

# The Acadia Athenæum.

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THE  
*Acadia Athenæum.*

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Chief Editors:

F. A. STARRATT, '92.                      A. V. PINEO, '92.  
C. E. SEAMAN, '92.

Assistant Editors:

MISS M. MCLEAN, '93.                      A. M. WILSON, '93.  
W. C. VINCENT, '94.                      F. W. YOUNG, '94.

Managing Committee:

H. H. SAUNDERS, '93, *Sec'y.-Treas.*  
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Treas. Upon all other matters address the Editors of the  
ACADIA ATHENÆUM.

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## The Sanctum.

ANOTHER change has come in this sliding scale of years. 1891 is behind us. Whatever good it had in store for us we have already tasted, as also of its ills. In this our first issue of the New Year, the ATHENÆUM wishes to all exchanges, patrons students and readers, a very Happy New Year, and the Compliments of the Season.

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THE years which a man spends as a student are important ones. They are taken from the most active part of his life, and the results of those few years go more towards determining his position as a man among men, than the results of any other equal portion of his time. During his student life, a man is developing his mind, fixing his habits, building

his character; and on leaving college, not only should he be able to go forth with a cultured mind, but with good habits and a noble character as well. His time given to study and himself practically withdrawn from the influences of society, a student is in danger of disregarding the habits of conduct he is forming; and if neglected at college, good habits are rarely ever cultivated afterwards.

The education of the mind holds a place of prime importance, but the refining of the manners is also an important element in the character on which depends success in life. If the lawyer would have his statements appreciated, his skill and eloquence remembered, let them be associated with refined and inviting manners. If the clergyman would win the affections and hearts of his people, let him cultivate manners that bring associations connected with his person of a pleasant nature. In short, if a man would have influence with his fellows, or receive the highest praise which society bestows, let him merit the title, "a thorough gentleman."

The man whose advice we seek, whose opinions we regard, and whose character we respect, is not the man with whom we associate ungenerous and mean actions. Rather is he one whose honorable manners show forth the true manliness within. True, polite manners in themselves are valueless only as they are an index of the feelings within, but it is a fact that even these outward expressions of kindness have a tendency to cultivate in the heart the feelings of good-will. Here then is an aim especially worthy the attention of every man during his life as a student; striving not only to bring his mind under control, but to cultivate those habits of good-nature and cheerfulness, of respect for self and regards for rights of others, which fit us to take part in the activities of life.

"For who can always act? But he  
To whom a thousand memories call,  
Not being less but more than all,  
The gentleness he seems to be."

THAT the Athenæum Society has advanced along certain lines during the last few years cannot be denied. The papers read before the Society are of a higher order than they were formerly and many objectionable features have been eliminated. In the debate however which is an important part of the evening's programme, there is room for improvement. This should be such that those listening to the discussion would get a clear and comprehensive view of the subject in hand, and be able to vote intelligently when the question was called. Although this has been the standard before the Athenæum, it is not always reached. Very often the calling for the debate is the signal for a large number to leave the room, and there is a tendency on the part of those who remain to be satisfied with a very superficial discussion of the subject, and a readiness to grant excuses to those who have been appointed as leaders but who have not gathered sufficient information to be able to present sound argument, and consequently can only give such stray thoughts as may come to them on the spur of the moment. As a result, there is not so much good derived from the Society as might otherwise be.

The object of the Athenæum as stated in the preamble to the constitution is "to afford facilities for improvement in public speaking, for the culture of a literary taste, and for the acquirement of general information." It is easily seen that the debate is peculiarly adapted to the attainment of this object, and should therefore hold a high place in the estimation of the students; and a demand for a more thorough and exhaustive discussion of the subject should be created.

ON the programme of the Teachers' Association, held in Hantsport a few days since, we notice the names of three of the teachers from Horton Academy. We take this as a hopeful sign. There has been too wide a leap between the common school and college work. It is wise that our preparatory schools should be merely an intermediate step between public school and university. The student should not take a wide leap over the study of his own country and land on classic ground. He should rather become familiar with his own province, then work outward gradually.

Occasionally, we hear severe criticism passed on a college graduate for not being informed on certain

subjects which the innocent country lad, unacquainted with orists and the mysteries of differentiation, is tolerably well informed on. The criticism is just; but where should the fault be placed? Certainly not on the college, for it is but fair to assume that the work is done before entrance. Then we must look elsewhere. Too often the fault is in our Academies. A University should not be a kind of mill to grind out that commodity known as B. A's. It is not numbers that make the worth; rather the amount of knowledge received, and that can be put to practical use. Let the solid work begin in the preparatory school. No attempt should be made to make the school popular, by light or superficial work. On the other hand, there should not be a rush to the opposite extreme. If any student chooses a school on the first supposition, he is a person not to be desired by any college that wishes a reputation for first-class work done. And is this not what each wants? Men who can do her credit—whom she would not blush to see with the desired letters attached to their names.

WE gladly give space in the present number to the contributed article. It has the right tone.

