marathon by striking terror into the Persians. From this comes our word *panic*.—*Skia*, shade, and *oura*, tail (G),—a squirrel—"the creature with a tail for a shade."—The crane has a long neck and long legs. The slender stalk of our red sour berry has been compared to these. Hence, *cranberry*. *Rivalis* (L), of or belonging to a brook. The word means, simply dwellers on opposite sides of a stream. A water right is a fruitful source of contention. From this we have *rivals*, synonymous with *competitors* and *antagonists*. For sins committed Tantalus was punished in the lower world. Afflicted with thirst, he stood to his chin in waters which receded when he attempted to drink. Bunches of fruit hung over his head, but these fled when he reached forth to allay his hunger. Here we have the history of our word *tantalize*. What charming little biographies these are!

A word is a sign of a thing or a thought. A dictionary is the rendezvous of words. It is "all the prose and poetry of mankind taken to pieces and packed away in well-ordered ledgers." To arrange these parts so as to form anything of value is the puzzle. Here are all the little pieces. Their number is great and they may be disposed to fashion an infinite variety of masterpieces. The *few* may hope to become eminent writers, but the *many* may become intelligent readers. Language is the medium through which thought is perceived. It is a glass case inclosing lasting wealth and amaranthine beauty. There must be ability to see through it, or its contents must of necessity be hidden, or at best, but dimly discerned. RYE.

THE COLLEGE COURSE.

Few subjects are of greater interest to collegians than the College course. From freshman to senior year its merits are freely discussed, and compared with those of the courses of other institutions, by every

student who has the intention of honestly obtaining a degree. Therefore in what follows we lay no claim to originality but try to present, as it were, the echo of many discussions, comparisons and conversations which we have treasured up, as not the least valuable proceeds of our college life.

Year by year the fact is being more forcibly presented that the time allotted for a college course is too short for the work to be accomplished. The ever-widening fields of human research are steadily presenting new subjects, which the liberally educated seem required to know, or must of necessity know, to engage successfully in a chosen pursuit. But if room be made for these innovations, somewhat of the old standard syllabus must be given up, and, as this by previous abridgments has been reduced to a minimum, those who have these matters to arrange are brought face to face with a difficult problem.

Harvard tried to solve the difficulty in her case by granting elective studies after the freshman year. Objections to such a plan must arise in every mind—objections too by no means trifling, or unimportant, but touching the very foundation of college instruction. It might almost be said that this was an avowal of inability on the part of the Corporation to squarely meet the difficulty, since, instead of fixing a course, they allow each student to choose for himself, and thus be responsible to himself for his success or failure. Even if all could not be satisfied, it would truly seem better that men who have grown gray in the cause of education, whose lives have been spent in instructing youth, and who must of necessity be the better judges in a matter of this kind, should lay out a course of prescribed studies. The average collegian of the second year has but vague notions of his future pursuits, and so, cannot if he wished choose with certainty a course with such a bearing. He may, indeed, have a preference which may be replaced subsequently by another preference,

so that, if held to his original choice, he is tied to studies he dislikes, and if allowed to choose again, begins a habit utterly subversive of any real progress. But the presumable evil does not end here. Nothing ought to be more diligently combatted than the feeling that the four years of college life is to finish the substance of man's knowledge; that study will end with the reception of a degree, in so far as study is an appointed requisite task; that study for the professions or scientific pursuits is more dependent on the matter, than on the spirit of collegiate instruction. Undoubtedly the course may contribute something that will be available to professional life, but to make it wholly subordinate to that idea would be to lose sight of its real aim, which is surely that of teaching *how to study*.

It is the application of method to study, the learning how to direct the faculties in the way which will lead to the best results, and the practical illustration of this in the sciences pursued, that constitutes after all the essential value of college education. The importance which the physical sciences hold in human affairs demands that the proper methods of studying them be more fully illustrated than has hitherto been done in our leading institutions of learning. It is a legitimate demand which must be heeded; since society at large is more deeply interested in the sciences which contribute to every day comforts and enjoyments than in abstract principles of morality or law. But here more than elsewhere caution and method are needful, since these subjects from their novelty and manifold phases offer inducements to build up visionary hypotheses. The college course should afford such training as will point out in any after-time the principles upon which one should base his investigations of labor. With such a course, and a board of professors understanding the mutual relations of their departments, the conditions of success would seem as far as possible to be provided. But it

seems as though the point had been reached, when more determined steps might be taken, in a revolution which time is slowly maturing, and which is destined to answer the question not directly within but without our colleges.

