

THE ACADIA ATHENÆUM.

VOL. IX.

WOLFVILLE, N. S., MARCH, 1883.

NO. 6.

The Acadia Athenæum.

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

CHIEF EDITORS:

T. S. ROGERS, '83, D. S. WHITMAN, '83.

ASSISTANT EDITORS:

F. M. KELLY, '84, W. B. HUTCHINSON, '85.

MANAGING COMMITTEE:

A. L. POWELL, '83, SEC.-TREAS.
F. R. HALEY, '84, S. W. CUMMINGS, '85.

TERMS:

One copy per Year, \$1.00. Postage prepaid.

Business letters should be addressed to A. L. Powell, Sec.-Treas. Upon all other subjects address The Editors of the Acadia Athenæum.

SUBSCRIBERS AND ADVERTISERS are hereby requested to pay all arrears and also amounts due for the present year before May 1st. It is exceedingly important for us that this request be complied with by all indebted, as we have heavy bills to meet before the date mentioned.

OUR February number was delayed just a week by the boat which runs between St. John and Digby. Our printer in St. John sent the paper on the 15th, and we received it on the 22nd. We heartily agree with the wit of the W. & A. Railway, who calls the boat a "tri-weekly." "She crosses one week," he says, "and *tries* to cross the next." We are not particularly fond of punning, but owing to the numerous delays this little craft has caused us, we are compelled to sympathize with the punning conductor. We hope that our subscribers will also sympathize with us who have thus been frustrated in our endeavors to give them their paper earlier in the month.

We gather from the *St. John Telegraph* that Mount Allison has an Agricultural Course. This progressive step, we presume, is largely due to the enterprise of Prof. Goodwin, whose lectures in that department of science are published in local and provincial journals.

It argues well for the vitality of an institution when it can thus apprehend and meet the growing needs of a country. That there is a science of agriculture, that there is advantage in knowing the constituents of soils and crops, and the conditions of growth, that there is intellectual pleasure in understanding and observing the process of reproduction, that increased intelligence in farming will be followed by increased happiness and wealth—are now recognized facts. While societies and exhibitions have done much to stimulate activity, and enquiry after right methods, for lack of a sound scientific basis experimenting has been, for the most part, a blind system of guess-work—a sacrifice of capital for minimum returns.

The Boards of Education in Nova Scotia and New Brunswick have recently authorized the use of agricultural primers in the common schools. But, unless supplemented by intelligent teaching, text-books may be a curse rather than a blessing; and since instruction in any subject presupposes knowledge as well as teaching fitness, the enactments of Government Boards will be to a great extent inoperative unless the higher institutions afford adequate instruction in the subjects of the school curriculum.

THE custom of wearing the college regalia at public exercises seems to be fast fading away. The members of the upper classes distinctly remember that the Faculty passed a resolution, with the concurrence of the large majority of the students, that the cap and gown should be worn not only in all classes, but also at all college exercises of a public character. It will also be remembered that the Athenæum resolved that the regalia be worn at all lectures or other entertainments given under its auspices. In regard to college classes, the rule is well observed, but the same cannot be

said of public lectures. In fact at the last lecture, there were only some five or six who wore the gown, while hardly a cap could be seen. It has been well said that a law which is not carried out is a disgrace to the statute book, and so in a sense almost the same is an unenforced regulation among us a disgrace. Let us either have the custom abolished, or have it carried out in a proper manner. There may be and doubtless are many objectors to college regalia, but while our rules require that they be worn, it is better that we obey them, especially as the majority of the students were to a large extent instrumental in having them made. Then again the wearing of the gown with the ordinary head attire does not, to say the least, present an appearance of congruity, and cannot fail to be remarked upon by strangers. If each one individually will take the pains to observe the custom himself, the desirable result will soon be attained.

THE poem on the death of Longfellow, which we publish this month, we feel sure will be read with interest. The writer, besides being a great admirer of the poet, evidently feels that he is more personally acquainted with him as one

“Who wreathed with deathless poetry
Acadia's sweet unstoried name.”

The life of Longfellow is fraught with many a good lesson for all, but particularly so for students. Any account of it here, however, would be mere presumption, but the occasion seems to require some reference from us, who are made to realize how he has added to the interest of, we might say, the very spot on which our college stands, and we therefore take the opportunity to recall some interesting features of his highly successful student and professorial life. We are told that his college course was uneventful, his quiet humor never allowing him to run into wild hilarity of any kind. He was most genial and sociable, always ready to aid any needy student: steady and studious, always making the best use of his time, and hence popular with both students and faculty. One can easily imagine of what importance such qualities would be for a student, yet they are as rare as they are valuable. His career as a professor was marked by much the same characteristics. His intercourse with the students was perfectly simple and gentlemanly. While he never took pains to avoid popularity, he would least of all seek it. His delight seemed to be in having students question him

about languages, literature and history. In fact, we are told that every member of his classes considered himself on intimate terms with Professor Longfellow.

It has been said that some graduates of Acadia have been abashed on different occasions when abroad at knowing so little of the historic land in which they took their degrees. This fact should be a lesson to us who are now here. We will probably be freed from many an awkward position if we make ourselves thoroughly acquainted not only with “Evangeline,” which for its great literary merit is worthy of careful study, but also with its scene with which we have ample means to become acquainted.

