

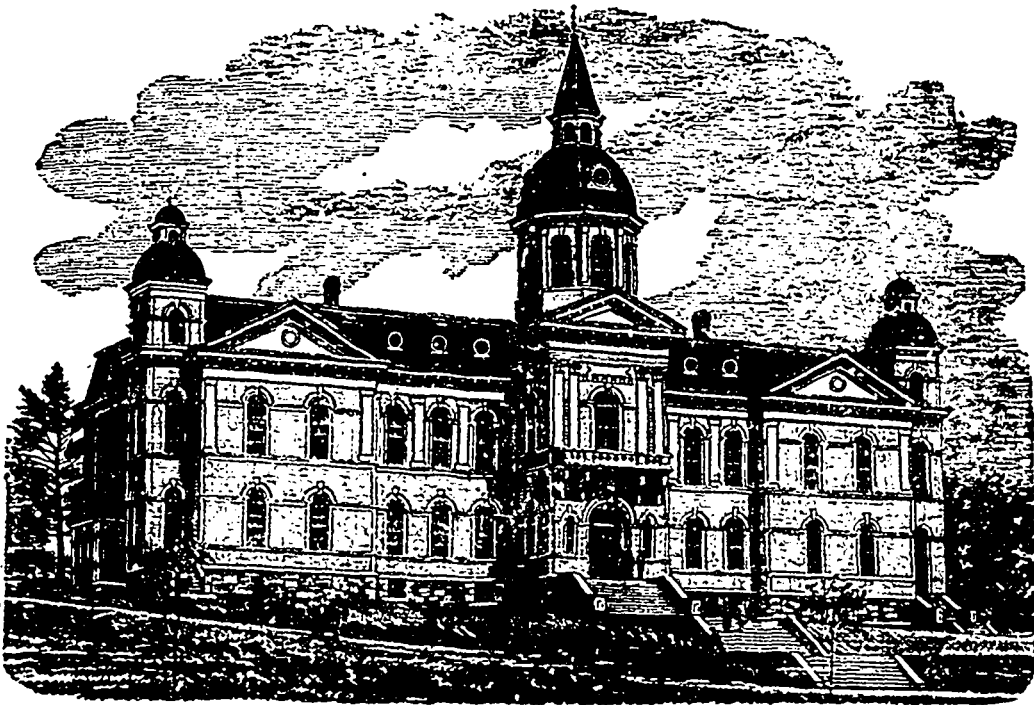
# ACADIA ATHENÆUM

◀ Prodesse quam Conspici. ▶

VOL. XII.

WOLFVILLE, N. S., APRIL, 1886.

No. 6.



## ◆ THE UNIVERSITY OF ACADIA COLLEGE. ◆

### FACULTY OF INSTRUCTION.

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# THE ACADIA ATHENÆUM.

VOL. XII.

WOLFVILLE, N. S., APRIL, 1886.

No. 6.

## THE Acadia Athenæum.

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

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Athenæum.

### →\* The Sanctum. \*←

THE recent animated political discussion in the Literary Society, a report of which appears in the present issue of the ATHENÆUM, naturally suggests an inquiry as to what extent the student can consistently and profitably make practical politics a subject of study during his college course. Against a critical examination of political theories independent of any particular time or country, or of their respective merits, as seen in their application to countries in the past, little objection is likely to be raised. Indeed, provision is made directly for the former in the textbooks on Political Economy, while indirectly in connection with various studies, the latter is continually coming up for review. But concerning the relations of the student to the political issues of the day, in many minds, quite a different opinion prevails. There is a strong tendency to class him with ministers and women, whom, as far as this question is concerned,

public opinion has always consigned to the limbo of ignorance. Though a representative of either of these classes, totally ignorant of politics, would be exceedingly flat if not absolutely blameworthy, it might be possible to adduce reasons why they should not enter the political lists; but that the student should take the same attitude cannot be supported. On the contrary it scarcely seems right to dignify with the name of student him who can content himself to live under the protection of and subject to laws in the making and execution of which he voluntarily refuses to participate. True, he is not in a position to wield much direct influence while at college; but in the light of the future the formative period of the opinions of its young men is one of the most important in the history of a country. By the time the Senior year is reached, the ordinary student will be, on the one hand, measureably free from the blind party prejudice which takes its cast invariably from the parental mould, and on the other, from the equally detestable partizanship which seems to be incident to active political life and regulated by office and lucre, and so will be likely to select the planks for his political platform according to the highest standard. Every student, therefore we take it, ought to interest himself in politics to the extent of being able to express himself with clearness on the leading questions of the day, as well as to obtain data from the present, in so far as that is possible, for the solution of the political problems of the future.

