



Hon. Judge Chipman, fl. A.

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## The Whitethroat.

Shy bird of the silver arrows of song,  
That cleave out northern air so clear,  
Thy notes prolong, prolong,  
I listen, I hear,—  
*I—love—dear—Canada,*  
*Canada, Canada.*

O plumes of the pointed dusky fir,  
Screen of a swelling patriot heart,  
The copse is all astir,  
And echoes thy part ! . . .  
Now willowy reeds time there silver flutes  
As the noise of the day dies down,  
And silence strings her lutes  
The Whitethroat to crown . . .

O bird of the silver arrows of song,  
Shy poet of Canada dear,  
Thy notes prolong, prolong,  
We listen, we hear,—  
*I—love—dear—Canada,*  
*Canada, Canada.*

THEODORE H. RAND.

## Hon. Judge Chipman, M. A.

The ATHENÆUM has the pleasure this month to present to its readers a brief sketch of one who is well known throughout these provinces—Judge John P. Chipman, of Kentville, Nova Scotia.

Judge Chipman was born March 31st. 1848, at Pleasant Valley, Cornwallis, Kings County, Nova Scotia. His father was the Rev. William Chipman, well known to an earlier generation, as one of the fathers of the denomination and founders of Acadia College. Professor Isaac Chipman, the loyal friend to the educational institutions and active worker in their behalf whose untimely death brought sadness to many Baptist hearts, was a brother of the Judge.

John P. Chipman as he was called prior to his elevation to the bench, decided when very young to enter the legal profession. At the age of 15 when the average boy is thinking of almost anything else except the choice of a profession, he entered a law office as clerk, and in the following year 1864 was articled as a student at law. Later in the same year he entered Horton Academy and matriculated into Acadia College in June 1865. The following year he attended college pursuing selected studies in classics, elocution, rhetoric, logic, mathematics and English literature. His vacations were spent in the law office acquiring familiarity with the practical details of the legal profession. From Acadia he went to Harvard University and took the course in the Law School and obtained from that institution in June 1869 the degree of LL. B. In October of the same year he was admitted to the Bar in Nova Scotia and forthwith entered into a partnership with the late T. W. Harris, Q. C. of Kentville, which continued till the death of Mr. Harris in 1876. In February 1880 he formed a partnership with R. L. Borden, Q. C. at the present time member of the House of Commons for Halifax County. On the dissolution of this partnership in 1883, Mr. Edmund L. Newcomb, now Deputy Minister of Justice, became his law partner. During this partnership Mr. Chipman was appointed Queen's Council by the Marquis of Lansdowne. On June 18th, 1890 he was appointed Judge of the County Court for District Number 4, Nova Scotia, comprising the counties of Colchester, Hants and Kings.

Tho' a busy man and devoted to his profession, the Judge has successfully filled several responsible positions. For a year or more he was agent for the Bank of Nova Scotia at Kentville. He was the first Stipendiary Magistrate and Recorder for that town after its incorporation, and later for two years he filled the office of Mayor.

By His Lordship Judge Ritchie he was appointed in 1892 one of the Arbitrators to reappraise the railway damages in the County of Lunenburg. The board heard some eighty appeals. The court sat in a portable Praetorium, extemporized from a railway car for the occasion, which was moved from point to point and shunted off on a siding as the locus of the court required to change. In 1895 he was appointed by His Lordship Judge Meagher an arbitrator to determine the value of the Middleton Water Works. In 1898 the Local Government appointed him one of the commissioners to distribute the Windsor relief fund. He filled the office of president of the Alumni Society of Acadia College with satisfaction to all, and for several years has rendered most valuable service as a member of the College Senate and as an appointee of that body to visit and report upon some of the departments of the Institution.

To whatever position Judge Chipman has been called, he has discharged its functions with ability, dignity and to the gratification of all concerned. As Student, Legal Practitioner, Judge or Arbitrator he exhibits the same open, genial, natural manner. He is one of

those personalities in whom the observer unconsciously feels that the man is larger than the official position he chances to occupy.

Few men in public life have warmer friends than Judge Chipman and deservedly so. All who know him speak well of him and those who know him best speak with the strongest emphasis. He is sought after by the poor, the widow and the orphan in times of perplexity and trouble for advice. To such he gives a patient hearing, and their case receives his kindest consideration. Towards those in the humbler walks of life, he has the name of being especially kind and sympathetic. As official, citizen, friend he is esteemed for the fine qualities of manhood with which he is richly endowed.

### The New Education.

A new day has dawned for the school. The educational reformer is abroad in the land. His ideals, his methods, and his labors are essentially revolutionary. Under his guidance, great movements are being inaugurated. Day by day the fight grows fiercer; yet the world at large hears little of the conflict. It is the warfare of the New against the Old.

There have been lonely reformers scattered along the line of history; and though Roger Ascham and Comenius and Pestalozzi spoke to a heedless populace, they laid foundations and enunciated principles which a later age was proud to develop and apply. To-day the very force of numbers gives power and dignity to the efforts of the progressive party. The early apostles of a newer education wrought an heroic product in the public schools, and persistent labor well-directed made the public school a Free school. Step by step, through toil and heat, amid the smoke of warring factions, the school is reaching its ideal. The magnificent victories of the Non-conformists in England and of the Liberals in Canada some two or three years since, show the tendency of the times in other countries. The English Education Bill and the Canadian Remedial Legislation were protests of authority against freedom, of the old against the new, and they deserved to perish miserably. We live in a land of popular government and religious liberty. Science is emancipating herself and the world. Commercial and industrial activities are fostering freedom of intercourse. Education must also be free, in its length and breadth, in both letter and spirit. The public school must be managed neither by political party nor religious sect. This is a fundamental doctrine of the educational reformer.

The New Education insists that the schools shall be free in their government, uniform in their requirements and practical in their methods. It further demands a compulsory attendance, in order that the privileges and opportunities of the school may become in the strictest sense universal. It has been charged that compulsory edu-

cation is a thralldom, that it restricts the liberty of both parent and child, that it gives undue power to the state in personal affairs, while in this country it is frequently said that it is undemocratic and un-American. To this the sufficient and final answer must always be that it is wisely democratic and emphatically American, since it contributes directly to the intellectual and social emancipation of the people, and promotes the highest quality of citizenship.