Acadia must look to her Alumni and students to make her attain a still higher degree of efficiency. The members of the Faculty are competent to show what is wanted, and direct, but others must aid. The propositions for two Professorships should not be impossible with a growing Alumni. The increase of salary to present professors would aid to help our University towards the place we would see her occupy. A hurrying outside world will not stop to consider what it may take to be external. The graduates and students, former and present, must stay their attention here. Can we not as students follow the plans proposed? We are certainly indebted to her whom we would claim as our *Alma Mater*. Reason tells us it is but right to discharge that indebtedness to the best of our ability. Acadia has not an array of millionaires at her back, hence the communication in the present issue.

H. Bert Ellis, B. A., '84, is practising medicine in California. He is now editor and proprietor of the *Southern California Practitioner*, a prominent medical journal.

### JUNIOR EXHIBITION.

The first public appearance in connection with College work for this year, was the Junior Exhibition. This annual appearance of the Junior Class is always looked forward to with interest, not only by the students themselves, but by all in connection with the institutions.

Promptly at fifteen minutes to eight, the piano gave intimation that the procession was moving. A moment later the Faculty appeared in the van, closely followed by the Juniors. Contrary to the custom of preceding years, the remaining classes did not march or sit in a body, but were dotted promiscuously about the Hall. '93 occupied the seats of honor on the east end of the platform, tastefully displayed above which was the class motto, *Palma non sine Pulvere*.

Prayer was offered by Rev. W. M. Smallman after all were seated. The following was the programme of the evening :

#### PROGRAMME.

Processional.		Prayer.
	ORATIONS.	
Music a Necessity.	Ingram E. Bill, Liverpool, N. S.	
The Aesthetics of Mythology.	Shirley J. Case, Springfield, N. B.	
The Larynx and the Pen.	Ernest S. Harding, Amherst, N. S.	
	MUSIC.	
Practical Value of the Classics.	Fred. C. Harvey, Grand Pre, N. S.	
The British Spirit of Triumph.	Clifford T. Jones, Wolfville, N. S.	
Peculiarities of French Literature.	J. Mildred McLean, Wolfville, N. S.	
	MUSIC.	
The Genesis of English.	William J. Rutledge, Tyrone, Ireland.	
The Greek Drama.	Allan M. Wilson, Manchester, N. H.	
Character as a Commodity.	Johnstone E. Wood, Halifax, N. S.	
	MUSIC.	ADDRESSES.
	NATIONAL ANTHEM.	

The first speaker of the evening was Mr. I. E. Bill, who appeared as the champion of music. He told how the rocky hills of Europe often echoed to the music of the troubadours. It is the language of the

emotions and of the intellect. Music is supremely a language of ideals. Our grandest ideal is in the eternity of God himself, and music draws forth from the bosom of mankind a sigh for the better world. It is the art which binds closer the hearts of men. "All music is but one note of that which will come forth from heaven and which shall join in the praise of God for ever and ever."

Mr. Case advanced as though he had something to say, which was not disproved as he proceeded. He treated his interesting subject in an interesting manner. "The Greek," said the speaker, "found life in all the objects around him." Here was brought to mind his idea of divinity. It was easier for them to think of the noises of the sea as the voice of an old man, than to conceive a theory of tides. "Mythology was developed with strict regard for the beautiful." To sculpture has it been left to show mythology. "Those calm and majestic statues are to this day the form and person of the divine."

The next speaker, Mr. Harding, contrasted Grecian and American methods. Memory was everything in those days; now knowledge is packed away on dusty shelves, and is reached by indexes. Persons are not now conscious upon subjects, but well-read. Books are inestimable in that they have power to preserve the records of men—are historians of past events—keep us informed on current topics, etc. The use of larynx was recommended as an aid to the memory. *Speakers* must always have a fund of thought to present. More liberty too, is given to watch an audience, and thus all are held with more power. "Speech is thought by some to be the most powerful controller in the world."

Then followed a chorus by the class. It was well received as was shown by the applause.

Mr. Harvey discoursed on the "Practical Value of the Classics." The subject was treated in a logical manner. After stating the common objection to classical study, he set out making his defence which was in brief as follows: (1) It develops mental discipline which is the first requisite to all intellectual progress. (2) Its value in the study of our language and the study of the sciences. (3) It opens up the Greek and Roman minds—their customs and laws. (4) It corrects two of the most prominent errors of our day—inaccuracy and bad taste. (5) It supplies a common bond which we of to-day stand in need of.

Patriotism was a distinguishing mark in the oration of Mr. Jones. He spoke of our ancestors, their home, their customs—the great nations at the time of the discovery of America. "Can you think of anything more powerful than the growth of British power in India?" The English were always daring sailors. Love for home is intense. "The solitude of the world is nothing to him so long as he has wife and family." Here lies the secret of their success as colonists. "Prosperity depends not so much upon revenue as upon the education of her people." "Greatest influence in future will be felt in Africa and America." He closed by recalling the sentiment in Rule Britannia.

Miss McLean was the only lady speaker. Her production was of a very high order. A creditable abstract of this essay cannot be given in a few words. Much that the Frenchman writes is from the emotions of the passing moment. "The troubador sang with whole soul his song of love." Love of display showed itself early—affection and pedantry took the place of good sense. Much attention is given in French writing to the way in which thought is expressed. The path of France to freedom and prosperity has been a rough one. The poets of the nineteenth century work for their immediate circles of admirers—France has had great heroes in her national life and in literature the same.