THE question often arises how far the student should interest himself in political matters. But with us, if the matter goes beyond the bounds of speculation it usually rests in some incipient stage of development. Our students are not by any means to be censured for their too ardent interest in politics. But if the game is to be worth the candle, the graduates of this institution must expect to fill positions of influence and importance. And, though success is most apt to wait upon the concentrated energies in any given line of action, some acquaintance with subjects aside from those which are the immediate objects of pursuit is always desirable, and in many cases indispensable; for the complete man is many sided. Of this class of subjects is politics in its broader sense. Our President has expressed the opinion that, whatever the profession they intended following, a knowledge of politics would make the students better men. And with this sentiment we heartily agree. In fact, the one who neglects to inform himself concerning the mode of government under which he lives; the essential points of difference between it and other progressive governments; or the trend of current political events, is not true to himself, and less so to his country. So much of our well-being in society depends upon the nature of the government, that to neglect or refuse an interest in its principles is something of the nature of an intellectual and social suicide. There can be no doubt that with educated men on this continent there is a lack of appreciation of their true attitude towards politics. From this it results that the pursuit of politics is left with men not always over-scrupulous, and whose leading characteristics are often selfishness and partizan intrigue. And these are left to

legislate in the interests of our advancing social wants and needs. To this cause also, in some measure, is traceable the degrading views of politics so often thrust upon us, which tends to lower, along with the individual, all the importance and dignity of the state. This, however, is not the case in England. There the work of government engrosses the highest order of minds. Character, capacity, and education are found without apology in the political arena, as the long list of statesmen will amply testify. But we do not write for the purpose of inducing students to follow politics as a pursuit; rather to induce them to study politics as a necessary part of their education whatever may be their calling or profession. Nor need the object be pursued in a partizan spirit, but impartially with a view to mastering the ground principles, and possessing an intelligent opinion on the political events of the day. Ignorance of these things on the part of the college student is without excuse.

Yet, on the living political issues of the day, too often, we find plain unlettered men without the pretension of knowledge, quite capable of arguing the average college student "out of his boots," overturning him horse and foot in complete discomfort with scarcely so much as his formal logic left. In the fitness of things such ought not to be the case, and the students would do well to consider the matter.

ART EDUCATION.

"The training for Law," says one of our Exchanges, "is Law, not Mathematics." Here we have an opinion expressed on a subject that now occupies the minds of many great (and little) thinkers: whether education should be purely technical or have a more general scope. Many educationists still think that the greatest benefits are derived from Mathematics and Literature. Culture is here the object, and often the poor student's mind is nearly cultured out of his body by dearest studies. Others ask "What knowledge is of most worth?" and since Greek and Calculus are not very potent factors in the acquisition of bread and butter, they eliminate them altogether from their courses of study, which are designed to teach men how to work.

There is right and wrong in both of these extreme views. In most of our Canadian Colleges fully two-thirds of the time during the first three

years of a course—the very time the student's tastes are forming—are devoted to Classics and Mathematics. What wonder is it that they turn out so many regular Dryasdusts, who because of their education must necessarily enter some learned profession for which they are not fitted and which does not need them, instead of devoting themselves to those industries of the country which so much need the attention of cultured men. On the other hand there is danger that purely scientific and technical education will not cultivate the emotions and these higher powers of mind by virtue of which man is but a little lower than the angels. He may become something like Wordsworth's Peter Bell.

"A primrose on the river's brim
A yellow primrose was to him,
And it was nothing more."

Nothing more? I mistake. It is *Lysimachia vulgaris* and heaven knows what besides to the scientific man.

Results show that the ideal Arts Course, which will be largely optional, will cultivate the student's intellect, and at the same time familiarise him with those sciences that underlie human industries. Now we claim that a subject which subserves all these ends should occupy a prominent place on the curriculum. Such a subject is Art.

The utility of Art to the architect, engineer, manufacturer, and in fact to all workmen, has led to the introduction of industrial drawing, modelling, etc., into the schools of many countries; and in proportion as they have been thoroughly taught, and workmen have had something more than mere brute strength in their hands, the work done has been of a higher order. At the beginning of the century France and other countries on the continent gave much attention to this subject, and for this reason in the London Exhibition of 1851 France headed the list in the finer manufactures while England stood at the bottom. As soon as this discovery was made, Schools of Art were established in every large town; the South Kensington Art Schools were founded, and a mighty collection of works of industrial art was made in its Museum. As a result at the Paris Exhibition of 1867, England stood among the foremost in those very manufactures. Thus arose the movement in favor of higher art decoration, the credit of which Mr. Oscar Wilde has so largely taken to himself, and with which he had about as much to do as the man in the moon. The United States, following in the same track, has

introduced industrial drawing into many schools, and already her finer manufactures begin to compare favourably with those of countries which have had artistic training for generations.

For these reasons a national system of art education is most desirable, and it is a sign full of hope and promise for the future that Canada has been among the first to recognise its importance.

The following course, which is in substance the same as those of New Brunswick and Nova Scotia, has recently been inaugurated in Ontario and placed among the *obligatory* studies. "1st Class—Elementary figures, straight lines and their simpler combinations; 2nd Class—Straight lines and curves, and their simpler combinations; 3rd Class—copying drawing and drawing from models; 4th Class—shading and elementary perspective; 5th and 6th Classes—drawing from objects, shading, perspective, drawing animals and plants." Although this plan of work is not yet carried out fully, it will be in time. Then boys leaving school will carry this knowledge into workshops, where it will be fruitful in good results. But many will come into the colleges, and the question arises, shall this knowledge be lost through neglect, or shall it be seized upon as a means of higher culture?

The answer has been given in other countries. The leading Colleges of England and the United States have instituted Professorships in Fine Art, and there is no reason why the same should not be done in Canada. Here our colleges will have the opportunity of imparting knowledge which at the present stage of our national growth may be of infinitely more importance than many of the studies now deemed indispensable.