It is within the school-room, however, with its methods, its work and its appliances, that the creed of the educationist has suffered its most thorough revision. There are four elements in education; the child, the text, the teacher and the method. Under the old regime the text was the last and absolute authority. The teacher was simply the interpreter of the text and the alpha and omega of education consisted in the complete mastery of the text by the memoritor method. This mastery gave information directly, discipline indirectly, and practical power remotely. In the overthrow of authority and tradition which is now being accomplished this order has been reversed. The child must "learn to do by doing," he must proceed, "from the known to the unknown," he must gather the text-book scraps into a consistent and well-ordered body of knowledge, he must learn the secret of self-activity and gain the power of independent effort. The self-activity thus prescribed is not the purposeless activity of play, but the methodical and productive activity of work. Yet it must follow the line of least resistance, and the child must be taught those subjects by which he is attracted and influenced. He is not to be ruled by inclination and pleasure, but by deep and genuine interest. Thus the principals of individual instruction and of elective studies emerge. Thus also the function of the teacher is dignified and the child as a person becomes the centre of the entire scheme of education. The child must be carefully studied, his needs and his aptitudes must be understood, his desires must be strengthened. The teacher must be a psychologist. He must know the child-mind in order that he may train and develop its powers. As he watches the evolution of intelligence, as he traces the laws by which this evolution is controlled, as theory is confirmed or contradicted by daily contact with his pupils, he comes to understand the true function of the educator, and to realize the immense practical value of his scientific investigations. He also appreciates the fact that education is not repressive but suggestive; that the child is not a passive but an active being; that education has its end in practical activity and not in meditation. It follows as a general principle that the unity of the educational process is eagerly sought by every advocate of reform in education. There should be a connected and harmonious system, from the kindergarten to the university. Only through the existence of such a system can the mind of the student be symmetrically developed. There should also be an education of the entire being, for the study of the child-mind reveals its intimate relationship with the moral and physical natures. From the foregoing it will readily

appear that science, in both matter and method, is enthroned, and that the needs and demands of daily life are kept constantly in view. One of the most distinguished leaders of the new movement claims that the aim of education nowadays is "to give the power of doing an endless variety of things which, uneducated, he could not do." Another claims that hitherto education has been a luxury, not an instrument of utility, but that now, knowledge must exchange the cloister for the mill.

The reformer is apt to be an extremist, and the utilitarian trend of the new education is a striking instance in point. The pupil, from start to finish, is taught to think, to feel, and to act for himself. He learns that which is useful. He is an original investigator. He carries forward his exercises and experiments from the lowest grades to the highest. The laboratory method is supreme. Manual training begins with the drawing, moulding and stick-laying of the younger pupils, and reaches its completion in the work-shop with its intricate appliances. Great importance is attached to the study of Nature. Physics and chemistry hold a large place in the school curriculum. Such practical subjects as hygiene and civil government are emphasized. Even the study of the classics—when they are studied—is pursued in accordance with the inductive or laboratory method. Yet it is certainly true that there is a special linguistic discipline of the mind, which can never come through practical experiment, and that there is a discipline in mathematical reasoning and forms of thought which no laboratory will ever reveal to the sturdy seeker after truth. And it is no less true that these disciplinary processes are absolutely essential to the deepest intellectual development, even as knowledge of the classics in their purely classical capacity is necessary to the broadest culture. Again, any reform that deifies "the practical" at the expense of the ethical is dangerous to the extreme. It is a significant comment upon the money-making character of the age that the tendency of much of the new education is towards materialism and utilitarianism.

In the natural order of things the false must perish and the true survive. Our age is intensely practical, and our education must meet in the fullest measure the demands of this practical age. It must turn from dreams and mysteries, from vain and vague abstractions. Yet it must emphasize the ideal side of life: it must build for eternity. It is therefore a most encouraging sign of the times that nearly all of the ablest and most hopeful exponents of the new education are insisting upon the enshrinement of a moral ideal, not only as a safeguard against materialism, but as the indispensable complement of intellectual training, and an integral part of every true process of education. This ideal is neither vague nor visionary, but definite and practical. The fact and importance of character-building permeates and penetrates the system of that brilliant band of men and women who have interpreted and applied the principles of Herb-

art in this country. They advise the selection of those studies which will promote the highest ethical development. They seek to co-ordinate and correlate all subjects in such fashion that the may rest upon a sound basis of morality, and assist to produce perfect character. Under the leadership of reformers with such aims the future of our schools is safe.

The true reformer is an apostle of the new, and withal a careful student of the old. He seeks with strong hand to banish what is evil in the old, and, retaining what is good, to add new elements of strength and beauty. He is at once a conservator and a regenerator; a critic and a constructionist. He destroys while he fulfils. The new education has still a great work before it, though its positive results are not meagre. Through its advocacy of a compulsory school-law it seeks the salvation of the masses, and the promotion of universal intelligence. By its eternal antagonism to the drill method, and its effort to develop the free play of the powers along natural lines, it fosters the spirit of self-activity. By insisting upon the study of the child-mind it lays the basis for judicious training. By pleading for the development of the entire being it discloses a wise breadth of view. In subordinating intellect to character it preserves some of the most sacred ideals of the past. It is worthy of every good wish, as it takes its way onward, to face new problems and to win new triumphs.

Austen K. de Blois

## 1998. A Prophecy.

"A woman impudent and mannish grown."

I Thomas Tomson, have experienced a different life from other men. When still a comparatively young man I had fallen into a trance from which nothing could arouse me. My parents had at last given up hope and had me placed in a private house and a sum laid by for my maintenance 'till perhaps I should awake.

Years rolled away and still I slept, but on the anniversary of that day in which I had gone into this death-like sleep, just one hundred years afterwards, I awoke.

How strange my feelings were, when told that I had slept so long, can be better imagined than described. For a time they overcame me, but at last I plucked up heart and looked around me.

The gentleman waiting on me informed me that I need have no care about money as that left by my parents was now a large sum. This cheered me somewhat and wishing to go out and see this new, strange world I had awakened in I asked the gentleman for my clothes. "Oh! said he, the kind of trousers you were wearing one hundred years ago are only worn by women now, but I will get you a pair of mine, we men, you know, have to wear long trousers altogeth-

er now." Saying this he brought them to me and as he was about my size they fitted very well.

"Now, said I, I would like some breakfast." He brought it to me himself (at which I somewhat wondered) and apologized to me for it's not being better, "but," said he, "the cook left yesterday and I am at my wit's end to get another. I am sorry that there is no one to take you around, Jane went to her office early this morning as she had some important business to transact, and as we have no cook I must get the dinner, but the motor cycle is at your service."

I thanked him but said I preferred to walk. Well, thought I to myself, times have changed certainly, the wife goes to the office while the husband gets the dinner! I won't be surprised at anything I see or hear now. I put on a hat, lent to me by the gentleman, opened the front door and passed into the street, but what was my surprise to see, instead of a small college town, an immense city with its teeming crowds and towering buildings. One thing that greatly astonished me was that I saw no horses anywhere, electricity seemed to be absolute king.

Another strange thing that struck me was the predominance of women on the streets, at least I supposed them to be women from their form but their dress was like that which I had been accustomed to see my own sex wearing in 1898. They were everywhere, in the cars, acting as police, guiding the motor carriages, sweeping the crossings, in fact doing everything I had been used to see men do. It seems men have either lessened in number or been superseded, thought I. Later I found the latter was the case. Strolling aimlessly along it suddenly occurred to me that the former Wolfville had been chiefly noted for its College and Seminary.