At this stage of programme, a vocal solo was given by Miss Wallace. This was an enjoyable feature of the programme and was rendered in her usual happy manner.

"We are apt to forget," said Mr. Rutledge, "the small origin of English." The Angles and Saxons on the shores of the Baltic were a semi-barbarous people. They crossed to England in their two-sailed ships. The language of Teutonic conquerors forms the basis of our present speech. Latin terms came in about the time of Augustine.

The growth of language was traced down through the different periods. "The most severe struggle was with Norman-French." "Its effects was as an inundation which has left causes of fertility." The great writers were referred to. The speaker concluded that new words must be introduced for the English language takes what it covets.

Mr. Wilson treated his classic subject in a pleasing manner. The subject which might be characterized as "dry," was developed into an interesting essay. The

conditions of a people before they will have a literature were spoken of—the growth of the drama and determining causes—Homer, Thespis, the ago of Pericles when the incomparable Greek Drama attained its loftiest and grandest form. "Our modern ideas are apt to consider the Greek drama unnatural, because it is so unlike our own." Prometheus when he described "the myriad laughter of the dimpling wave," knew that the ocean was in full view of his audience. "Brighter than the camp-fires on the plains of Marathon, so those inextinguishable lights glow in the arena of dramatic art."

The last speaker of the evening was Mr. J. E. Wood. The hour was quite late, but the interest of the audience did not seem less than at the opening. Mr. Wood thinks the progress of man has ever been towards practicability. Rectitude is a perpetual victory. "Although the most popular man is not always most moral, the moral man will be found a man of worth." Real power is always moral, not physical. Follow guidance of men of character. No individual in the universe stands alone. "We, by our daily actions, are contributing to the future." Character is the corner-stone of individual and national greatness. We may succeed for a time by fraud, but permanent success is only attained by the opposite.

Mill's principles were frequently applied, discussing character as a "commodity."

The programme was ended with music by the class quartette and the singing of the National Anthem. The Juniors then adjourned to the library where they enjoyed a supper tendered by the Faculty.

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## Literary.

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### A SONNET.

#### CALL MAN A WORM?

It gives no praise to God to call mankind  
A worm or such, expressing nothingness :  
Disparaging his own workmanship's impress.  
It is no praise, to say the Eternal Mind  
Holds empire over beings scarce designed  
Above nonentity ; for true it stands,  
To praise the structure from the builders hands,  
Is to applaud the builder ; and we find  
The splendours of created things reveal  
Their maker's greatness. And what tongue can say  
Man is not great, and in his conscience feel  
He honors God ? for saith the Sacred Lay :  
Fearful and wonderful thy Father's seal  
Is set upon thy framing, child of clay. E. B., 94.

### RESOURCES AND POPULATION.

The ancient popular idea was that prosperity consisted essentially in quantity of wealth and amount of population. The modern and scientific belief is that of the increased average quality of those composing society, and their material surroundings. The masses of the people consist for the most part of the laboring classes; the social organization therefore which fails to secure to them a fair amount of natural and moral welfare, cannot be crowned with industrial success, and so with national prosperity.

Now are the resources—all those forces which tend to the development of the physical life of the country, so intimately related to the interests of the people, that upon them depends the well being of the social organization, or is it more dependent upon the people themselves?

If we turn to the far North we find that during the greater part of the year life is almost extinguished by the rigorous cold of a perpetual winter. A colorless and stunted vegetation, a few creeping shrubs, with an entire absence of forests, everywhere leave the landscape barren and unornamented. The endless plains appear covered with but mosses and lichens. The stunting scattered rays of a polar sun but feebly meets the wants of the animal kingdom. Man here contends in a desperate struggle, a struggle for life and death. With difficulty, by force of toil, he succeeds in providing a miserable support which barely saves him from dying of hunger. Progress and culture under such unfavorable conditions are impossible. The man of the polar regions, with its scant resources, therefore, fails utterly in the race for prosperity. He is but a beggar overwhelmed with suffering, who is happy if he gains his daily bread without thought of leisure to improve.

But if the inhabitant of the North can plead the negligence of nature as begetting his tardiness, surely no such excuse remains for the denizen of the tropics. It is in this position of the globe that nature combines all her forces. The rays of the sun fall thickest, and assume most strength. Nature displays her fullest energy, and greatest diversity. The single trunks of hollow trees serve for the construction of houses. The animal kingdom is no less developed in its boundless variety of species. The types are improved intelligence increases. The forms approach the human figure.

It is only natural now that we look to man, the termination of this ascending series, to appear in crowning excellence; but far from it he makes here a wonderful exception. Nature, so rich and prodigal of her gifts, does not drive man to toil. A regular climate and the absence of winter render forethought of little use; nothing invites him to struggle. A slave to his passions, then he leaves his better faculties uncultivated. He displays those powers which approach nearer and nearer the animal, and show the instincts of the brute.

The law of development is the law of the human race. But man cannot develop without the exercise of his faculties, without education. Since man then is made to obtain mastery over his talents by toil, nothing can so well minister to his progress in this one as the resources of the temperate zone. In temperate regions all is activity, heat and cold alternate. Seasons change with fresher air to invite man to constant struggle; to more vigorous employment. Nature, more economical, yields nothing except to the sweat of his brow; and, though she is not prodigal, she grants to his active, intelligent labor more than his necessities require, permitting leisure in which to cultivate his higher nature. The man of this region may be said to be born in the most favoured of all conditions. As a rule, invited to labor by everything around him, he soon finds success in the exercise of all his energies. Yet, even here, each man is not a master, nor every region a Greece. That man can exist here without resources, the barren plains of Gobi mockingly deny.