Even if art were not of such great utility, it is unsurpassed as a means of general culture. It is only within the few past decades that literature has begun to be properly studied, and every reason that can be adduced for the study of the world's great poets can also be urged for the study of the works of great artists and sculptors. Art and poetry should be as inseparable in a course of study as in their genesis in the mind of man. Some claim that they are but the efflorescence of civilization, whereas, although they do find their best expression in a cultivated society, they rise far back in national life, advance as the nation advances, and body forth the innermost thoughts of the people. And generally pictures and statues are the more eloquent, for the finer feelings and

able conceptions are too subtle for words and would gladden no heart but that of the dreamer unless

"Through the cold mass
Of marble and of colour his dreams pass."

Great artists and poets have ever worked side by side, and who will affirm that the one reveals the national heart less truly than the other? The age of Pericles produced the noblest works of the Attic muse, but the Grecian love of beauty and strength is as fully displayed in the sculptures of Phidias. The Italian Renaissance affected both letters and arts; and the names of Raphael and Titian are as famous as those of Ariosto and Tasso. The society poems of Pope were accompanied by the society pictures of Hogarth; and when Wordsworth began to lead men back to nature, Turner with his pencil aided in the same work. The same thing has recently been shown in the school of painters, poets, and painter-poets which is represented by such men as Millais, Swinburne, and the late Dante Rassetti. If poetry is studied, therefore, art should be, for it brings to us the great and beautiful thoughts of the world not buried under mountains of inflictions and rules, but couched in the universal language of nature.

"Accomplished education," says Ruskin, "must include, not only the full command of expression by language, but command of true musical tone by the voice, and of true form by the hand." Which of our colleges teaches these things? But there will be a chance for improvement when young men enter college from the schools with a good knowledge of drawing, perspective, and shading. A course of lectures should follow on the development and different schools of art; a studio should be provided and students placed under a competent instructor; and to secure the best results a collection of engravings and casts of famous works of art must be begun. As remarked above, this is highly important at the present time. Although Canada is a great country in many respects, it has neither a national literature nor a national art.

One of the first effects of such a training would be to open the eyes of Canadians to the fact that they inhabit one of the most beautiful countries in the world. Every year American artists visit our Dominion and enrich their galleries with pictures of scenes that we look at unmoved every day. If young men can only be brought to see this beauty, and the ability is given them to paint with heart-

felt delight what is beautiful, there will soon be national artists and a national art. The Marquis of Lorne signalized the earlier part of his rule by establishing a Canadian Academy of Art. An Ontario paper remarks: "It remains to be seen whether the Academy of Arts will take root on Canadian soil. Such an organization cannot be called successfully into being by the fiat of anyone. There must be a field and a felt want for them or they will die of inanition." This is true. But the hope of a change lies in the young, and they must be prepared for it by the training of the hand and the eye.

And when the study of nature and of works of art shall have produced familiarity with beautiful objects and with every expression of passion, then we will be able to speak the thoughts that are within us and a national literature will arise. We have seen schools of painting, poetry, and criticism spring up together in other countries; but how can we expect poetry where there is no true study of nature, or criticism where there is nothing to criticize? But the study of art by well educated men must lead to the production of that higher literature which is the best index to a people's intellectual condition.

And not only has art an influence on the industries and literature of a country, but it also improves the morals. Art will gladden and purify homes that literature can never reach and where religion hardly finds an entrance. How much more, then, will it raise the cultivated. If young men's minds are filled with beautiful thoughts, their lives will be beautiful. Ruskin speaking of the relation of art to morality quotes from Plato: "Must it be then only with our poets that we insist they shall either create for us the image of a noble morality, or among us create none? or shall we not also keep guard over all other workers for the people, and forbid them to make what is ill-customed, and unrestrained, and ungentle, and without order or shape, either in likenesses of living things, or in buildings, or in any other thing whatsoever that is made for the people? and shall we not rather seek for workers who can track the inner nature of all that may be sweetly schemed: so that the young men, as living in a wholesome place, may be profited by everything that, in work fairly wrought, may touch them through hearing or sight--as if it were a breeze bringing health to them from places strong for life?"

Nym.

HENRY W. LONGFELLOW.

Med, March 24th, 1882.

BY REV. ARTHUR J. LOCKHART.

The windy March with trumpet shrill
Pipes his rude plaint through leafless tree
O'er marbled Auburn's burial hill
With sharpness from the sorrowing sea;
Than organ blast a wilder strain—
Meet music for the poet's burial train.

Swift harper of a stormy choir,
They sweep with many an angry wail,
And fitfully, their viewless lyre;
Their numbers rise and faint and fail;
Perchance their airy dirges rise
O'er him whose well-tuned lute all silent lies.

Poorer for dearth of love and song
Shall spring unbind her tresses free;
And circling Charles shall glide along
In pensive silence to the sea.
The elms with leaves shall shade his door
In vain—the gentle post comes no more.

And can the minstrel's music die
Or parting fall from notes so clear
To silence, as the cuckoo's cry
Mid songs, tides of the using year?
No! could the mind forget, we own
From the touched heart, each dear familiar tone.

And can my heart unmindful be
Of him who linked my land with fame;
Who wreathed with deathless poesy
Acadia's sweet unstoried name;
Whose liquid numbers did entrance
My youth-time with the splendours of romance?

Shall tears confess the moving spell
While life in numbers, pure and fine,
The mournful love of Gabriel
The sorrow of Evangeline—
That wandering sad unmated eye
Truest of faithful hearts that e'er had cause to grieve.

What though we shall behold no more
The revered head that all men knew;
That wild March winds sing dirges o'er
The sod that hides him from our view!
Each memory with his song is ripe:
Ours is the treasure of his deathless life.