Meeting a policewoman I asked her to direct me to Acadia University. "Just go up that street said she and you can see it from there. It is about the centre of the town." Thanking her I followed her directions and as I reached the end of the street my breath was fairly taken away by the magnificent sight which spread itself out before me. In place of the two or three buildings I used to know so well there were ten or more immense edifices with great towers and columns. The central building of this group was painted entirely white and seemed like a hoary patriarch surrounded by his children. Meeting a person, whom I found to be one of the Janitors. I asked her if I could be present at any of the class exercises. "Yes she said, they are about to hold chapel service now and I will introduce you to the president." As she was conducting me to one of the medium sized buildings I saw ahead a tall, gaunt figure wearing bloomers and walking along with slow and deliberate steps. My companion informed me that this was the president. I nerved myself for the meeting and soon overtaking her I was introduced. As I walked beside this prodigy of learning, with the beetling brow and parchment-like face it occurred to me that as yet I had seen no really



beautiful women. Can too much pondering and study, thought I, produce such faces? It certainly seems so!

Arriving at the chapel the President introduced me to a long line of Professors of many shapes and ages, recalling vividly to my mind the old Darwinian theory that humans are descended from apes. Having seated myself I noticed that one small portion of the seats was filled by men and that these were the centre of all eyes. Ah how supremely happy was she who was lucky enough to receive a smile from a pair of lips overhung by a silky moustache. I noticed that the beards and moustaches showed careful training and exhibited none of that rusticity to which I had been accustomed in my college days.

After singing and expounding the scriptures the President read out:—"The ladies would like the gentlemen of the College and Seminary to be present, this afternoon, at a foot-ball match to be played between the College ladies and a town team," adding that he hoped the team would show the same womanly spirit which they had always previously shown in contests of this kind. After reading a few more notices, she said: "We are pleased to have with us this morning Mr. Thomas Tomson, whose history you all, without doubt, know. It is my pleasing duty to tell you that Mr. Tomson awakened from his trance early this morning. We would be pleased to have a few words from one who has had an experience which is probably unique in history."

I arise and face those many curious faces with much fear and trembling. I had always been a bashful man and now to be the cynosure of so many feminine eyes was almost overwhelming to a man of my nature and the more so because these same females were now the lovers instead of the objects of affection. But, screwing my courage to the sticking point, I at last managed to say:—"I am delighted to be present at your exercises and to see so many calm, intellectual faces before me. (I could not say bright and beautiful for I was ever a man of veracity.)"

I confess I am surprised to see so few men present in proportion to the women but suppose that it is an example of the survival of the fittest. (applause from ladies' side.) When I attended this University some of the sad foreboders among us ventured to predict that the ladies would soon have equal rights with the men but that they should so far outstrip them as I see they have done no one had even a thought.

But I congratulate you ladies, on your success and though it is rather unpleasant to go asleep as one of the lords of creation and awake as one of the weaker vessels still I bow to the inevitable.

As yet everything seems strange to me and I feel as if I were dreaming but I have no doubt that this feeling will soon wear away and I will become accustomed to this new order of things."

Amid a clapping of hands I sat down and watched the Professors, gentlemen and ladies disperse to their respective class rooms. At the

request of the President I went with her to her room to hear her lecture on "The Rise of Women." In a very learned way she treated of the increasing power of women through different centuries up to the close of the nineteenth. "Beginning with the twentieth century," said she, "woman has, as it were, leaped at once into prominence. Our down-trodden sex had at last burst its bonds and come forth from its prison house free and untrammelled! Woman's sun had arisen never to set! Her time for rule had come! Before her resistless march poor, puny man had been swept away as is the pebble before the onrushing waves. Vainly he strives with all his pigmy strength to check her advance, calmly she sets him aside and marches on proud in her new-born strength. As years have passed away we have not been like the rolling stone but akin to the snowball, increasing in power, strength and wisdom. But why speak further of this? You all know how great is our position at the present day such as the women of past times never even dreamt of, and never imagined in their wildest flights of fancy. Yet with all our greatness we have been merciful. We have raised poor, vanquished man up from the mire and given him a place at our hearths and in our hearts, and have taught him to love and obey us," etc., etc.

And as on and on the Professor discoursed I began to feel myself as one of the meanest and most contemptible of mortals because I was a representative of that age in which men took the leading part and which the Professor so scathingly denounced. At the conclusion of her lecture the President turning to me said:—"I hope you are not offended, Mr. Thomson, at anything I have said but when I think of the wrongs we poor women have undergone in times past I cannot keep from expressing my feelings warmly and doubtless even in the short time you have spent in this, to you, New World you have seen the superiority of our present day system over that of your day." I meekly bowed assent.

At the conclusion of the exercises I wended my way thoughtfully and sadly homeward. As I came to the house I found the mistress setting on the veranda, enjoying a cigar. On seeing me she jumped up and welcomed me cordially. "George will have dinner ready in a little while I guess, said she, but that confounded cook leaving is a great nuisance. Servants are getting very shiftless now-a-days. I hope the smoke of this cigar is not offensive to you!" I assured her it was not, At that moment dinner was announced.

After dinner my hostess said that she would take that afternoon off and attend the foot-ball game. "I suppose my dear she said turning to her husband, that you do not care to see this rough game?" "No said he I certainly do not and besides I have some of the children's clothes to mend." Leaving him to his domestic duties Jane and I set out for the campus.

Arriving there a little late we found the combatants already engaged in the fray. On one side of the field were the gentlemen of

the Seminary who talked excitedly among themselves and gave little screams whenever any player came a harder cropper than usual. The playing was a good deal like that of my day only somewhat rougher and less scientific. Brute force was strongly in evidence.

After the game I returned home greatly wearied by the excitement brought on by my strange surroundings and the peculiar position which I occupied. "Now Mr. Tomson said my kind host I will give you an early tea so that you can go to bed, for I know you must be tired, and tomorrow Jane will show you some more of the sights." I acted on this advice but my sleep was greatly broken by dreams in which a large, gaunt figure, wearing bloomers, figured largely.

J. C. Jones, '00.

## Science in The Schools.

Supervisor McKay, in his address before the N. S. Institute of Science, suggests several changes which ought to be made, if science studies are to receive the attention in our methods of education which their importance demands.

1. The first is that science should be made an imperative subject for matriculation in college. The plea is made, and justly, that the college, more than any other agency, determines the character of the education given in the schools below it. The high schools and academies will strive to produce the kind of student that the college seeks. There is force in this plea. Hitherto there has been some difference of opinion on the question whether science-studies should be required for matriculation. Some professors have said publicly that they preferred to take students who have had no training in these subjects, rather than receive students who have been trained by improper methods. This is to discourage such studies in the high schools and academies. The majority of scholars in these schools will not enter college. They should have some opportunity to learn something of the elements of science. For the good of the larger number, it is the duty of the college to encourage the study of these subjects. To drop them from the list of requirements for matriculation and at the same time to mention so many others, is to place a discount on them. Besides, some knowledge of the facts learned in mature studies must be helpful to the student entering on his college course. Encouragement of these studies in the lower grades must help the student to enter on his work in college with an interest in the subjects that must be a positive gain to him. From every point of view, it seems desirable that some proficiency in science-studies should be made a condition for matriculation. An advance in this respect ought to be made.