On the other hand, in our native Indians existed a people with whom a national prosperity was an impossibility. An utter lack of co-operation is apparent. The law plan held by, and the savage wandering habits of the people prevented development. There we see the grand natural resources of America remained untouched.

Hunger, the greatest of all human motives, rarely pressed. It is motive that makes the man, and population is but the repetition of man. It is then in more densely peopled communities that the germs of progress will appear.

Beings social and intelligent must, as they gather from a globe of varied surface and climate, and flow to a common centre, bring together the social development in all its diversity. From constant contact,

the mental powers—the motive of civil progress—are set free. By forcing men to think of the coming meal, invention is stimulated, and the latent energies of the earth more fully developed. Resources are of benefit only as they are brought within the range of utility.

Around the globe, in every centre of the middle zone, when the struggle for existence became earnest, the laws of nature are revealed. From every department of industry have risen arms of iron and fingers of steel, whose effect upon the production has been precisely the same as an increase in the fertility of nature. Nevertheless it is possible in these immense centres of civilization and progress for the condition of the people to become actually worse than that of the savage. The Indian knows where his food may be found. He may be cut off from his fellows and still live. But look at the mass of laborers in our great cities, who often work with tools they do not own. Wholly dependent on those that surround them, their condition sinks lower and lower, until they become a mere link in an enormous chain of consumers and producers.

What is that which here causes crime, insanity, and suicide to increase, diseases as well, that arise from over-strained nerves, from insufficient nourishment, from squalid lodgings, unwholesome occupations, premature labour of children, from the crimes and tasks imposed upon the many?

Historians may point to the greed and ambition of rulers, to the reckless turbulence of the ruled, to the debasing effects of wealth and luxury, and to the devastating wars which have formed so great a part of the business of mankind, as the cause of the decay of States and the foundering of old civilizations. No doubt moral motives of all sorts have figured largely among the minor causes. But, beneath all these, lay the deep-seated impulse given by the population pressing out and beyond the limits of the resources.

However shocking to the moral sense may seem this eternal competition of man with man and nation against nation, however revolting may be the accumulation of misery at the negative, in contrast to that of monstrous wealth at the positive, this state of things must abide so long as this strain on subsistence exists. Time and again do we see this in the swarms of colonies thrown out. In the floods of Gauls and of Teutons, which burst over the frontier of the old civilizations of Europe, in the swaying to and

fro of the vast Mongolian herds, in later times, the question comes to us in very tangible shape, and will continue to do so until each nation finds of this problem a more complete solution.

The creation of each country is stamped by its resources. Man, the only free will being, is liable to its influence, in proportion as he fails to exert those superior powers with which he is endowed for the subjugation of that nature he was intended to govern. The meagreness of that nature may rob him of the ability to develop, or revelling in the wealth of resources take from him all desire to improve. We are forced then to seek man in the temperate zone to find him occupying his highest position. Thus we see Asia, man's cradle; Europe, the home of his youth to manhood; America, the active scene of his trained abilities. Having taken this favoured mean, we find the utter inability of man to become prosperous with resources. Had the Pilgrim Fathers in exile reached the barren plains of Asia, instead of fertile America, no song would have commemorated a nation founded. On the other hand, had the Indian alone remained in America, the population, and so the industries of three hundred years ago would have been those of to-day. A certain density of population then is necessary to civilization. As the people rise above this they approach nearer the bounds of the resources. Here then is the golden mean, the sun of every nation's prosperity, beyond which, if population presses, it must answer the consequences.

England then wishes to escape the evils and decay caused by over population, let her increase her schools of science, that invention be stirred, and may nature as ever, riddled by her sons, yield up her secrets.

If Canada would be prosperous, let her population approach nearer her resources, that labour may in its division become more minute passing through that number of hands, which renders it most efficient, that exchanges may be made with the minimum of friction and loss. Her fertile soil secures to all prosperity in exchange for their labor. Her forests, her vast mineral resources, laid up in quantities surpassing anything of the kind to be found in any part of the globe, prepare an almost inexhaustible supply, and allow an extension of industry to a degree, and in proportions transcending in grandeur the most impressive spectacle of human greatness, the history of past ages hold up to our view. W. D'A. L. '93.

### STEPPING STONES OF ENGLISH LITERATURE.

The development of English literature forms one of the most pleasing and instructive chapters in the intellectual history of the world. We trace its glimmering dawn in the ballads of the early minstrels, its brilliant morning in the Canterbury Tales, and its full glory in the literature of the age of Elizabeth.

The early steps of this progress tends to support the theory that the development of a nation's literature is really a part of its religious history. The religion of the pagan Saxons in England was but a rude worship of the forces of nature, and their literature consisted of a few war-songs and legends, but the advent of christianity caused intellectual, as well as spiritual awakening. The Saxon mind thrilled with the new hope of the life to come, and released from disquietude, was free to direct its energies toward such fields of learning as were opened to it by the new religious teachers, and the Saxon heart poured forth many a rude but vigorous song. From the introduction of Christianity, the predominant tone of Anglo-Saxon poetry is religious.