THE revival in the College, of a usage of some few years ago, that of granting a short holiday season in the middle of the five month's term from January to June, has naturally come about with the change in the terms of the present year. Five month's steady application to class work is certainly calculated to dampen the enthusiasm of any Professor, and to weary to some extent the most earnest student. It seems therefore, that this grant is a benefit to the Professors

and the Students, as it is calculated to insure better work on the part of all. But it must be remembered that this benefit can only be obtained if the season is of sufficient length to give a chance for *rest*. Now, the very few days granted from the 18th to the 22nd of March, giving only two days from regular classroom work, does not seem to afford enough time for this purpose. Very few are able to rest in so short a time, or even to set aside their work. This has been shown to be the case, by the fact that few students left the Hill, and that those who remained made it a period of hard work.

A week would be a small amount out of the term, and it would insure a vigor which would certainly more than make up the work which would otherwise have been done had the period not been granted. No doubt some have appreciated even the two days, as it gives an opportunity for pulling up on any outside or back work, but this does not seem to be the object of the break in the Session, and is only an accidental benefit to a few.

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THE true value of time is best estimated in the light of the future. The past, it is true, is not without some value; for its successes may serve as a guide to the performance of those, and only those, acts which experience has proved to result in good, and its failures as signals betokening danger and disaster. But it has no stimulus to exertion, no whispers of hope, the secret of all good resolution and strong endeavour; but its mocking "might have been" is too apt to fill the soul with despair. And there is no present, or if there is it is only the ever-shifting boundary line between what has been and what is to be, the battle-field with its dead and wounded behind and defeat or victory before. But the outward sources of power are in the future; in its light safe paths are chosen and maintained, the desired harvest determining the kind of seed sown.

Student life takes on a new meaning when considered in the light of the future. Sent to school, comparatively young, without a care, with little knowledge of life, purposeless, and in many cases wayward, it is well for the student if he can be made to realize that he is living for the future. Such a conviction will have both a restraining and constraining effect. When doubtful modes of activity present themselves, their

evil effects as revealed by the future will act as a check, and when sluggishness or despondency prey upon the spirit, they will be driven away by the lamp of hope, like wolves by the hunters torch. The study will become an armory, the lecture-room a drill-shed, the teacher a drill-master, and the whole course a preparation for active service.

The mind, with a kind of prescience, sees all its schemes successful, all its purposes fulfilled, all its hopes realized. Pursuing its ideal it outstrips its servant the body, to which it continually returns, like an impatient driver to his lagging team, to whip it into a livelier pace. An hour's thought and prayer is often sufficient to complete an ideal life work, the answering reality to which is never attained; but the ideal is not in vain, for it serves both as pattern and purpose in the attainment of the real. The student will find it a healthful exercise to compare, at the close of each month or year, actual attainment with the standard set up. It may sometimes be humiliating, but it will reveal the fact, that, in proportion as he has kept a high standard before his mind, success has attended his efforts. But it will do more than this. It will cause him to raise the standard of future achievement, and add an increasing responsibility to every act.

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CONVERSATION with a number of students as to why they came to study at Acadia rather than at some other college, in addition to other facts related to the same matter, has led us to conclude that the friends of Acadia College may learn a useful lesson at the feet of the manufacturers of Burdock Blood Bitters. For, while the practice of parading before the public in every conceivable form the alleged merits of a nostrum has to be regarded as a public nuisance, the influence of those three big B's in getting the article into the hands of the people, is no mean tribute to the power of advertizing. When the object is a public benefaction, neglect to make its merits known is, in no small degree, a sin of omission. We have no reason to grumble at the number of students now in attendance; but though larger than ever before, and constantly increasing, compared with the large number of those who might and ought to be getting the benefit of our institutions, the present enrollment of two hundred seems small. In these Maritime Pro-

vinces there is, we believe a large number of young men and women who are not here simply because they have never been made acquainted with the advantages of the place.