2. The second suggestion is that grade A work in the high schools and academies should be discontinued and in its place a more

thorough science course for grade B be adopted. The grade A work is declared to be essentially college work and should be kept where it belongs. This is eminently a wise suggestion. It would have been well if it had been adopted when the school curriculum was revised. The abnormal relations existing between schools and the colleges are due chiefly to the fact that the high schools have been trying to do the work that belongs to the colleges. The schools are not equipped for it. The teachers have not time for it; The work is necessarily crowded and cramped. If the schools carry the student to the grade of matriculation, they do well. To attempt more proves to be a severe tax on student and teachers.

3. Mr. McKay asks that the professional training of the academic teachers should be obtained partly in the college and partly in a post-graduate course provided by the college. This seems to be a reasonable suggestion, but it could not be easily carried out in practice. We are informed that the average term of service in the High Schools and Academies is ten years and that there is an annual call for only six or eight new grade A teachers. This does not indicate work enough to make it worth while for the colleges to re-arrange their course and provide additional teachers to meet such a limited demand. It would be better to organize in the Normal School special professional and technical courses for graduates from college. This might require some reorganization of the School and perhaps one or two new teachers. Students scarcely prepared to enter college and students who have completed the four years of study in college ought not to be classed together. This reconstruction of the Normal School would mark a distinct advance in the educational system of the Province.

4. The examinations in Science, it is said, should be examinations in the laboratory work under the eye of the teacher. This is in agreement with the most approved methods of education at the present time. The recommendation is made that the laboratories should be visited from time to time by competent persons to see if they are properly equipped and the record of experiments is properly kept. This in principle is very good, but it might not be easy to secure such inspection.

That the candidates for the Grade A license should be required to perform laboratory work under the inspection of a competent Provincial Examiner, is commendable and there is no serious difficulty in reducing the suggestion to practice.

On the whole the recommendations of Supervisor McKay indicate improvements in our educational system that ought to be effected at an early date.

Teacher.

## Pre-Raphaelism.

BY H. H. ROACH, '99."

Among the many developments of civilization in England during the 19th century not the least remarkable is the expansion of art, -- art as a factor in life, art as an institution, art as a motive power. Until this century art had no direct bearing upon the political economy, social conditions or moral life of the British nation. The condition of art in the last century was one of mystery; with its temples, priests, and votaries, it revolved in a charmed circle and played little or no part in the development of the race. It was patronized but not practised by the wealthy, and the common people knew little or nothing about it, save as on state occasions they were permitted to view the pomp and pageantry of high life. On the continent, on the other hand, the conditions were different. Art had been for a long time an important element in the civilization of the European races. The result was that art flourished on the mainland in both castle and cottage, but failed in the British Isles, until the Revolution of 1789 drove to England the cultured aristocracy, the princes of finance and the skilled workmen of the crumbling enterprise of France. With these also came the masterpieces of Versailles, and the Tuilleries, the galleries of Choisenl, of Colonne and the Duke of Orleans,—the heirlooms of the centuries. Art itself followed in their wake and throughout the next sixty years waxed and waned in its struggle for liberty; but was at length overcome and bound fast with the bonds of hopeless, helpless mannerism.

As 1848 was a memorable year in the annals of the history of social and political changes in Europe it was also a marked period in the history of the development of art in England. Fifteen years before the great army of slaves in the British Empire were emancipated, and for half a generation men had been breathing the enlarging air of freedom. The popularization of the House of Commons had brought in the "Era of Reform." For eight years the people had had free postage, for two years free bread, religious freedom had been long enjoyed, and this selfsame year shook every throne upon the European continent, and gave to the Chartists of England the freedom of the franchise, which the middle classes had enjoyed for sixteen years.—society was free, governments were free, the individual was free, the grace of God was free; but as yet art was not free. Light was breaking however. A prophet had arisen in the person of Turner—a veritable John the Baptist "preaching repentance." with all the power and grace, fearlessness and eloquence of the prophet of the wilderness. Turner went to nature and was instructed, he turned to his canvass and preached the thorough "stiffness of what was stiff, the grace of what was graceful and the vastness of what was vast." He caught the sublime and transferred it to canvas, the

sunshiae, the storm, the hail and the rain likewise, but unlike the hearers of the man with the leathern girdle, they heard but were unrepentent.

The credit of instituting an "Era of Reform" in art does not fall to Turner but to three young English artists scarcely twenty years of age:—Rossette, Millais and Holman Hunt. The occasion was the finding of an old volume of engravings which the three of them stumbled upon in an obscure studio on Gower St. London. The simple, sincere, spirit of these engravings eternally and unalterably true put new ground beneath the feet of these enthusiastic disciples of truth and became as Hunt has expressed it "a triple enthusiasm of their spirits." Here was a new motive and inspiration for them and thenceforth they banded themselves together into what they were pleased to call the "Pre-Raphael Brotherhood." Little did they apprehend at the time the importance and far-reaching effect of their organization, which has since become the most famous school of modern landscape painters, and counts among its numbers the best and chiefest of Britains artists.

The three great schools of art, Athenian, Florentian and Venetian, are founded upon the same principles recognized by the Pre-Raphaelites:—viz. not the imitation of the facts of nature but a just interpretation of nature's truths. The Greek school pursued beauty of form, they tried to do that as well as they could, they did it as well as it could be done, and all of their greatness is founded upon that single and honest effort. The Florentine school pursued truth of mental expression, and with what success the great works of Raphael and Angelo reveal. The Venetian school sought the truth of color and light. This "external aspect of noblest nature" was the first aim of the Venetians, and all their greatness depended upon their resolution to achieve and their patience in pursuing it.

In order that a thing shall be happily and well done says Ruskin "three things are essential to the man. He must be fitted to his work, he must not do too much of it, and he must have success." That is but another way of saying that the great artist must be by nature and education fitted for his work, so as to perform his task gracefully and easily. Greatness is not great effort but great power, not in doing but in being. The man of power accomplishes what to the "small fry" is Herculean with ease and facility. Again even the great man must not be compelled to do too much of what to him is a light task, lest he wear out his powers for world building and become discouraged not simply from toil but from a 'reaking heart. Lastly he should have that power within himself of judging his approximation to his ideal, which is consciousness of success. The error of the old school of English artists seems to have been in supposing that great effort produced great art. There was a feverish desire of small men to do great things and failing in this they deluded themselves into believing that dexterity was greatness, as if the trick or mannerism of brush or pencil was synonymous with the

greatness of God's truth. This falsity was begotten of a selfish desire to be thought greater than their rivals. They expected to earn their bread by being thought clever, and not by steady hard work, and so lived in a false state of mind and action,—a condition of degeneration which is the secret of certain failure in any ambition of life whatsoever.