Missionaries from Rome brought with them the intellectual culture of the countries around the Mediterranean, in so far as it had survived the fall of Rome and the invasion of the barbarians. The Roman alphabet and parchment superseded the Northern runes and the wooden tablet. The necessity for the preservation and translation of at least a part of the scriptures, the demand for enough knowledge of astronomy to determine beforehand the date of Easter, all favored the promotion of learning.

When the Normans and Saxons were as two hostile armies encamped in England, Christianity did much to weld together these two discordant elements into the English nation, which made it possible for the immortal Chaucer to address a united people.

Scholasticism flourished in Europe during the twelfth, thirteenth and fourteenth centuries, and was of the greatest advantage to literature. The schoolmen, as the promoters of scholasticism were called, accepted the doctrines of the church as infallible. They thought that everything must have a reason, and it was their duty to find it out. This, of course, entailed endless discussion and argument; and produced a ferment of intellectual activity, such as

Europe had never seen. Through the darkest part of a dark age, which threatened to annihilate scholarship, it kept alive the spirit of culture. These controversies sharpened men's minds and created activity of thought and deftness in argument. The founding of the universities we owe to the schoolmen, whose reputation drew together such numbers, that it became necessary to establish these institutions.

When scholasticism had done its work in thoroughly arousing and sharpening the minds of Europe, England, as well as the continent, filled with schools and universities, in which were opened the scientific stores of the past, made accessible by the labors of Arabian scholars; a mighty impulse was given to the intellectual progress of Europe by the long-lost treasures of classical literature. The scholars of Europe thus had placed before them the most faultless models of taste and judgment. The influence of these in correcting extravagances of the mediæval imagination can be distinctly traced in English literature, and many of the most elegant of modern writers have acknowledged that their graces of style were caught from a close study of the classical masters.

There was one great hindrance to the classical revival in the difficulty of procuring copies of the different works. But in the latter part of the fifteenth century, this obstacle was removed, by what Hallam calls the most important discovery recorded in the annals of mankind, the invention of printing. Without it the revival of classical literature must have languished.

The invention of paper, about the same time, greatly enhanced the value of printing, as the parchment previously in use was very costly. Through the art of printing, the speculations of scholars and the theories of philosophers could be quickly brought before the whole body of learned men, and thus arose counter speculations and adverse theories. Historical studies received a sudden impulse from the increased facilities for collecting and preserving facts.

One of the greatest achievements of printing was that it made possible the distribution of the Bible, which hastened the Reformation, another great factor in the advancement of English literature. The main-spring of the Reformation was an awakened conscience, with an anxiety to seize upon truth and justice. Some writers have said that the Reformation was the chief cause of the brilliancy of the

Elizabethan era. It produced a war of tracts and disputations, which dissensions greatly augmented the use of the language as a literary instrument. These religious disturbances made men think. Their sluggish mental faculties were awakened by the stirring scenes and earnest spirit of the times; for the sight of martyrs at the stake, courageous to the last, did not fail to leave a deep impression on the minds of spectators, who began to study the Bible for themselves. This engendered a freedom of thought which found expression in the writings of the age of Elizabeth. An eminent critic says that Protestantism was a life-giving element of the atmosphere from which the authors of that age drew their inspiration. We have only to imagine it at the reign of Mary and her religious system had continued through the sixteenth century, and we shall appreciate the indispensable part which the Reformation took in the creation of English literature. The reformers also gave an immense impulse to literature by displacing the Latin of the schoolmen and using the language of the people.

The Reformation also gave an impetus to the rise of the drama, itself a mighty power in the growth of literature. The beginnings of the drama, the mysteries and morality plays were the direct result of religious revival. The influence of the drama can easily be understood when we consider what an important part of our literature is dramatic.

The last event of which we shall speak, as having aided the expansion of our national literature, is the first French Revolution. There was not a single gifted young mind in Europe, upon which this bloody tempest did not come with disturbing or stimulating influence. Poets believed that a golden age had dawned for man. Coleridge, Wordsworth, and Southey were carried away by this feeling, and their writings breathed the spirit of revolution. Burke's "Reflections on the French Revolution" was widely read, and exerted a powerful influence on the public mind. But the storm cleared, leaving its mark on England's literature rather than on her constitution.

Thus we see a few prominences rising out of the rushing brook of the history of English Literature. The country on one side of this brook is wild and barren, and inhabited by a semi-barbarous people who care nothing for culture and refinement. The other bank is smiling and fair, and its refined and gentle

though manly occupants are watching with interest the progress of a fair being across the torrent. The first stepping stone Christianity is firm, the next Scholasticism does not move, another, the Reformation stands firm against the currents of infidelity; and so one after another is safely passed in spite of the whirlpools and yawning gulfs which threaten to overwhelm the brave traveller, until, as the literature of the nineteenth century, she steps on the firmer ground of the Victorian age, whence her progress is sure, her prospects brighter, and her dominion wider.