A life complete in breath and length
To each divinest instinct true;
When on the rock of manly strength
Each flower of grace and beauty grew;
A life serenely fortunate
By sorrow ushered into its supreme estate.

Learning is like mercury, one of the most powerful and excellent things in the world in skilful hand; in unskilful, the most mischievous.—*Pope.*

ECHOES OF THE PAST.

No. 11.

"HAEC OLIM MEMINISSE JUVABIT."

WE, THE UNDERSIGNED, members of the Junior Class of Acadia College, being deeply anxious to render permanent those bonds of friendship and sympathy in which the close relationship of the Lecture-room and the much communion of College life have so closely united us, do, as a means of guarding these feelings against the estranging influences of separation and diversity of pursuit and interest and the relaxing tendency of time, *herby pledge ourselves*, and each of us does pledge himself, that previous to forming that life-connection which, of all others, bears the most closely upon our future happiness—Wedlock—we and each of us will, so far as circumstances shall in any way permit, advise each of our classmates thereof, and accompany such notice with an invitation to be present at the nuptials, forwarding the invitation in each case at such an early date as to allow a liberal time for each to attend. And furthermore, we individually pledge ourselves, on receipt of such invitation from our classmate, to use our utmost endeavors, within reasonable bounds, to be present on the occasion.

Signed, in presence of the assembled Class, on the third day of June, in the Year of Our Lord One Thousand Eight Hundred and Fifty-nine.

EDWARD.....
 THEOLORE.....
 ROBERT.....
 JAMES.....
 JOHN.....
 SILAS.....
 WILLIAM.....
 WILLIAM.....
 FREDERICK.....
 WILLIAM.....
 ANDREW.....

No. 12.

The last "Echo" was a "fugitive" one. It was *unique*, too—was it not?—and *sui generis*,—and *hapaxlegomenon*; and a monolith in the bargain! Well, here are some more *fragmenta* :—

A.

[Posted in the Reading Room some twenty years ago.]

TO ALL WHOM IT MAY CONCERN.

BE IT KNOWN THAT

THE SOPHOMORES Of Acadia College,

desirous of promoting athletic sports in general, and "the manly game of CRICKET" in particular, and at the same time wishing to test the prowess of the sons of Acadia, do hereby

CHALLENGE

all and singular the other resident students and graduates of this University, to a friendly

MATCH,

to take place on Saturday, the 23rd inst.

An early reply is requested.

By order of the

[SEAL.]

Premier in Council,

(Signed)

* * * * *

Sec'y of State.

MAY 13th, 186—.

GOD SAVE THE QUEEN!

B.

[From an Ancient Parchment]

A · D · MDCCCLXIV · VIC · D · G · REG ·
 A · D · TERTIAM · KAL · DECEMB ·
 AD · HORAM · QVART ·
 GALLINA · NIGRA · AD · FENESTRAM · MERID ·
 SCHOLAE · MATHEMATICAE · IN · COLLEGIO ·
 ACADIENSI ·
 SVBITO · APPARVIT ·
 QVOD · TESTAMVR · SENIORES · AC · COLL ·
 QVID · SIGNIFICAT · OMEN ·
 O · AVGVRES ·

C.

[Found written on a black-board in the Mathematical Lecture-room on returning early after the Summer vacation in 186-.]

"'Tis said that walls have ears,
Byron says they have a tongue; .
Yet, the manners seen for years,
These have neither said nor sung;
But, their indignation hushing,
They turn back, to keep from blushing."

What about the walls in the Cretaceous apartment in your new College, Messrs. Editors? Are they *red*,—or are they like whited sepulchres?

OUR LECTURE COURSE.

The second lecture of the term—"The Anglo Saxon"—was delivered by Rev. J. E. Hopper, D. D., on Friday evening, Feb. 23rd.

The lecturer said that the present age is one of great intellectual activity. Old theories and dogmas are being daily laid to rest and new ones brought forward. This spirit of inquiry has created a rashness that does not hesitate to lay hands upon the most sacred things. The record of Moses is subjected to the severest scrutiny, and the Scriptural account of creation is assailed by all the scientific learning of Darwin and his school. But these things are but signs of an advancing civilization, which will soon extend to all men and found on liberty and intelligence that dream of philosophers and poets, a universal brotherhood. The race which is doing most for the achievement of this great object, and which approaches nearest to a perfect people is the Anglo-Saxon.

When the Roman legions conquered the rude savages dwelling in the forests of the Thames valley, they little thought that here in the far distant future would be the great centre of civilization. But although the nation advanced steadily, it was not until she began to send colonists abroad that her superiority over the great empires of old became apparent. The United States, Canada, and Australia are great Anglo-Saxon nations; India is rapidly being Anglicised; and from numberless colonies Anglo-Saxon civilization is penetrating heathen nations. Thus the dream of a universal brotherhood begins to look like a reality; and the bonds of union are the stronger that they are not due so much to physical as to mental and moral power.

The lecturer thought this superiority of the Anglo-Saxons to be largely due to their belonging to a

mixed instead of an elemental race, and to the power of adapting themselves to all circumstances. Elemental races are narrow, and consider loyalty to their own country as synonymous with hostility to others. But mixed races are broad and liberal, and the lecturer hinted that free trade principles might reasonably be expected to find favor among such nations. Again, the Anglo-Saxon has the best faculty of self-government, and this because life, liberty, and the undisturbed pursuit of happiness are assured to all.