There can be no doubt that the claims of our institutions are not prominently enough before the public. The mass of the people are totally ignorant of the scholarly attainments and teaching ability of the President of the College; and the Professors are not as well known as they should be. The characteristic modesty of Dr. Sawyer in trumpeting forth his own merits or those of the College over which he so ably presides, while it increases our admiration of the man, at the same time makes their publication by others all the more imperative. The same thing may be said of the Principals of the Academy and Seminary. Both Miss Graves and Principal Tufts are, in their respective stations, doing a work, the real importance of which is not, we believe, very generally known and consequently but feebly appreciated.

The devising of some scheme whereby the merits of our institution may be brought to the minds of the people, must be regarded as one of the needs of Acadia. Who are to do the work, and how it can best be accomplished, are the questions to be settled. It would be presumptuous here to outline such a scheme, but we may, with safety, conclude that it mainly rests with teachers, graduates and students. If the individual representatives of these three classes, each in his or her own respective sphere and manner, will use their influence, there is no reason why the number of students, within a period of two years from the time the work is begun, should not be doubled.

Modesty should not prevent teachers from personal contact during vacation with interested parents and guardians. A warm shake of the hand, or a word on the subject of education, is often the means of creating an interest in the mind of a boy which results in a course of study at the school to which the attention has been directed.

But, perhaps, graduates have it in their power to do more towards filling the halls of alma-mater than all others combined. Having taken the course of study themselves, they are able, from experience, to give the prospective student all needed information. They will also, for obvious reasons, be less likely to be charged with selfish motives, and their solicitations will hence have an added weight. One of the objects

of the Alumni will be unaccomplished if the members of that society in their associated capacity, fail in doing something towards advertizing the college.

The influence of the student in this matter is not to be despised. He is, in truth, a living advertisement of the department he represents. Every student needs to feel his responsibility in this particular, and to act accordingly. To him chiefly falls the lot of tickling the ears of aspirants to college life with just enough information to excite their curiosity, leaving the results to be gained by experience.

As to the way in which this work is to be done, it may be said that, while much may be accomplished in a general way by means of sermons, lectures by special agents, &c., the most efficient means to be employed is that of direct personal contact. It is often and truthfully said that, if every student in the institution during the summer vacation should induce one beside himself to come to Acadia, her number would be doubled. This is desirable and possible until the halls are filled, at which time the means for building greater will, doubtless, be at hand; for in proportion as the number of students multiply, may the resources of the institutions be expected to increase.

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### OUTDOOR COLLEGE SPORTS.

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WHAT sports are most requisite and useful in a college course, has excited no small amount of dispute in most universities. The question, taken in all its bearings, is certainly a wide and important one, and can be spoken of here in only a few of its manifold phases.

It is scarcely necessary to say that the object of college sports is neither to develop professional athletes, nor to furnish amusement for men who are too indolent to work. College sports are emphatically a means, not an end. Their function in a college is to train the bodily organism in such a manner that it may be most useful as a servant of the mind.

The great difficulty always seems to be encountered in the attempt to regulate the interest in these sports to that useful stage, in which they shall have enough attraction to engender that interest in them, which will necessitate the student to let pass altogether from his consciousness the problems over which he has been puzzling before going to the campus, and

yet be an interest not so fascinating but that he can return to his work with the power to put his whole attention on his work. A sport which is indulged in in this way is certainly not only a physical good, it is a mental assistant and ensures that growth which makes a man in look, word and action truly a man. From this it seems that the sport which reaches most nearly to the ideal college assistant, is that sport which creates a lively interest but not a fascinating interest; a sport which from its nature requires the attention of the one engaging in it, and from which he can release his attention when the sport is over. Certainly the effects of any sport will be different on different persons and perhaps even on the same person at different times. But it must be admitted that sports exert an influence from their own nature, and this intrinsic tendency is generally what must determine whether they shall remain or be abolished.