R. D. B., '93.

The ordinary Canadian student lives in two distinct worlds. One is the home world; there business, news, gossip, and nothings form the staple of conversation. Books rarely intrude; when they do they are treated in a gingerly fashion and are soon dismissed. From this world the student, whether at school or college, passes abruptly into a new world. He may enter into it conscientiously; so may a clerk enter conscientiously into the weighing of sugar. The clerk thinks but little of sugar when once out of the shop, and school out or college over, our student returns into the bosom of his family. Everything that student knows is the result of a distinct conscious effort. Now life is very short and our duties are many. The number of conscious efforts we can make is comparatively small, and the knowledge gained by such efforts is limited. But nature has kindly made a provision that much—perhaps the most—of our education is the result of unconscious assimilation. Human nature is indefinitely porous. The atmosphere we breathe has an immense, though unostentatious, influence upon us—Holmes speaks of having been bred amongst books, and of consequently having the same easy feeling amongst them that a stable boy has with horses. The boy who has grown up in a home where books and literature—things of the mind, in short—are, not necessarily supreme, but at all events part of the household life, has an immense advantage over the lad who finds a great gulf fixed between his home life and his school life. The victim of our ordinary home life strives hard for every intellectual fact he acquires, while the other leaps as by inheritance into much that the first has to work for, into much that he will never attain.—*Queen's College Journal*.

## Contributed.

### OPPORTUNITIES.

Acadia College deserves well of us. As students, we were the heirs of the past, and we ought to be the benefactors of the future. I was glad when I saw the Associated Alumni receive the endowment of fifty new members last June. What these represent in possibilities and goodwill towards Acadia, we cannot compute. Let us in every way strive to bind them closer. To them I would say, let us never falter in our endeavours till Acadia's course, advantages and degrees are, beyond all possibility of doubt, better than those of any other Maritime college.

The necessities of the present point out the time for our best endeavours. Five dollars, now, may do more to assure the success of Acadia than twenty in twenty years. A gift of ten thousand, now, may really be more valuable than twenty thousand by the last will and testament; and this is surely a shrewd way to enjoy your money while living and honor your name after you have passed away. It is because I look for the few coming years to bear our golden opportunities and fix our comparative status, that I feel anxious to conserve every effort. Acadia's students and late graduates were never before so loyal. It should be our effort to link these to us as a power, and stimulate the same spirit among coming students. To do this, we must advance

The whole core of our institutions at Wolfville consists of seven or eight professors, who receive about two-thirds of a salary. If they are not worth one-half more, they are not worthy of their positions. Towards them we are forced to practise an economy that is not economic, for, their present pay will not allow them to visit other institutions, to study abroad, or even to exert the influence they should on the educational systems of the Maritime provinces.

At the recent meeting of the Governors, it transpired that the Seminary was about paying its running expenses; the Academy with its \$13,000.00 endowment in Chipman Hall (\$16,000.00 at 5% = \$800.00) and the profits of its own boarding house, also presented about an even balance. But the college appears to enjoy a deficit of about \$2000.00 per annum. This means that if five of our professors had their salaries reduced \$400 per annum, or if we

reduced the staff by two, we would come out nearly square. If any improvement is suggested to raise the standard of thoroughness the remainder of this deficit is before the Governors' eyes.

The success in raising money for the new Seminary, and more especially for the department of manual training, points out that successful appeals to the general public must be for *new* objects. People tire hearing of the old ones. New departments may be added by popular benevolence, but the aid by which, only, we can hope to raise the standard of salaries and the thoroughness of the work done in the professorships already established must, it seems, be derived from three sources:—

- 1.—Large endowments as those of Curry and Barss.
- 2.—Contributions from the Alumni.
- 3.—Contributions from the students.

As to the third, I will only say that if one hundred and twenty-five students paid the regular fee of twenty-four dollars each, it would amount to three thousand dollars. Let anyone who is interested inquire how much of this regular fee is paid. I know what a struggle some of the students have, and how, perhaps to some, this twenty-four dollars may be the last straw which they could not carry; yet to all I would say, learn the luxury of doing good by making the college, in some way, more efficient by a graduating gift. In this, most classes have failed.

With the Alumni it is different. Even those who are in their post-graduate course, have greater capabilities for bearing burdens than when they were freshmen. Many others have advanced into positions of wealth and influence, where one hundred dollars does not mean more than what five once did. They boast, they are able to, and do pay all their debts. We would ask them to consider: While at Acadia, neglecting incidentals, if they paid their regular fee yearly, they in reality only paid one-fourth of the debt. It would have taken about four times the regular tuition fee for the running expenses, leaving out of account the first cost of the buildings and grounds. Therefore, on leaving college, the best of us were on our own account three hundred dollars in debt to the college. Suppose we only pay the interest on this at five per cent. per annum, it would amount to fifteen dollars for each student, or five thousand two hundred and fifty dollars for three hundred and fifty graduates. This would support three pretty good

Alumni professorships. But many never even paid the regular tuition fees. For this alone, they should not think of paying less than the interest, five dollars per annum, on this one-fourth of a debt which they might have regularly been asked to pay. If three hundred and fifty alumni would contribute even five dollars per year each, we should have seventeen hundred and fifty dollars per year.

These figures are interesting to think on when the Alumni Society are fearful that they will not be able to raise the salary of one professor without great difficulty. If the gratitude of each Alumnus is not worth at least five dollars a year to the college in cash, it is well to consider whether it would not be well to refuse hereafter to give scholarships to any student who will not give his note of hand for their payment ten years after graduation, the note bearing interest at five per cent. per annum.