Every year adds to the number of successful institutions of learning, which without aspiring to the name of college, put forth courses of study nearly as extensive as those of colleges, and possess means and facilities in some instances far greater than those of certain so-called universities. Besides these academies and institutions, a steadily increasing number of high schools provide the public with the elements of a liberal education. There are many schools capable of relieving the college course of at least all that is now contained in the freshman year, while their own attempts in the higher walks of science would much more appropriately be left entirely to the college. If much, or all, now contained in the first year were thrown back upon our efficient high schools and academies, and the standard of matriculation raised proportionately, an entire year would thus be gained to the college for advancing into larger fields of literature and science.

Such changes could not but be of advantage both directly to those instructed, and indirectly to the great public which depends upon our colleges for professional and scientific men to lead the progress of civilization. The question practically turns, not upon whether it might be beneficial, but whether the time has come or is close at hand when such change can be made. The safe and natural mode of determining will evidently be to advance slowly towards this end, testing the effects of each additional requirement for admission, and halting whenever those effects are not of good report. S.

WHAT OUGHT NOT TO BE.

In this co-called enlightened age and country it is deserving of wonder that there should be so much indifference to the

claims of higher education. Everybody attaches value to work done by the common school, and nothing is more frequent than to hear persons lamenting the ill fortune which was theirs when young. But there is a great number of people who either do not know the value of college training, or if they do, they give little tangible evidence of it. Else how can we account for the disadvantages attending our institutions of learning consequent upon the limited means placed at their disposal. If parents were fully awake to the importance of educating their children there would not be so many appeals for aid unresponded to; and those to whom the control of educational affairs is committed would not be cramped and hampered in their endeavors to place colleges upon a higher plane of efficiency.

It seems almost incredible that at this day any should be found who look upon wealth devoted to education as squandered. Such ask for some resulting good. And it is not easy to show it. Could you point to ships, houses, or lands, *then* they could see the good. Nor are these *imaginary* characters. While it is to be regretted there are any such, let us hope that in accordance with the "survival of the fittest" law they will soon die off, or—not to appear malevolent—that they may be translated.

There is a kind of people who acknowledge in a vague sort of way that education is a good thing. But then there are other good things. A trade, for instance. In fact, they *suppose* education to be a good thing. No very positive ideas about it. Measured by their standard, nothing extraordinary appears. Their boy may do as he likes about going to college. Now it is right enough that the boy should choose for himself, but they do not urge it as men who feel strongly and deeply the importance of giving him that which looks above and beyond the mere scrubbing through the world, and to which a trade is not comparable. This class of individuals constitutes no inconsiderable portion of all

communities. Among them are many who possess the means of helping to advance education. We long for that millennial day when they shall come to their senses and show themselves to be not *drones* but *men*.

It is worthy of observation that many of those seeking an education labor under serious disadvantages, because of the expenses connected therewith. Those able to assist stand by with folded arms. They "let him work his own way;" and "all for his own good." Benevolent souls! They would not spoil him by helping him up hill. And by such subterfuges do men throw responsibilities from off their shoulders.

As long as these different characters form as large a part of the population as they now do, so long will colleges remain in comparative feebleness, and so long will our country be reaping the fruits of ignorance. But we are not of those who think that no progress is being made. Examples of liberality worthy of imitation are not wanting. Each year witnesses to some advance — to some valuable accession. While it is idle to assert that the majority duly value education, there is a large number who do; and a growing number. While attention must be called to the indifference yet clinging to too many, we do not overlook the deep interest manifested by the worthy ones. But there ought to be more interested eyes turned toward the places from whence go forth year after year mighty influences for good. With joy we will hail the time when more hearts will be opened to give the assistance needed to set our schools of learning upon a more firm and solid footing. U.

Voices from the Hill.

About this time look out for receptions, snow storms, and hard work.

Already the Juniors tremble in anticipation of the coming Exhibition.

Cricket now gives place to the more ex-

citing foot ball. No matches have yet occurred.

At a recent sale of books a Soph. purchased a volume entitled "How to Behave." He is now perusing it diligently, having an eye to the next reception.

We wish to give those freshmen who strive to assume an air of unconcernedness while exhibiting themselves in front of the Sem. a little advice. Don't vainly try to fool the ladies. They have a superior faculty of discrimination. They clearly and readily see that a substratum of real and deep anxiety exists beneath the apparent indifference. Short-sighted little birds often betray their nests by seeking to conceal them.