It is very difficult for any college man to conceive that the sport of which he is fondest, in which his whole being finds delight, is not *the sport* for every college. Therefore this article is intended rather to point out a few facts concerning the practical workings and results of a small number of the staple college sports.

(I.)—*First*, that manly sport, the mention of which causes a responsive thrill in every man who has played it successfully, comes up for consideration. I speak of *football*. That it is possible to play football so as to make it an ideal college sport many perhaps will admit, but that it is generally played in that manner, few spectators of an ordinary game would concede. That it necessitates the concentration of the whole attention is certain. If any one wishes to convince himself of this, let him attempt to play a game with his thoughts wandering, that is when it is a *real* game of football. Perhaps the two greatest objections to this sport are (1) that the exercise it generally necessitates is too violent, (2) that it is too fascinating. The first of these objections is certainly forcible, when considered applicable to a whole body of students, but is it not a fact that every college of any size can boast a large number of students whose naturally vigorous constitutions make this objection to them at least of little weight? As to its fascinating power it is hard to decide, since it varies so greatly in different persons. It is certainly a question

whether a well-earned touch-down will necessarily protrude itself any more forcibly to disturb the application of a man's attention to his work, than a six-run-hit in cricket, the compassing of a six-mile-walk in an hour, or the pleasure of having fairly beaten, on the shining two-wheeled horse with the slender wiry ribs, the man who thinks his horse can trot. Therefore I conclude that football should never be abolished, although the pleasure of indulging in it should be regulated when it does not regulate itself.

II.—*Walking* to some students is a sport, and in it they may find a real enjoyment and a healthy exercise. For the majority of students, however, walking does not afford sufficient excitement to take the attention from the fact that the walking is merely for exercise. It is too apt to slide off into a dead and alive stroll of only half-a-mile, and in some cases to become a mere putting in of time by the walker moving in the most snail-like fashion as far as the campus, there to watch the other sports go on. Walking seems to be open to a criticism of an opposite character to that applied to foot-ball, that is walking as it is too often taken, namely,—that its exercise is too monotonous.

III.—*Bicycling* is as yet not a staple sport of the smaller universities. The value of the exercise it affords for invigorating the body, and for freeing from head-aches, all know who have tried it. All the arguments which can be brought forward for horse-back riding as a means of clearing the cobwebs from the brain apply equally well to this sport. The stimulation is moderate and the exercise is lively but not violent.

IV.—*Cricket*, taken as a sport for all, and as a sport which is likely to interest all or nearly all, is, whatever it may be to the sporting men of the world, the beau-ideal of college sports. In it the attention must be fixed, and everything but cricket forgotten for the time, that is if a man is playing what can be fairly called cricket. From its nature the successful player cannot be a reckless player. It is calculated to cultivate that steadiness and, at the same time, quickness in executing a design, which is so essential in the carrying out of any project. Its peculiar advantage in developing the physique consists in the variety of the motions it requires in its various departments, and in the grace and firmness of movement which is necessary in order to play successfully.

For some it may be too fascinating, but for the majority of students it forms an interesting amusement, and when taken in moderation—and there is no necessity for its being taken in any other way—it does not produce a physical languor after its indulgence. Not least among its advantages is the fact that cricket is universally, among the English speaking people, played by gentlemen.

It has been impossible, in so short a space, to mention many other prominent sports, and even the few taken have only been considered in a few of their bearings. All the differences of climate and facilities in general for engaging in sports would certainly limit their usefulness in any institution.

### THE CHARACTER OF TENNYSON, AS PORTRAYED IN HIS WORKS.

THERE is probably *some* time in the life of nearly every writer when the world fails to appreciate him as he deserves. This, I think, is pre-eminently so in the case of poets. It was so with Milton, Burns, Shakespeare and hosts of others; men of gigantic intellect whose great souls, surging with feeling that would not be controlled, forced them to give utterance to those burning, Heaven-inspired thoughts which were received all too coldly by an unappreciative multitude. Our own Laureate, Tennyson, has not escaped this lack of appreciation, although, perhaps in his case it has been shown in an unusual manner.