To be sure there is a freedom granted to art that has not been granted to science. Science is the systematic manner of treating conditions and relations which are found actually to exist. In this department accuracy of treatment is imperative while greater license is granted to the artist for the sake of expression. Thereby all harshness and rigidity of form is softened into beauty, but this is permissible where truth is not sacrificed. Art is free because thereby it can handle the fact as one with itself, instead of as a material foreign to it. Such freedom is not license but law. It is this freedom which has been abused, and has become the fertile source of the capricious in art, which made the means the end. There was a cause for this as there is for all such abnormal conditions, and it is to be found in the fact that in pursuing the shadow they lost sight of the substance. In studying the three great schools mentioned above, the function of the painter is found to be observation and interpretation. These faculties at the time of the Renaissance were religious ones but the stress of those days had worn away and men were drifting without a pole-star. And so it came about that the painter became an idler in the earth, chasing the shadow of his own fancy. The instinct of man led him to turn to nature but since his own fancy lacked substance he found there no inspiration for his brush but fell farther and farther from grace, and was reclaimed only by Pre-Raphaelism. As in poetry and music so in painting, the artist cannot, by intention, be original, ingenious, inventive, or skillful and imaginative. The element of self-consciousness impedes his progress and is as ball and chain to his impotent hand. All that Pre-Raphaelism asks of artists is faithful honest hard work, and a due discharge of his function,—to observe and interpret nature. This is the spirit of Pre-Raphaelism ; This is what the three young artists fought for, forsaken and alone, in the fray for twenty long, disheartening years until finally truth conquered, and they won the tardy recognition of their misled patrons. Arrayed against them was almost the whole world. The Royal Academy with all its train of patrons, votaries, writers and critics has been their sworn and deadly enemy even until now. Nevertheless the principles and eternal truth of art as embodied in the preaching and practice of Pre-Raphaelism abideth forever.

# THE ACADIA ATHENÆUM

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Composed of Undergraduates of Acadia University,  
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## APRIL.

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# The Sanctum.

## The Collegian, Past and Present.

IN a recent number of one of the American magazines, Dr. Dwight, President of Yale University, contributes an article on "The Collegian, Past and Present" which is most valuable and helpful to the student. He begins by discussing two tendencies to which almost all men are liable. One class of men accept without question a system of thought that has been handed down by the past, simply because of its venerable character. What our fathers taught and believed should not be set aside by any new theories of modern times. The old foundations have stood the test of years, let us be careful how we build upon new foundations. "The new light is a taper and may soon be extinguished. The old light is the sun which illumines all."

Another class of men act in an entirely different way. They refuse to be bound down by any ancient system of thought. Progress is the law of the world, therefore the new must be an improvement upon the old.

Dr. Dwight claims that "the fair and large minded way is between these two, and leads apart from the errors which belong to both. He who follows this way opens his eyes to the future without shutting them to the past. He is a creature of hope and yet of remembrance. He is both a conservative and a progressive, or rather, that



union and combination of the two, which would hold fast to all the good which has been attained, while reaching out to all that which is yet to be."

The course pointed out by Dr. Dwight for the student to follow must commend itself to everyone who looks upon this subject with an unprejudiced mind. The man who is so enamoured with the past that he refuses to consider any new theory which perhaps conflicts with his belief, is making a grave mistake. The thinkers are not all dead yet and we have only touched upon the border-land of truth. It is folly to think that even the greatest intellects are capable of drawing up a set of definitions on any subject which would stop all controversy and satisfy the minds of men for all time. Because a thing is new it does not necessarily follow that it must be false, even though it may conflict with past systems of thought. It has often been the case that the heterodoxy of one age has been the orthodoxy of the succeeding. Neither should we cut ourselves adrift from the past and give credence only to the new. Many of the theories advanced in modern times are like bubbles blown by children, beautiful and sparkling for a moment, and then bursting and leaving not a trace behind.

The true way as pointed out by Dr. Dwight is between the two. Let us therefore as students adopt this happy medium, for then only are we honest investigators. The rest of Dr. Dwight's article is devoted to a comparison of the student of the past with the student of the present, to which space will not permit us to refer.

### Chipman Hall.

AT the close of each college year it is customary for those desiring to board in Chipman Hall to engage rooms for the ensuing year. We regret that during the present year more students have not availed themselves of the advantages to be derived from a life in our college residence. We are of the opinion that a man who graduates from this college without spending one year at least in the hall, is missing something of value in his college course. A life in our college residence tends to make a student manly and independent. If he be the possessor of any little unpleasant idiosyncrasies, the intimate intercourse with fellow students that the hall affords, is sure to exert a most beneficial influence upon them, especially if he happens to come in as a freshman. He learns to study human nature and to adapt himself to men of widely different temperaments, and thus gains a knowledge of men and of character that must be of the greatest value to him in after life. It is a significant fact that few men after spending a year in the college residence leave to board in the town, unless of course they receive a gentle hint from the powers that be. A life in a private house is more conducive to their best interests as well as to others.

We are aware that there are some disadvantages connected with a life in the Hall, but we are strongly of the opinion that the advantages far outweigh the disadvantages. During the present year every thing has been of a most satisfactory character. The order maintained has been far above the average, and we cannot speak too highly of the indefatigable efforts of the present proprietor to secure the comfort of those residing here. We hope that next year, as in some previous years, the Hall may not be large enough to accommodate the number of students who desire admittance.

### Lectures By The Faculty.

THE following resolution was submitted to the Athenæum Society on March 18th, by Mr. H. B. Sloat, and after some discussion carried unanimously.

"In consideration of the facts that lecturing has not received the importance in this University which in our opinion it deserves, and that most Universities have a lecture system which enables the professors to give the students the benefit of all their reading and study outside of the text-books, and :

Whereas, much difficulty has been experienced in securing capable men to appear before the students in this capacity, saying nothing of the fee which it is necessary to charge and which always excludes some from the benefits to be derived therefrom, and :

Whereas, we believe the members of our Faculty abundantly capable of instructing and greatly profiting the students without detriment to themselves, therefore :

Resolved that the Athenæum Society respectfully ask the Faculty to institute a course of at least four lectures per year, to be given by them free of charge to the students of the University, Seminary and Academy, and, if in the mind of the Faculty it should appear wise, to the public. It is of course understood that this course of lectures would not take the place of, but supplement the Star course of Lectures given by the Athenæum Society. We would ask further, that at least one lecture should be given before June 1st, 1899."

We are assured that this resolution must have the hearty support and sympathy of all who have the true interests of Acadia at heart. There is nothing that will develop and stimulate the powers of mind more than a course of lectures given by men who have devoted years of study to their subjects. We have in our Faculty men who are in constant demand as lecturers in other Colleges and Universities, and who are capable of giving us lectures equal to any that might be delivered by men secured elsewhere. We understand that several of the professors are heartily in sympathy with the movement, and we are positive that if it is endorsed and acted upon by the faculty it must result in the greatest good to the student body. The matter has been left in the hands of the

lecture committee, and we sincerely hope that their efforts to secure this course of lectures may be crowned with success.