The Anglo Saxon race is the great colonizer of the world. France and Spain tried unsuccessfully to found empires in America, but prosperity attends the enterprising and persevering Saxon wherever he goes. Mr. Joseph Cook says that in his tour around the world the predominance of English language and literature amazed him.

Anglo-Saxons are distinguished above all other races for *brains*, and they are able to turn their intelligence to practical account. They have invented more labor-saving machines than all other nations together. This is largely owing to their better education. Here, the lecturer made a comparison between English and German colleges rather unfavorable to the latter, which do fully as much for the spread of scepticism as of learning. "Mere enlightenment is a doubtful good." In our colleges "men are educated in heart as well as in head, and the first is as important as the last."

Another respect in which Saxon nations stand far before others is in the liberty of the Press. "Newspapers reflect the light of the age," and through their educating influence men are made better citizens and better Christians.

But it is the mission of the Anglo-Saxon to raise men not only intellectually but also morally. In no other country has the tree of life borne so abundant fruit as in England and the United States, and from these two countries as centres missionaries are going forth to enlighten the whole earth. Christianity is the only aggressive religion. Other systems, having reached their culminating point, are falling to decay, and retreat before the advancing cross. Here, again, is another bond, the strongest of all, to bind men together and make the earth one universal brotherhood.

What is the future of the Anglo-Saxon? At the present rate of progress in one hundred years they will number 400,000,000; arts, science, and literature shall have risen to a height now incomprehensible; and the christian religion with its civi-

lizing power shall have rescued all men from thralldom of sin and ignorance.

The lecture, which was throughout of a high order, was listened to with marked attention by a large and appreciative audience. Dr. Hopper's elegant language and breadth of thought render him an exceedingly pleasing and instructive lecturer

○ Correspondence. ○

THE MARKING SYSTEM.

MESSRS. EDITORS,—That there are errors in our system of college education most persons will admit. But it is one thing to admit an error, and quite another thing to reform it; and in the demands for positive reform we strike the first root of bitterness. Some one has aptly said that "our college system rests on nothing and ends on nothing." It certainly rests on no broad basis of well-graded public schools. But it is not now my purpose to discuss its basis, rather some phases of the institution *per se*.

In order to do college work two elements are necessary—teachers and students. But the true position of the first is often lost sight of, while the second is liable to be ignored altogether. The teacher is made to do service as a janitor, a monitor, or moral policeman to the exclusion of his true functions. Too often what he would teach is lodged in the silent depths of the text-book rather than in his own being, where Carlyle would have it that he might be a successful teacher. The student who was nothing but Smith at school is told, on entering college, that he is Mr. Smith, and may expect to be treated as a man. But he soon wakes up to the fact that this was a harmless joke. In reality he has to submit to a code of rules in which mental and moral transgressions are jumbled in such a manner as would scarcely do credit to the most primitive forms of government. He must be watched and suspected until he makes himself worthy of the suspicions. Indeed he can work on no independent basis of action; and in the truest sense is not made to recognize his individual responsibility.

Now, I can scarcely think the aims and ends of a college education are so fleeting and shadowy that actual knowledge of its advantages must yield to belief on the mere assertion of some out-

side authority. It is well known that Navigation, for example, is not studied in college for the express purpose of making a practical application of its principles. The college course is a *liberal* one: and some of its objects should be to discipline of the intellect; to free the mind from prejudice; to prepare it to detect error, and accept truth; and to create the power to labor. The means by which these are attained are not yet perfected. Some, which were once useful, are from changed condition of things now merely ornamental, or, rather, the actual *impedimenta* of the system. Of this nature is the daily marking system, which so largely obtains in our colleges, and to which, with your leave, I wish to take some exceptions.

Under this marking system what is the main end of study? Perhaps to learn, rather to make a good mark. You may not be willing to admit this; neither would the miser admit that to hoard money was the end toward which his efforts were directed. Probably it was not the real object of life at the start. The conscientious professor must have the fatal paper before him, and while the student recites he balances this slip of the tongue, that want of knowledge, in fact, each phase of the recitation with that made by a rival student; for he does not wish to do involuntary injustice to any. And the student who sought for help, and looked for inspiration finds neither; while the professor is degraded from the high position of teacher to a recitation hearer and a marking machine. But suppose the marking system offers an inducement to study. Is there no greater temptation the teacher might present, no higher plane to which he might lead the student, no loftier incentive to young ambition, than merely to make a good mark? In a country like ours, with its ever opening, ever widening avenues for distinction and success, certainly the appeals to the lower aims, which the marking system implies, is not the best or most powerful that can be made to the Canadian student. There need be no lack of motives. The student instinctively recognizes his superiors, and will be led by them without the aid of that refuge of incapacity—the marking system. There are too the ulterior motives, backed up by living examples, that the best informed are the most successful; that it is the diligent student who may stand before kings; that power—held in trust—but still power is the reward of thorough preparation. Motives like these reach with a higher and better influence on the student, and

they would assert themselves if the more paltry one was removed.

Doubtless the system is good in so far as it holds out a definite and positive end to be obtained; but that end is to recite rather than to learn; to make an examination rather than to work for permanent results. If the student misses a recitation he does not lose time and knowledge, simply credit among his fellows. It allows no prominence to the way-marks or central principles which the student must master in order to appreciate his subject; all portions of the text-book, however much they may vary in importance, must be learned alike, or down goes the grade.

I am thoroughly convinced that the daily marking system is inconsistent with the true ends of education which should always be before the mind. It is needless, here, to refer to the manifest injustice to individual students which this system so often perpetrates; because I do not wish to impeach the professors' honesty of purpose, or sincerity of motive in their efforts to measure daily the intellectual capacity of the students.