The fact is, the Alumni, as a whole, have not yet enjoyed their full privilege. It is hardly well that they have not raised the salary of their Professor yearly, while he was absent, and applied it to the good of the college in some other way. Had they done so, they might now be trained to as easily raise twice the sum. The directors of the Society should be urged to place the full facts before every graduate or former student. This might be done by printed slips with a subscription blank added. If I mistake not, in another Maritime college, there are two Alumni professorships. Acadia should be capable of as much.

I use all expressions and phrases in the above speaking only for myself.

C. M. W.

#### LECTURE.

On Friday evening, Dec. 10th, a large audience assembled in College Hall to listen to a lecture from Prof. Tufts on the Canadian North-West. During the last summer Prof. Tufts spent some time in Manitoba and the North-West provinces, visiting points of interest and gathering information concerning the progress of the country.

Thus he was well prepared to speak about what had been done and what was now being done by the settlers on this vast prairie.

After giving a short sketch of the early history of Manitoba the lecturer described Winnipeg, Calgary,

Brandon and Regina, the principal towns east of the Rocky Mountains. Each of these showed a rapid and yet healthy growth. Stone and brick buildings gave an air of permanency to the cities of the plains. Then came an account of the wheat lands, their extent, fertility, present production and future possibilities. Contrary to quite a generally conceived notion, he found that the soil did not materially deteriorate as the Rocky Mountains were approached, but that wheat could be raised profitably on the extreme western limit of the prairie.

At an easy calculation 400,000,000 bushels of wheat could be put on the market, each year. If this immense plain were cultivated as rapidly as the advancing tide of immigration promises, this state will be reached at no very distant day. That there will be a market for this great quantity, the rapid increase of population assures.

The lecturer considered the chances for the young people of the Maritime provinces to be much better in the North-West than in the New England States. If they must leave home, let them go where there are possibilities of freedom and advancement rather than to New England, where there is nothing better for a great majority than service at a dollar and a half or two dollars a day. He concluded his address by calling the attention of the young people to the fact that they had a country of immense proportions. In a few years the management of this would be in their hands, and that they should therefore make themselves thoroughly acquainted with its resources and prepare themselves for the duties which would surely be placed in their hands.

#### CLASS SUPPER.

Before breaking up for the Christmas vacation, the Senior class assembled in the dining-room of Chipman Hall to spend a short time in recalling memories of past experiences as a class, and to express mutual well-wishing for the future. The evening selected was that of Wednesday, December 16th.

Assembling at the time appointed, we sat down to the enjoyments of a well laden table and with laughter as the joke went round, partook of the generous supply of good things so kindly furnished by Mrs. Keddy. At length as our countenances assumed a well satisfied expression and the crack of

the nut-shell became less frequent, our President, Mr. Ilsley, arose and calling us to order began to announce the programme by proposing a toast to "Our University." In response to this toast, Mr. Seaman in a few earnest remarks spoke our respect and good-will for Acadia. Then came a song, "Long Live our College Fair," by the class choir. After this we pledged the health of our "New Class-mate," Mr. Higgins, who replied; followed by the class singing "He's a jolly good fellow." "To our Ex-Class Presidents" was the toast next proposed, which was responded to by Mr. McLean. This was followed by the choir with a class song, composed for the occasion, which elicited much applause. Then "To the Ladies," responded to by A. V. Pineo. We next pledged the health of our Hostess, on whose behalf Mr. Crombie responded with a few well chosen words. After this followed a number of toasts and speeches, and soon "God Save the Queen" brought to its close a well enjoyed evening. On these friendly times spent among ourselves we always look back with no small degree of fondness. They are in after life keys to the pleasant memories of our college days.

### Exchanges.

The *Acta Victoriana* has come to hand with its usual number of well written articles, "Notes by an Old Student" touches on a point too often overlooked by college men. The writer thinks that while mastering the prescribed studies we should take advantage of every opportunity to study nature as well. Not limit ourselves to the influences of the college work alone; but to cultivate that disposition of communing with nature, which sees something worthy of notice, some subject for thought even in the meanest flower at our feet.

The *Presbyterian College Journal* is an interesting and well conducted magazine. "Current Unbelief" suggests some causes which tend to make doubters in the church. In conclusion the writer says, that "To see God in Christ, and Christ in God's servants, would sap the foundations of unbelief in three-fourths of the stragglers from the church's fold."

The *Academy* for November contains a good account of the foot-ball season of '91 at Worcester

Academy. With the same issue is presented a neat and tasty picture of their "Foot-ball Eleven."

The amount of solid reading to be found in *The Seminary Bema* makes it a valued exchange. "Music in Germany" points out the claims of the Germans to preeminence as a music loving people. "The Power of Thought" shows that the world needs men of intelligence who are able to make independent research and carry on the reforms. Other articles contained in the *Bema* are equally worthy of praise.

In *The Theologue* we find much readable matter for those interested in its department of education.