### Contributions by Graduates

IT affords us much pleasure to present to our readers in this issue two contributions by graduates who have won high rank as teachers and writers. Theodore H. Rand, D. C. L., who has recently offered to the public his collection of Canadian poems, entitled, "A Treasury of Canadian Verse" contributes a poem on "The Whitethroat." Dr. Rand has already written some beautiful poems on birds, but we are inclined to think that this is his happiest effort. Poetic in word and thought, full of life and power, breathing a spirit of true patriotism, we know that it will be read with delight by all.

A. K. DeBlois, Ph. D., President of Shurtleff University, contributes an article on "The New Education." Dr. DeBlois is exerting a strong influence in educational matters in the Western States, and we hope that his admirable article may have the careful perusal of all.

### Exchanges.

We would suggest that the Editors of some of our Monthly Exchanges be more prompt in getting out their papers.

"*Trinity University Review*" for Feb contains a cut of the late Archibald Lampman together with a short biographical sketch. "He was born Nov. 17th. 1861. Studied at Trinity College taking his degree in 1882. A short review of the Poet's works is also given. His first volume entitled "*Among the Millet*" appeared in 1888. This volume was well received both in England and America. An acquaintance with Lampman's works shows us that his strength and characteristic excellence lies in his lyrical treatment of natural beauty.

"The dew is gleaming in the grass

The morning hours are seven

And I am fain to watch you pass

Ye soft white clouds of Heaven."

The Poet's attitude to life may be best defined in words which occur in his longest poem entitled "An Athenian Reverie."

"How full life is, how many memories

Flash and shine out, when thought is sharply stirred;

How the mind works when once the wheels are loosed.

How nimbly, with what swift activity,

I think, 'tis strange that men should ever sleep,

There are so many things to think upon,  
 So many deeds so many thoughts to weigh,  
 To pierce, and plumb them to the silent depth.  
 Yet in that thought I do rebuke myself,  
 Too little given to probe the inner heart,  
 But rather wont with luxurious eye,  
 To catch from life its outer loveliness.  
 Such things as do but store the joyous memory  
 With food for solace rather than for thought  
 Like light-lined figures on a painted jar."

As Canadians we lament the demise of such an eminent young poet who has so greatly enriched our literature.

As students we assure the Trinity men of our deepest sympathy.

Two numbers of "*Sydney Academy Review*" before us. The Record presents a very neat appearance and reflects credit on the students of Sydney Academy. It records prosperity in the institution and makes a strong plea for more room and new appliances to facilitate the study of chemistry and mineralogy. We heartily welcome this Journal to our "Table."

A glance at the table of contents in the Feb. number of "*Kalamasoo College Index*" insures for us a literary treat. We begin our perusal of this time honoured journal. It opens with a copied article on "Educational Ideals" by President de Blois of Shurtleff College. Then follows an interesting article on the "Public Literary Entertainment of Rome." The writer says,—after reading the various representations of Roman literature the student wonders if the Romans did nothing but fight, orate or philosophize." He admits the sombre effect produced by this literature, points out that the Romans were intensely matter of fact, yet were endowed with a great fondness for fun and a keen sense of the ludicrous as seen in the Comedy, Tragedy and Drama of the Roman literature.

The article on "Press Reform" points out the potent influence of the press in moulding the thought of the American people. It calls attention to the educative influence of such publications as Harpers Monthly or North American Review and denounces such papers as the Police Gazette and Yankee Blade whose sole function seems to be the demoralization of Society.

"The Kildee" and "A Transportation" two short poems are followed by a well written article on Intuition vs Reason. The ways by which we arrive at knowledge are so varied that the writer classifies truth as Axiomatic, Reasoned and Intuitive.

The Editors, of *Shurtleff Review* made Feb. issue a "memorial" of Rev. Justus Bulkley. The Review opens with a poem by Dr. Hobbs, Delaware, Wis., the closing stanza—

"O Preacher with the tongue of flame,  
 O Teacher whose work long shall teil,  
 O Friend, to us for e'er the same.  
 We bid thee only earth's farwell!"

A life sketch of deceased is given by Dr. de Blois.

"Dr. Bulkeley's career was one of ceaseless activity. As pastor, as teacher, as president of the board of state missions, as president of the Illinois Baptist Education Society, as acting president of Shurtleff College during two critical years of its history, as moderator of the Illinois General Association on many occasions and in other important official positions, his influence was wide and beneficent."

Then follows a verbatim report of funeral exercises and many personal tributes. Dr. Wisman says of this eminent divine "In his home which I was kindly permitted to make my home for six years of my stay at Shurtleff I saw a father and husband whose heart love was ideal : but too sacred this precinct for lingering feet. This the holy of holies where for a while a few of us entered three times a day and where,

From Love's golden chalice sweet-nectar did flow  
And touching each life made ruddy its glow."

We extend to Shurtleff College and friends our heartfelt sympathy in the loss they have sustained by the death of Dr. Buckley.

Other Exchanges received during this month : *Bates Student*, *Colby Echo*, *University of Ottawa Review*, *Niagara Index*, *McGill Outlook*, *Educational Review*.

### Rev. J. Herbert Foshay, M. A.

We regret to record the death of the Rev. J. Herbert Foshay, one of the leading Baptist Ministers of these provinces and a man whom Acadia has delighted to honor. Mr Foshay died on March 2nd at Middleboro, Massachusetts, where he had become Pastor of the Baptist Church.

He left college in his Junior year and entered upon the work of the ministry, in which he was industrious, faithful, efficient and successful. After a brief service in Ontario he labored for a time in Prince Edward Island which he left to take charge of the church in Sussex, N. B. From Sussex he was called in 1883 to Windsor N. S. where he remained until 1890 when he accepted the charge of the First Baptist Church, Yarmouth, N. S. The latter place he left only a few weeks ago. In Windsor and Yarmouth, his most important pastorates, he was successful in enlarging the membership and in adding to the material equipment of the congregation. At Windsor the accommodation for the work of the church was improved and at Yarmouth a very fine House of Worship was erected.

But the influence of Mr. Foshay was evident in the higher elements of intellectual, moral and religious quickening as well as in the additions to church property. He was a good thinker, a careful student, an able expounder of the truth, and possessed of the gift of



Rev. J. Herbert Foshay, M. A.

acceptable speech and of oratorical skill. As a man of integrity, frankness, earnestness and sincerity his words had weight and won victory for the cause he loved. In the denomination he was faithful and took his share of the responsibility of leadership. For years he was a member of the Home Mission Board. In 1891 he preached the Annual Sermon before the Convention of the Maritime Provinces.

He was a good friend to Acadia and the degree of M. A. which he received in 1895 was worthily bestowed.

His death at the early age of forty-four will be deeply regretted by a large number of friends.