On Saturday and Monday evenings, Oct. 16th and 18th, Mr. E. D. Mead, of Boston, lectured before the Athenæum in College Hall, having for his subjects "The British Parliament" and "Gladstone." Good audiences greeted Mr. Mead, and we believe the lectures gave pretty general satisfaction. This gentleman is by no means an orator as some prominent New Englanders are represented as styling him; but his discourses were prepared with care and bore the impress of scholarly efforts. We think, however, that we have many men in our own Province who would not be in the least eclipsed in the lecture field by this American lecturer. The lecture on "Gladstone" was delivered in Halifax and Windsor under the auspices of our Society, but at these places they were far from being a pecuniary success. After the financial failure of Beecher's lectures some of the Halifax journals said something like this of the city, that it would at any time turn out larger audiences to hear a Negro Minstrel troupe than to hear anything reputable and substantial. This seems to be pretty generally conceded.

The ATHENÆUM is now able to announce the lecturers for Nov. Dec. Jan. and Feb. On Friday evening, Nov. 19th,

Mr. E. M. Chesley, late of the Boston Latin School, is expected to appear before us. Many in this neighborhood will remember this gentleman, and will no doubt embrace the opportunity of hearing him. His lectures in Boston were highly spoken of by prominent papers in that city. For December, comes Mr. James H. Fletcher of P. E. I. It is enough for us to say that this is the same man who delivered the lectures upon "Six weeks on Wheels" and "Living Dogs and Dead Lions." For January we have Rev. James A. Strothard of Cornwallis. Mr. Strothard is sufficiently well known in this community to need no words of recommendation. Then for February the services of Mr. J. W. Longley, of Halifax, have been secured. Any one who has ever been present at the gatherings which cluster around anniversary day knows Mr. Longley, and of course cannot but be present to hear him on that occasion. Further notice will be given of these in due time. All the good people of Wolfville cannot do better than to plan giving their patronage to this series of lectures.

Literary and Scientific Notes.

England is favored with a life of Dr. Tanner.

Mr. Gladstone is understood to be at work on a history of *Tudor Statesmen*.

A good deal of interest is felt of late in the question of an *ultra Neptunian planet*.

A new *invention* connected with *submarine telegraphy* is about to startle the world.

Mr. Carlyle has sufficiently recovered from his recent illness to superintend the preparation of his *Biography*.

John Ploughman's Pictures; or More of His Plain Talk from Plain People. This is a new book by *Spurgeon*.

On the whole, Webster's Dictionary as it stands, is the most respectable and certainly the best *Practical English Dictionary extant*.—*London Quarterly Review*.

Prof. Harrington, of Ann Arbor, announces the discovery by himself on Sept. 30, of a new comet. It is distinctly visible to the naked eye.

Dr. Schaff gives it as his opinion, that the *new version* of the Bible will resemble the *old* so closely that the most of people will not know the difference.

Bartley Campbell, the distinguished play

wright, called on Mr. Carlyle in Scotland, and is said to have found the latter distinguished gentleman engaged in killing a rat with a poker.

Hon. Alexander Mackenzie is engaged in preparing the speeches of the late Hon. George Brown for the press. A biography will appear in the same work from the pen of Mr. Mackenzie.

The remains of a *mastodon* have recently been unearthed in a *peat bed* a few miles from Chicago. Some idea of the prodigious size of the animal can be inferred from its tusks, which are 9 feet in length, and its lower jaw 3 feet.

The demand for the standard historical works, in a good, but cheap form, has led the Messrs. Scribner to issue new editions of Froude, Mommsen and Curtius. They are to be in a uniform binding, and the price will be \$2 a volume instead of \$2.50 as before.

The pronunciation of the name "Giekie," as it appeared in October issue, was not as our manuscript gave it. On good authority we state that it is pronounced as though spelt *Gecky*—the *g* being hard.

DEATHS.

'81. Died at Williamston, Annapolis County, Oct. 8th, Frank W. Morse, son of Asa T. Morse, Esq., aged 20 years.

Resolutions adopted by the Acadia Athenæum.

Whereas, By the death of our brother, Frank W. Morse, this Society, has been summoned into mourning; and

Whereas, Affection for the dead and sympathy for the living alike constrain us to give expression to the emotions produced by the early death of one who was so widely esteemed and beloved;

Therefore resolved, That we place on record this testimony to the Christian worth of our brother, and also to the fidelity with which he worked for the interest of this Society while he was yet present with us;

Resolved further, That we express our sympathy to the kindred of the deceased, and especially to the members of his own family, assuring them that they are not alone in their sorrow; and meanwhile hoping that God will yield them rich consolation, even amidst such gloom and grief.

Resolved also, That these resolutions be printed in the ACADIA ATHENÆUM, and that a copy be transmitted to the family of the deceased.

On behalf of the students of Acadia College.

O. C. S. WALLACE,	} Committee.
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