The November number of *The University Monthly* contains an address by Prof. Murray dealing with the relation Philosophy should have to a liberal education. In the article is shown how Philosophy "fosters reflection, criticism, independent thinking, judgment," thus claiming an important place in the curricula of our Arts Colleges. The editorial columns of the *Monthly* are taken up with records of football and sports. Judging from the space devoted to the latter, the students must consider the day of sports an important one in the life of their University.

### OUR SOCIETIES.

Y. M. C. A.—The meetings held under the auspices of this society have been well attended. One of the largest audiences assembled in College Hall the past term, was present to listen to the stirring words of Rev. J. H. Robbins. The same sum as was voted last year is to be sent to the Executive of the Maritime Provinces and the Inter-Collegiate department. Delegates were sent to Mount Allison and to the Association of the Maritime Province. The latter meeting was in Halifax on Dec. 15.

LITERARY.—The following officers have been elected by the Athenæum Society for the coming term: G. E. Chipman, '02, President; W. J. Rutledge, '03, Vice-President; E. Ferguson, '04, Corresponding Secretary; F. E. Bishop, '05, Recording Secretary; A. E. Dunlop, '04, Treasurer. Executive Committee: O. P. Goucher, '02; H. B. Hogg, '02; R. D. Bentley, '03; B. S. Bishop, '04; R. Griffin, '05. Miss A. M. McLean, '03 and A. F. Baker, '03; B. R. Daniels, '04 and H. S. Davison, '04, were elected as editors. Executive Committee on paper: F. W. Young, '04; J. L. Miner, '05.

The remaining societies do not elect officers until the first of the ensuing term.

## Personals.

Rev. S. B. Kempton, '02, M. A., '70, is about completing the twenty-fourth year of his pastorate at Canard. In addition to pastoral work he has borne an important part in the government of Acadia. At present, Mr. Kempton is secretary to the Governors, and a member of the Senate of the University.

H. G. Harris, B. A., '00, is studying law in the office Webster & Robertson, Kentville. He intends to take a course at some of our law schools in the near future.

Rev. W. M. Smallman, B. A., '01, occupied the pulpit of the Baptist Church, Wolfville, morning and evening, on Sunday, Dec. 20th.

H. P. Whidden, B. A., '01, has accepted a position as teacher of elocution at McMaster, and will continue the study of theology at that institution.

Miss Blanche Bishop, B. A., '88, teacher of Modern Languages in Moulton Ladies' College, is spending her holidays with her parents at Wolfville.

H. M. Shaw, formerly of '01, is studying medicine at McGill.

J. W. Litch, B. A., '01, is teaching in Manitoba.

## Locals.

"Good-bye."

Who wrote the essay on Hellenism?

"What did you think of it?" "Grand" was the common expression concerning the Junior.

It is whispered:

That Morse is taking lessons in archery.

That the Juniors can have a party without Freshmen.

That the College Quartette sang at the Junior.

Who was it *told* to a late temperance meeting to astonish the audience with his class-mate's literary production?

Disappointed Sophomores! No racket Thursday night. Yet who will censure them for respecting the request of the President?

Under the shadow of Acadia.

*First Maiden* (to company of her friends):—"Say fellows, let's watch the 'old year' out and the 'new year' in."

*Absent-minded Ditto*:—"Good gracious! When?"

"Number ten," "number ten,"  
"Number ten" boldly!  
So echoed through the Hall,  
So cried the Juniors all.

Rushed they with many a roar  
Piled up against the door,  
Never to open more  
To '03.

Inside the Freshmen six  
Heard them the wires fix:  
But yet the students knew  
They'd soon be free  
Theirs not to make reply,  
Theirs but to eat their pie;  
Also to speechify  
Of '03.

Water to right of them,  
Water to left of them,  
Water around them,  
Fell fast and free.  
Not that they cared, you bet!  
If they were dry or wet.  
Mac. with his arms bedecked  
Bound ahead to get  
Of '03.

Then hung the rope in air;  
Juniors thought it not fair;  
Seeing the Freshmen there,  
All the Hall wondered,  
Plunged in to spoil the joke,  
Right through the crowd they broke,  
Never a word they spoke,  
Wires were sundered.  
Crest-fallen, then, were they:  
'03 blundered.

Then they the Juniors chaffed;  
Oh, how the Freshmen laughed;  
All the Hall wondered.  
Sadly the Juniors turned,  
After that they had learned,  
'03 blundered.

Every age has its hero. We boys need not be down-hearted at the thought that we do not figure in such characters, for we have a hero, in a way. We read of men in the distant West who become famous by "holding-up" the mail-coaches. Our hero does not confront the postal authorities in the dead of night, with a mask and shot gun. Oh no! But he confronts our worthy P. M. with a mask, having "Sanction of the ATHENÆUM Editors" written on it and in a peaceable, though none the less dastardly manner, obtains postal matter which has been mailed by other parties. Do any circumstances justify an act like this? Should the dislike of being shown in the press, in our true character, lead to such meanness? We think not. And hoping our hero may learn a lesson, we leave him to the tender mercies of his own conscience.

Our thanks are due to Mr. R. W. Eaton, Kentville, for a neat '02 calendar.

## ACKNOWLEDGMENTS.

Miss A. Roop, G. E. Chipman, F. O. Foster, G. P. Payzant, L. J. Ingraham, B. A., \$1.00 each; Hon. Dr. Parker \$2.00; Rev. A. H. McLeod \$1.22.