## The Month.

One of the things in a college life that are not to be despised but rather fostered, is sport. All colleges of reputation to-day have their campus where football, baseball, tennis, and other interesting games are participated in. As a rule, especially the last year or two, at Acadia, when the football season is at an end the sporting spirit is also at an end. This year a change has taken place which we trust may be encouraged during the future years: that is, the recognition of the interesting game of hockey. The season opened with a game between the Freshmen and Sophomore classes. Both teams were sure of victory, but as is generally the case, one of the teams was successful. The score stood six to four in favour of the latter. This match filled the admirers of the game with enthusiasm and soon there was a match arranged between the students of St. Francis Xavier and Acadia. The match was played in Aberdeen Rink, Wolfville, on Thursday evening, March the 2nd. The teams lined up as follows:

### ST. FRANCIS XAVIER

McDonald	Goal
Harrington	Point
McGillvary	C. Point
McDonald	Rover
Hearn	Centre
Brown (capt)	
Gillis	Wings

### ACADIA

Bishop
Boggs
Hutchinson
Crandall
Ford
Haley
Patterson

The game from start to finish was well contested. Acadia was successful in scoring 2 points during the first half. St. Francis Xavier started in after half-time with a rush and soon placed the puck safely behind their opponent's goal posts. Shortly before the close of the game Acadia again added two more to her count; thus making the score stand 4 to 1 in Acadia's favour. E. N. Rhodes, of Acadia, refereed the game satisfactorily to all.

Prof. Horrigan of St. Francis Xavier accompanied the boys and while here we had the pleasure of meeting him in the class-room. We hope this may not be his last visit to us.

The third of the course of Seminary recitals, of which the following is the program, was given in College Hall on the evening of March 3rd.

1. Piano Solo: Etude, No. 1..... *Wollenhaupt*  
WINIFRED CRISP
2. Reading: Patsy. . . . . *Kate Douglas Wiggin*  
BESSIE A. TRITES
3. Vocal Solo: Whisper and I Shall Hear... .. *Picciolomini*  
HATTIE M. MASTERS
4. Reading: The Bridal of Castel Cuille.... .. *Longfellow*  
LULU MCC. PUTNER
5. Vocal Duett: Oh that We Two were Maying!..... *Smith*  
LYDA R. MOFFAT AND SADIE I. EPPS
6. Reading: Celeste (A Soldier of France)..... .. *de Ramee*  
ETHEL R. EMMERSON
7. Piano Solo: Waltz e Moll..... .. *Chopin*  
LOU M. REDDING
8. Reading: Romance of the Ganges... .. *E. B. Browning*

Illustrative Pantomime by

Cora Archibald,	Lyda Moffat,
Myrtie Caldwell,	Lillie Webster,
Lillian Harris,	Beatrice Welton
Maude King.	

All these numbers were highly enjoyed by the audience who showed their appreciation by hearty applause. Nearly all the young ladies responded to encores, thus almost doubling in amount the entertainment as shown by the program. Misses Trites, Putner and Emmerson fully sustained the reputation they have already made as readers, and the selections of vocal music were a foretaste of the pleasure in store for those who attend the next recital, which, we are informed will consist mainly of vocal music.

The Y. M. C. A. deserves the thanks of the students for the lecture by Rev. W. E. Bates of Halifax, which took place Friday evening, March 17th. Owing, no doubt, partly to the weather, the audience was not large, but those present were amply repaid for their attendance by the excellence of the lecture. Mr. Bates divided his subject, "Self made cripples" into two parts, and dealt with first, those physically infirm, and secondly, those mentally or morally infirm. Under these heads, he reviewed the lives of many men who had become great and famous, in spite of natural disadvantages. From the lives of these men he drew four lessons. First, wrong doing makes cripples; second, a crippled state does not of necessity prevent hope; third, life has its limitations; fourth, life has also its compensations.



The lecture was eloquent throughout, and relieved here and there by brilliant flashes of wit. We re-echo the desire, expressed by the gentleman who moved a vote of thanks to the lecturer, that we may have the pleasure of hearing him again.

On Friday evening, March 18th, a reception was given in College Hall by the Propylæum Society. The students generally look forward with pleasure to such gatherings. They like to lay aside their books, and throwing off the cares of life present themselves, on invitation, as guests. The Hall was artistically decorated and presented a very pleasing appearance. Topic Cards were placed in the hands of the ladies and gentlemen present, and the latter lost no time in obtaining the names, on their cards, of the young ladies whom they desired to meet during the evening. Much credit is due the ladies of the society for the very enjoyable evening spent by all who attended.

On Friday evening, March 24th, Capt. Hazen Clarion Kimball lectured before the Athenæum Society, this being the second of the Star course of lectures for the present year. The subject was "The Battle of Gettysburg." Capt. Kimball, who was an officer in the Federal army and took an active part in the battle, is at present pastor of the Baptist church at Moncton. His commanding presence and remarkably clear and powerful voice are eminently befitting the soldier, but none the less attractive on the public platform. He told the story of the battle in the vivid manner of an eye witness, while his intimate knowledge of the battle-field and the movements of the troops made the recital very realistic. The graphic description of the desperate but fruitless charge of the "Greys," which put an end to the battle, made a fitting climax to the lecture. The lecturer throughout kept before him a distinct moral purpose, that of creating a hatred and dread of war. It would be difficult to surpass the address in contrasts of humour and pathos, and the interest of the audience may be judged from the fact that the speaker closely held the attention of all present for nearly three hours.

### De Alumnis.

Rev. A. J. Kempton '89, so favorably known as pastor of the church at Madison, Wis., and now of Mt. Carroll, Ill., was married to Miss Annie Main of Madison, Feb. 14th. in the Baptist church. The officiating clergyman was Rev. A. C. Kempton '91, of Janesville, Wis., and the groom was supported by M. Haddon McLean, '92.

The ATHENÆUM extends to the happy couple its most hearty congratulations and best wishes.

In the list of Acadia graduates now in attendance at Newton given in our last issue the following were omitted:—

M. B. Whitman '94, A. Mason '94, and W. H. McLeod '95.

Dr. Snow P. Cook, '82, eye and ear specialist, is practising in Worcester, Mass.

Rev. M. B. Shaw '86, formerly of our Teiegu Mission, and for the last three years pastor at Fallbrook, Cal., has accepted a call to the church at San Bardino.

Dr. Samuel Smith, '87, has established a lucrative practice at Port Huron, Michigan.

Dr. Walter W. Chipman, '90, graduated from Edinburgh in the medical course in '95. He gained the Buchanan scholarship giving him the position of Resident Surgeon to the University Gynecological wards of the Royal Infirmary. In the spring of 1897 he was appointed House Surgeon to the Bolton Infirmary in Lancashire, and in 1898 resigned this position to become assistant to Dr. Barbour of the University. Dr. Chipman is now a Fellow of the Royal College of Surgeons and will, no doubt win distinction in his chosen profession.

Rev. H. G. Estabrook '91, after a successful pastorate of nearly three years with the Peticodiac church, has received and accepted a call from the church in New Glasgow, where he will enter upon the work in the beginning of April.

O. P. Goucher '92, is principal of the High School at Middleton.

Rev. F. A. Staratt '92 is pastor of one of the Baptist churches in Texas.