But there are attendant and local evils to which it would not be out of place to refer. Some of these seem to be the direct fruit of the daily marking system, as, the comparative unimportance of those "necessary evils" the terminal examinations. In some cases five months are spent on a subject, then the student's knowledge of the work gone over is tested in a written examination of two hours, never longer. Such an examination can of necessity only be on a very limited portion of the subject, perhaps a twenty-fifth part. The student knows this, and, with an almost intuitive readiness of adapting means to the end in view, resorts to the hateful process of *cramming* on those parts which by observation he thinks the professor will be most likely to give. The written examination at best is but a *partial* one. To supplement it by an oral one is worthy of trial, as the scattered fire of questions in such an examination would test the student's knowledge of the subject as no written paper can ever do. This also makes the system of *cram* less available; and is a feasible plan in the smaller colleges where often the most efficient work is done.

NEMESIS.

Feb. 20th, 1882.

[Our correspondent appears to have very decided views on the question he discusses. The marking system certainly has its advantages, and these "Nemesis" has passed over. The columns of the

ATHENÆUM are open for replies, and we really hope some may see fit to bring forward the other side of the question.—EDS.]

MESSRS. EDITORS,—In your January issue there appeared an account of a class-supper, in which it is said that the sentiment—"We will be true to Alma Mater—Consolidation may take care of itself"—was applauded to the echo. Now it is well-known that unity of sentiment as regards the question of University Consolidation does not exist among the members of the Senior class; and with all due consideration for the veracity of the writer of that article we would submit that it is calculated to convey a wrong impression as to their opinions on that much-vexed question. Certainly "we will be true to Alma Mater"—what student would no. ? But surely the proposition, "Consolidation may take care of itself" is not thereby implied, for it may be that the interests of Alma Mater will be best promoted by co-operation in collegiate education.

SENIOR.

BURKE-ISMS.

Good order is the foundation of all good things. He that wrestles with us strengthens our nerves and sharpens our skill.

All men that are ruined, are ruined on the side of their natural propensities.

It cannot be too often repeated, line upon line, precept upon precept, until it comes into the currency of a proverb, to *innovate is not to reform*.

Men and states to be secure must be respected. Power and eminence, and consideration, are things not to be begged. They must be commanded; and those who supplicate for mercy from others can never hope for justice through themselves.

Those persons who creep into the hearts of most people, who are chosen as the companions of their softer hours, and their refuge from care and anxiety, are never persons of shining qualities or strong virtues. It is rather *the soft green of the soul* on which we rest our eyes that are fatigued with beholding more glaring objects.

Nothing tends so much to the corruption of science as to suffer it to stagnate: *these waters must be troubled before they can exert their virtues*.

The love of lucre, though sometimes carried to a ridiculous, sometimes to a vicious excess is the grand cause of prosperity to all states.

Parsimony is not economy. Expense, and

great expense, may be an essential part in true economy, which is a distributed virtue, and consists not in saving, but in selection. Parsimony requires no prudence, no sagacity, no powers of combination, no comparison, no judgment. Mere instinct, and that not an instinct of the noblest kind, may produce this false economy in perfection. The other economy has larger views. It demands a discriminating judgment, and a firm sagacious mind.

No sound ought to be heard in the church but the healing voice of christian charity. Those who quit their proper character to assume what does not belong to them, are, for the greater part, ignorant both of the character they leave and of the character they assume. They have nothing of politics *but the passion they excite*. Surely the church is a place where one day's truce ought to be allowed to the dissensions and animosities of mankind.

Locals.

The Juniors having *compassed* Rogers' Political Economy have taken up Mill.

The Collegians in Chipman Hall have been discussing the matter of self-government.

During the month of February '82, the whole number of books taken from the library was 70. During February '83, the number was 201.

What was the real cause of that Freshie's troubles, when he found the door of his boarding house locked, and that the verandah could not be scaled?

Serenading the Sem is prohibited. Village youths especially should be at home at such late hours instead of vainly attempting to impersonate Collegians.

On dit—that the Treasurer of the Athenæum intends moving a vote of thanks to a Senior for his advance of *half a cent* on a college journal at the sale of papers.

It is said that some of the Sems did not think much of the request of the presiding genius at the soiree.—“The ladies and gentlemen will please not applaud with their feet.”

Prof. on Logic—Mr. — give an example of a logical predicate.

Mr. — She is *beautiful*.

“Out of the abundance of the heart, &c.”

The last monthly Missionary meeting was a decided success. The programme consisted of Papers by Miss Melville and Mr. Brown, a Recitation by Miss Hartt, and an address by Mr. Wallace.

A senior expressed his opinion that any one could enjoy himself at the Receptions if he would only “act the goat,” and immediately afterwards remarked that he had enjoyed himself “immensely” at the last one. Inference?

The ladies of the Seminary gave a Reception to the college students on Saturday evening, Feb. 24th. A larger number than usual were present, and a very enjoyable evening was spent. It is said that there is to be another of “the Receptions” in the Assembly Hall before long.

Theologue, reading “The Reception” in the *Christian Messenger*—“The company that came there *embraced* the Professors and their families, the teachers of the Academy and Seminary and their pupils, and about a score and a half—,” —“Lies! scandal! trash! I embraced *none* of them.”

One can learn much through the power of sympathy without actual experience. Yet sympathy may fail to appreciate the position of others, particularly if the difference in circumstances be that of sex. So thought some of the Juniors when one of their number condemned the action of Romeo as *unmanly* on receipt of the news of his banishment.

A few of the students are members of the “Apollo Club” musical society. This organization meets fortnightly at the Seminary or at the residence of some member in the village, its object being general improvement in all matters relating to music. The officers for the present year are:—Miss Graves, President; Miss Barss, 1st Vice President; C. W. Williams, 2nd Vice President.