Every one will readily admit that Tennyson's poems possess a rhythmic beauty and a varied richness of poetic imagery rarely if ever surpassed. How deliciously flows his magic verse, wandering here and there like clouds of fragrant incense! Yet it is to this extreme beauty of his poetry that this lack of appreciation is chiefly due. In carelessly reading his works one insensibly gains the impression that the author is a man, living, as it were, in an ideal world, in which beautiful flower-gardens with the music of singing birds and rippling waters largely predominate. Content with enjoying the beauty of his writings, the great mass of Tennyson's readers never look for those pearls of thought and feeling which lie in the depths of that ocean of poesy which ripples and dances along in the sunlight of the poet's genius. Hence the criticisms so often heard, that

the Poet Laureate is lacking in strength of character and depth of feeling; that the great social, moral, and political questions of the day have no interest for him; and that his poems are on this account airy, superficial and fitted only to make the passing hour more pleasing.

That this lack of appreciation arises from a careless reading or a misconception of the poet's thought, I am confident. That he possesses those finer qualities of character which make a man worthy to be loved and revered, it is the object of this article briefly to show.

Who can read "Locksley Hall," or the little poem commencing "Break, Break," and others of kindred character, without realizing that the poet is in full sympathy with all the weaknesses and sorrows of mankind? In them we hear the wail of anguish from the heart of one who knew by bitter experience the loss of

"The touch of a vanished hand  
And the sound of a voice that is still."

Having suffered himself, he is able to feel most deeply and sincerely for his fellow-men. And as the full import of the last lines,

"But the tender grace of a day that is dead,  
Will never come back to me,"

steals over us, we in fancy see the poet as he stands gazing at the beautiful expanse of sea and sky, with the waves, lighted by the last rays of the setting sun, breaking in snowy foam at the foot of some rocky cliff. And as twilight calmly wraps her sombre mantle over the scene, wearily with a sigh he turns and pursues his way homeward, with no other company than his own sad reflections.

Another phase of character most prominent is the admiration and reverence which the poet has for true womanhood. It was his portrayures of women which first brought him prominently before the public. Eleanore, Adeline, Lillian, the May Queen, were keepsake characters from the hand of a lover and artist. Portrayures, richly embossed with flowers and decorations, full of delicate faces, yet always elegant and correct. In them, as in the Princess and other poems, his types of women are endowed with loveliness, purity and dignity. It is not the lip flattery of Moore or Byron, but a sincere veneration for woman as wielding a powerful influence upon society, elevating man to nobler deeds and holier aspirations.

Yet he fails not to caricature severely and justly the utter failure of woman when she assumes a character and enters a sphere different from that for which the Creator fitted her. His philosophy as to the sexes is one with which the instincts of most cultured people are thoroughly in accord, and is thus summed up:--

"For woman is not undeveloped man  
But diverse. Could we make her as the man  
Sweet love were slain; his dearest bond is this  
Not like to like, but like in difference.  
Yet in the long years liker must they grow;  
The man be more of woman, she of man,  
He gain in sweetness and in moral height,  
Nor lose the wrestling thows that throw the world;  
She, mental breadth nor fail in childward care,  
Nor lose the childlike in the larger mind;  
Till last she set herself to man  
Like perfect music unto noble words."

It is frequently the case that poets confine themselves to an expression of the sentimental and emotional only. While I believe this quality is necessary to make a true poet, we find that in Tennyson it forms only a comparatively small part of his varied character.

His ability to fathom the darkest recesses of our nature is made apparent in the "Vision of Sin;" and if we turn to his philosophical and elegiac poetry, we cannot but pronounce the poet to be in the best sense a religious mystic of deep insight. It would be difficult to find poetry which displays a deeper philosophical mind than the lines on "Will," the "Higher Pantheism," and especially "In Memoriam." This poem shows a force of character, a depth of thought and a genius in arrangement seldom if ever attained. The wisdom, yearnings and aspirations of a noble mind are here; the poet's imagination, shut up in itself, strives to irradiate with inward light the mystic problems of life. Like every greater poet Tennyson wears the prophet's mantle, but *unlike* many, he has a deep interest and strong sympathy with all the trials and vicissitudes of daily life.