Dr. R. E. Bentley '93 is practising in North Brookfield, N. S.

## Obituary.

The ATHENÆUM regrets that owing to failure in learning full particulars concerning the life of Rev. T. S. K. Freeman, this article did not appear at an early date.

Thaddeus K. Freeman of Milton, N. S., graduated from Acadia in '87, and later from a theological college in Virginia. After preaching two years in Paris, Texas, he accepted a call to the Baptist church at Logansport, Ind., where he remained seven years. He then obtained the position of chaplain in the United States Navy, this being the first appointment made by President McKinley. After serving a few months on board U. S. R. S. "Richmond", he was promoted to the Admiral's ship and was with Dewey at the storming of Manila. Being of a delicate constitution he contracted fever from the climate and intense excitement, and died on a transport en route for Japan. The remains were brought back to Logansport, and there buried with military honors.

## Our Searchlight.

---

At pulchrum est digito menstrari  
et dici hic est

Persius.

---

For the benefit of the freshmen who are pursuing a course in Latin sups we translate the above:—"It is pleasing to be pointed out with the finger and to have it said 'there is the man'."

---

D-g- "Yes my motto is now *Semper Fidelis*."

---

Junior "Did you see the big boquet D-r was wearing on his shoulder to-day."

Soph. No what was it?

Junior "A cabbage head."

---

R-ch (speaking in prayer-meeting) "I think that is the trouble with us *young* fellows etc"—and now he can't understand why the fellows smiled.

---

Freshman class-meeting.

President "All in favor of the motion vote 'yea'." "Contrary minded *same sign*"

"Carried."

---

Anxious inquirer would like to know when Mr. S-p-n became a member of the Propylaeum Society.

---

Professor "An ideal magnet is one which is infinitely long and infinitely thin."

Soph. "Then Mr. S—th must be an ideal magnet."

---

Freshman "Why are the stars so far up anyway."

Senior "So the freshmen can walk around without knocking their hats off."

---

Young lady (at Reception) "Just look at those three men in the gallery, are they tramps?"

Freshman "I think they are worse than that, they are Sophs."

---

Prof. "Mr. D-v-s allow me to congratulate you on your improvement in writing. If you continue to improve, it will soon be almost legible."

---

Don't use "Pier's" soap.

Lost at the Prop. Reception—the tenth topic—et quae sequuta est.

---

Conversation between Sems on seeing a stranger

1st Sem. "Who is that"

2nd Do. "Je ne sais pas"

1st Sem. "Who is Jenny Saypa."

---

On March 4th. the freshmen had an interesting bible-class. Anxious to make the visiting freshies at home one member of the Chip-Hall practical joker's club made on a rousing fire for them. However in his eagerness to give them a warm reception he not only filled up the stove but also the stove-pipe, with the result that may be imagined. Owing to the religious tone of this column we are unable to report verbatim the thanks tendered this painstaking but mis-guided young man.

---

Belated student "What time is it by the chapel clock"

Janitor "Twenty minutes past ten *standard time sah.*"

---

The manager of Chipman Hall has been kind enough to place a number of games at the disposal of the students. Those most in requisition in the dining-room are,—checkers, crokinole, and pool(e).

---

Prof. "yes you would translate that by 'work,' in fact the keynote of the Georgics is work—work, work, work all the way through" Perspiring Sophomores "Hear Hear."

---

On March 3rd, a merry company of students tripped gaily into the President's office but after an interval of a few minutes a sadder and wiser group filed slowly down the stairs. Immediately after groups of students might have been seen *discussing* the situation. Since then the Janitor has been kept busy sweeping up the feathers and the following advertisement is expected to be posted shortly.

Good feather mattresses fresh plucked. Look out for our spring opening.

---

Freshie G-ds-d has developed an ardent desire to study botany. Already he has started gathering the different varieties of the flora. So great is his enthusiasm that even in the dining-room he is unable to restrain his eagerness in scientific pursuits. As soon as he is seated at the table he grasps the pickle-dish and proceeds to appropriate the cauliflowers.

---

Senior (addressing ATHENÆUM Society) "I think we have some splendid intellects in this room, yes I know we have some gigantic intellects here."

D-k-n "Here Here."

---

Wentworth Revised

The sine of a supplementary (angle)—anything less than 45.

---

The Propylæum Society gave a very pleasant reception on Friday evening March 10th. We are living in hopes that the next social function will be graced by the presence of our fair neighbors, as we understand that the *committee* from the Sem. reported favorably.

---

At Mud Bridge

First Student "There goes a man who might be called a walking dictionary."

Second Do. "Why?"

First Speaker "Because it is Webster on-a-bridge(d)."

---

Overheard in the Gym.

Instructor "Try and do that or have'nt you got pluck enough."

Soph. "Good heavens yes—two of them."

---

Who is it always seems so good  
And always in a serious mood  
And stows away the Chip-Hall food  
Tis Louis.

---

B-1. "Do you think Mr. P. is competent to discuss this subject. 'The winter port of Canada,' he knows nothing about Halifax."

P-dg-n "Why there is nothing in that about Halifax."

---

#### OUR QUESTION BOX.

Junior. "Jig" is an old English word which came into use when the University of Oxford was founded. Its conjugation is as follows :-

Jig. Jag. Jugged.

Poeticus—We are unable to state just what "Sea Shell" paid for his poetic license. We are glad to say however that the supply is exhausted.

Cad. We quote from your letter

"Are Seminary and Semetery derived from the same word or are they alike in meaning, etc?"

(1) We think you should improve your spelling.

(2) To the best of our knowledge they are not.

(3) We can only account for the mistake of a recent visitor by the law of association of ideas.

Semite—We admit that a young lady who finds it difficult to maintain an extended conversation is sometimes very rudely called a stick, but a collegian in the same situation should be characterized as a whole wood-pile.

## A GREAT MAN.

Adapted from Aesop's Fables.

Once upon a time, when the present freshmen wore long clothes and played with nursing bottles and rag dolls, there was a man called Enock who "came to college because he wanted to" and because he wished to instruct the professors in their different branches and to remedy any existing wrongs.

Like all other great men he believed firmly in himself and in his own opinions, and his voice was ever raised in denouncing those who differed from him. He was kept very busy correcting the mistakes of the professors and instructing the students who were very wicked and used to laugh at the great man and say that he was a crank (N. B.—a crank is an instrument with which you turn a grindstone). So busy was he that his voice began to fail and to grow squeaky and thin, his face became long and melancholy, and he became so disgusted and indignant with everybody and everything that he almost decided to go to the north pole and live in a snow house so as to give his fiery indignation a chance to cool.

Once some very wicked people got a gag off on this great man which he had planned to get off on them (N. B.—a gag is a thing which is put in a person's mouth). The great man was so indignant at this outrage that he forgot to wash his face and comb his hair for three days and three nights. He declared with great force that these wicked people were bound for a place where the mercury is always at boiling point.

The moral of this true story is:—that you must never try to do others lest you be done by them.

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