A Cad's good resolutions:—

1. I will never again skate with 22 ladies during one evening.
2. I will never again be out of Chipman Hall after 2 o'clock A. M., but will after this try to be in my room between that hour and 7 A. M.
3. I will endeavor at once to brush all the dust from my books, and settle down to work.

Nothing like good resolutions, especially when they are so much needed.

One of our Freshmen, attempting to name the physical sciences which had their origin in the age

of the Restoration, could not recall the last one. The Professor endeavored to aid him in his difficulty, and accordingly cast his eyes upward. The Freshie seemed to take the hint, and triumphantly added, "Oh yes, Theology." The Astronomy class does not include the Freshmen.

Mr. A. J. Pineo, '81, delivered his lecture—"The Story of the Earth," in Academy Hall, Friday evening, March 2nd, under the auspices of the Pierian Society. After the history of the earth had been traced in a very interesting way throughout the various stages of its development, the audience was favored with the sight of a large number of beautiful scopticon views illustrative of this development. The proceeds, together with a contribution of \$6.20 by the Principal, Miss Graves, will be devoted to the purchase of books for the Seminary library.

The present graduating class has been exceedingly unfortunate since entering college. It numbered at one time 25 members. Through various causes, however, the number has decreased year after year, but the class has had strong hopes that there would be 11 left to graduate. But alas! By the judgment of his peers, one of them has been condemned to be hanged for the murder of a fellow-creature. The dead pig was found the morning after the assault on the gate-post of the Seminary. The class, it is said, will petition for commutation of the sentence, on the ground of irregularities in the court.

THE MUSEUM.—The following are the donations to the Museum since the acknowledgment of January:—5 specimens of Laumontite, 14 of Henlandite, and 1 very fine specimen of Scolocite: donor, A. J. Pineo, A. B., Wolfville. 6 South American coins; donor, W. C. Balcom, Hantsport, N. S. 2 Anklets, taken from a dead Zulu, South Africa, a collection of Sea Weed from Western Australia, and a bottle of Sea Weed from Western S. America: donor, Mrs. Capt. Wm. Folker, Hantsport, N. S. Fossil Shark's Tooth and Vertebra from Cushaw Phosphate Mine, South Carolina: donor, C. F. Margeson, M. D., Hantsport.

Judicious education anxiously displays to its pupils its own insufficiency and confined scope, and tells them that this whole earth can be but a place of tuition till it become either a depopulated ruin, or an Elysium of perfect and happy beings.—*John Foster.*

Our Table.

"The Academian" could well afford to "give us a rest" on the Conudrums.

The "Argosy" presents its readers with a cut of the new Academy Building. The editorials and correspondence impart a pleasing freshness to the February issue.

The "Wasaton College Record" is a new exchange. In a literary point of view it is rather weak, the editorials are good, and the remainder about the average. It is similar in almost all respects to the other Western journals.

The "University Monthly," though reaching us somewhat late, is nevertheless welcome. We consider the last number an improvement on former issues. We take much interest in the "University Annals" and hope they will be continued.

The "Lutherville Seminarian" is marked by a pervading moral tone in its articles. The writers seem to be solving the problem of right living. After the projected "literary society" is organized, we will expect something more literary. The locals are so distinctly girlish, that we forbear to criticise.

The "Dalhousie Gazette" of late has contained a large amount of correspondence relating to the amount of work required at Dalhousie during so short a time. These complaints suggest Pope's lines to us:—

"In vain sedate reflection would we make,
When half our knowledge we must snatch, not take."

Perhaps, however, the word "half" should read "all." It has been decided, we believe, to have the College year lengthened to 7 months—a decision which the majority of Dalhousians will reasonably receive with delight.

The "Haverfordian" has an article on Progression, not very deep, but passable, and also a "cursory glance," at the average graduate—"what he is? and what does he know?" The writer comes with much labor to the conclusion that "he is a man—a man who looks upon the battle of life with a brave heart and a broad mind" and that he "knows that the world is wide, knowledge far-reaching; and that, if we attain proficiency, it must be through determined and untiring effort." (Hear, hear.)

The "University Quarterly" contains some excellent matter. The Essay on "Prophecy" evidences thought on the part of the writer. "With Edison" will be read with interest. *Business Failure* thinks he knows why collegians fail in business. He argues, that after leaving the High School, boys should be put into business until they are twenty-one, and then sent to college, where they will be "better students for previous experiences." Then "when he graduates, he goes back to a field already easy and familiar to him, doubly armed and equipped for fighting successfully the battle of life."

The "King's College Record" for January reached our table about the middle of February. It contains some interesting matter, in which we would class the reference to the ATHENÆUM. We don't anticipate any lengthy quarrel with the "Argosy" concerning the "Record's" article on "the judicious Hooper," but would simply suggest to our Sackville contemporary that it "reconsider," in order to determine whether its falsity of judgment was due to mental dwarfism or to the non-perusal of the article so "interesting and lively in style." Yes, we hope the "Record" will survive the winter, but its call on another ground for aid would seem to be an acknowledgment of growing weakness.

[ERRATA.—We apologize to our exchanges for the following typographical errors in the review notes of our last:—In the reference to the "Chaddock College Monthly" "completed" should have read "compiled." In the review of the "College Rambler," puerile was mis-spelt "purile," and Abyssinia—"Abyssenia."]

PERSONALS.

H. W. Moore, '82 is studying law in Minneapolis, Minn.

Rev. S. McC. Black is taking post-graduate studies at Newton. He has been prostrated with typhoid fever lately, but is improving.