It is, perhaps, in the "Idylls of the King" that we have the greatest variety of thought and feeling. There, the "Table Round" is an image of this "mighty world" with all its mixtures of good and evil; truth and right striving for the victory over falsehood and error. In this poem we behold the workings of a master intellect, rich in high and holy aspirations, reducing discord to harmony, and bringing order out of chaos. Yet through all the striving after higher and better things, we find that simple faith, conspicuous in his character and noticeable in

other poems, which trusts implicitly, yet bows submissively to that all-wise Providence "which shapes our ends, rough-hew them as we will." Nowhere is that brought out so clearly as in this passage in the "Passing of Arthur."

"The old order changeth, yielding place to new,  
And God fulfils himself in many ways  
Lest one good custom should corrupt the world.  
If thou should'st never see my face again  
Pray for my soul. More things are wrought by prayer  
Than this world dreams of,  
For so the whole round earth is every way  
Bound by gold chains about the feet of God."

As a sincere admirer and lover of nature, and a correct delineator of her varied moods, he is confessedly unsurpassed. His poetry partakes of all the changes of season and climate, and is affected in no small degree by such influence, showing that his veneration for the beautiful and sublime in the material world is only surpassed by his veneration of Nature's God.

Nyx.

#### PURPOSE IN LIFE.

THERE is scarcely a young man just entering upon life, and before whom the dazzling prospects of future possibilities are slowly unfolding, who does not in some way form to himself, from the fragmentary and shadowy material of the ideal, a condition of existence, which it will be his aim to realize. By a beneficent provision of his nature, and one which eminently belongs to human personality, man is never satisfied with his present attainments, but is continually reaching into the future with the tentacles of his restless ambition. There are brilliant phantoms continually crossing and re-crossing his mental horizon, at which he is ever grasping and which he so frequently fails to secure.

All along the paths of history, in every condition of society, and even in our own lives, are the grand ruins of cherished hopes and unfulfilled expectations, which our mistaken judgments or lack of perseverance has brought to the ground. But this does not argue against the desirability or utility of cherishing a purpose; it should only stimulate us to greater activity and the exercise of more caution and forethought. Where others have fallen we should tread carefully, and the possibility of failure will only add greater zest to the enjoyment of success. Notwithstanding the harsh rebuffs of unkindly fortune, and the discouragements of blighted hopes, there is still life and brighter hopes beyond. We can imitate the noble



courage of the poet, who murmurs in his blindness, "Yet I argue not against Heaven's hand or will, nor bate a jot of heart or hope, but still bear up and steer right onward."

But it is rather of those who have not yet met in a hand to hand fight with the opposing forces of a harsh world, and felt the wearying influences of the never-ending "struggle for life" that I wish to speak; of those whose armour is still unstained by the blood of conflict, and upon whose budding purposes is still sparkling the dew of life's morning. To such the future is aglow with the brilliant products of their own imaginations, which are continually changing and dissolving into each other like the varying phases of a kaleidoscope. These young enthusiasts have ideals, but they are unable to tell what they are. Like a certain philosopher's view of the Absolute, the ideal to them is merely a tentative grasp of the mind which is never realized, a *nisus* which is never complete.

The life of a student, perhaps more than that of any other, tends to inspire the mind with just such vague conceptions. Lifted above the humdrum existence of the crowd, with fields of knowledge spreading before him in every direction, and the countless voices of the future calling in persuasive tones across the years, the student delights in building for himself gaudy air-castles and picturing in the liveliest colors his future triumphs in the battles of life. On these pleasant prospects he dwells eagerly, until a more persuasive voice and a brighter picture attract him in some other direction.

We ought not to depreciate the value of these day-dreams however, for when directed and modified by an intelligent understanding of our abilities, they supply the needed stimulus for the attainment of the greatest success. We must have the concept, the ideal, before we attain to the reality. Nevertheless there are some who never seem to get beyond the first stage,—that of the dreamer. Content with the easy motion of floating with the tide, and watching the play of colors in the sunset of hope, they awake at last to their true position when the darkness of old age and opportunities past closes down over a wasted and aimless life.