W. R. McCully, who studied with the class of '83 during the first two years of its course surprised his former class mates and associates by making a flying visit to Wolfville last month. He is at present studying law in Amherst in the office of Hon. W. T. Pipes, Premier of Nova Scotia.

A letter was recently received from F. G. Harrington, who spent his Sophomore year with the class of '83. He is now at Moose Jaw Creek, N. W. Territory, 36 miles beyond Regina. An extract from his letter will show how he is spending his time at present. "Ego et frater meus have squatted on an elegant piece of land, and having, cum manibus nostris, erected thereon a palatial residence out of huge ash logs, now live in peace and plenty under our own roof tree, cooking our own meals and mending our own clothes, no woman daring to make us afraid."

SCHOOL AND COLLEGE.

College students in the United States number about 32,000.

Oxford University has 2,800 undergraduates. The classical departments still continue to attract the largest number of able men, being hard run, however, by the mathematical school. National science comes next, then theology, then history, and last of all law.

Mount Allison has again been visited by the fire fiend. About half-past nine, on the evening of January 30th, a small two-story building used as the college gymnasium was burned to the ground. The building was joined to the college by a shed, but the determined effort of the people present prevented the destruction of the college, although it was damaged considerably. \$600 will cover the loss, \$200 of which will be required to repair the damage of the college property.

For the college year 1882-'83, there were 1,096 students in attendance in the various departments of Yale. In the department of theology, 106; of medicine, 30; of law, 85; of philosophy and arts, 893. This gives a total of 1,119, from which 23 names are to be deducted for double insertion. On the other hand the Harvard catalogue for the same time shows an attendance of 1,657, of which number 27 study theology; 134, law; 229, medicine; and 221 are officers and instructors.

A writer in *The Independent* on "The Colleges and Religion," shows conclusively that, although the proportion of students preparing for the ministry has steadily lessened, the proportion of professed Christians, has as steadily increased. He refers to many colleges, in order to show what an increase of church members there has been. In reference to Brown, Yale and Harvard the following, will be of interest: "Thirty years ago Brown University had 243 students, of whom 80 were church members. To-day it has 270, of whom 115 are church members. Thirty years ago Yale's students numbered 446, of whom 130 were professed Christians. To-day from 613, 290 are professed Christians. Thirty years ago Harvard had 319 students, only 30 of whom were professed Christians. To day out of 933 students, 300 are judged to be professed Christians. In statistics and estimates of this nature, mathematical accuracy cannot be obtained, but the comparisons undoubtedly indicate, in the case of these Colleges, a large increase in the proportion of church members. At Harvard the proportion has nearly tripled, advancing from 11 to nearly 32 per cent. In certain other colleges, a decrease has occurred, but, comprehending all, the gain is at once large, gratifying and hopeful."

QUIPS AND CRANKS.

Æstheticism is now defined to be the perception of the betweenness between things which have little or no betweenness between them.

A Vassar College miss reads the prayer book response thus; "As it was in the beginning, now and ever shall be, world without men. Ah, me."

Washington has "comet parties." "A good idea, by Jupiter," says young Spinks, "for the boys can now plan to get the girls away from their Mars."—*Clip*.

A student at Toronto University is noted for his easy and graceful sight translations. He rendered Cæsar, Book I,—"*Omnis Gallia est divisa in partes tres*"—All Gaul is quartered into three halves!

Rather suggestive—"An inefficient Detroit choir scored a hit the other day by singing a hymn, the closing lines of which were:

"O Lord we give ourselves away,
'Tis all that we can do."

A mathematical professor had been invited by a city friend to visit him at his residence in a certain square and had promised to do so. Meeting him some time afterward, the friend inquired of the professor why he did not come to see him. "I did come," said the mathematician; "but there was some mistake. You told me that you lived in a square, and I found myself in paralogram; so I went away again."

A man pays fifteen dollars for a shot gun, one dollar and forty cents for powder, and sixty cents for shot. He goes hunting, and spends two day's time, falls into the river and loses his hat and pocket book, and on his way home buys a brace of ducks at the market for fifty cents. Find what ducks are worth per brace, and how many lies does he tell his friends about his expedition.—*McGill Gazette*.

ACKNOWLEDGMENTS.

H. B. Ellis; J. A. Faulkner, \$2.00; H. H. Bligh, M. A., \$2.00; N. H. Robinson; Austen Lock, \$3.00; Sidney Locke; Clifford Locke; Hon. Dr. Parker; W. F. Parker, A. B.; L. S. Morse; R. H. Phillips, \$1.50; J. S. Lockhart, \$2.00; H. A. Longley; J. W. Tingley; F. F. Eaton; S. L. Walker; Dr. Read; O. C. S. Wallace; D. Newcombe, \$2.00; S. W. Cummings; Judge Weatherbe, \$3.00; Rev. J. W. Weeks, \$3.00.

Clifton House,

74 PRINCESS AND 143 GERMAIN STREETS,
SAINT JOHN, N. B.

A. N. PETERS - PROPRIETOR.

In every particular First Class. Handsome Rooms. Good table. Prompt attention and moderate Charges. All rooms heated by steam.

JAMES S. MAY,
MERCHANT TAILOR,

SAINT JOHN, N. B.,

Would announce to his Customers and the Public that he has opened a Splendid Lot of

WINTER GOODS,

Consisting of English and Scotch Tweeds, Fine Diagonals, Winter Overcoatings and a Large Variety of Pantaloon Goods, which have been selected with care, bought close and on the most favorable terms. Cash Customers would find it to their advantage to call and examine.