The majority of students, however, profess to be more alive to the responsibilities and privileges which they possess. They will say that they have a purpose which they mean to work at, a position to which they mean to attain; but if asked what this purpose or position is, they will reply, "Oh! well; I am going to make the most of my opportunities and do the best that I can for myself, so that when the time comes I shall be prepared to occupy one of the highest places." Now this is tantamount to saying, "I do not know what the future may bring to me, and of course cannot make any definite plans, but I shall prepare myself for any good fortune that may fall to my lot." This is no purpose at all in the real

sense of the word, and yet how many, if they questioned themselves sincerely, would get substantially the same answer. In order to assure a successful life these floating shadows of the future must be disregarded and all the wandering fancies of the mind must be recalled from their phantom flights and brought to bear on one main purpose, the accomplishment of which will require the united powers of the individual.

The first step toward the formation of a purpose in life is the choice of a profession. In this age of specialists, there is a call for those who have prepared themselves for a certain class of work, and not for those who may have good general qualifications. The "jack of all trades" in the literary as well as in other departments of life, invariably sinks to a second or third class position. The reason is simply this, that concentrated effort in a given direction is always more effective than desultory effort in various directions.

A young man should choose his profession as soon as he can form an intelligent opinion of his abilities, and even if the added wisdom of later years should prove his choice to be wrong, he will have lost nothing and gained much from his habits of concentrated effort, and he will be better prepared to take up the line of work his new choice demands. The work is but begun however, when the choice of a profession is made; 'tis true the lines of thought and action have begun to converge, and the scattered forces of the mind have been marshaled under the leadership of a dominant purpose, but time is required before these untrained capabilities can be made to work in harmony; before the various impulses can be restrained and made to serve willingly the higher and nobler purpose. Just here the personality of each individual must assert itself in subduing and controlling his subject powers and making them all pay tribute to the sovereignty of his own will. Every opportunity must be improved, every event must be made to contribute some stimulus to action. The faculty of turning to account every energy and every circumstance must be cultivated, and it will be surprising how many gems in every day life we may find that will fit in the setting that we have provided for them. To those who are observant, diligent and earnest, each hour will bring its offering, and each night will find their lives richer and nobler than before.

Whatever purpose a young man may set before him, however high the ideal he fondly worships and around which cling his most sacred hopes, he must yet remember that energy, perseverance and self-determination are the magic words before which difficulties dissolve, and by which the greatest and highest conceptions are made a glorious reality; but on the other hand no life can be a success whose hidden purpose is not in unison with that grand eternal purpose, that through all the ages runs.

C. H. D.

# In Memory of THEODORE HARDING PORTER,

BORN MARCH 22ND, 1867.

DIED MARCH 19TH, 1886.

AGED 19 YEARS.

THE institutions are in mourning on account of the death of one of the students. On Friday, Feb. 26th, Mr. Theodore Harding Porter of the Junior Class, son of the late Rev. T. H. Porter, was compelled to give up work and visit his uncle, Rev. R. D. Porter, of Middleton, N. S., for the purpose of rest and recuperation. No one, at that time, suspected his case was serious, and all were expecting him to return in a few days. It has since become known that before leaving he had had several attacks of hemorrhage of the lungs, but being of a resilient disposition had not let it be generally known. On Monday he raised our expectations by closing a written communication to one of his fellow-editors with these words: "My health is slowly improving." A letter, however, on the following Wednesday from his uncle took his class and room-mate, Mr. J. B. Morgan, to his bedside, and partially prepared us for the fatal telegram which came at six o'clock Friday evening, March 19th, exactly three weeks from the day he went away,—“Theod. died this afternoon at 4.30; will leave for Fredericton to-morrow.”

On hearing of his death his classmates met and delegated one of their number, Mr. I. W. Porter, to accompany theremains to Fredericton, N. B., where they were taken for burial. The body of students also came together and passed the following resolutions:—

*Whereas*, God in his infinite wisdom has seen fit to take from amongst us our esteemed friend and brother, Theodore H. Porter; and

*Whereas*, we are constrained by feelings of affection and sympathy to give expression to the emotions produced by this sudden removal of one who, by his eminent qualities as a student, by his high moral character, and by his Christian life, had won our respect and admiration;

*Therefore Resolved*, that we place on record this tribute to his memory, realizing that we have lost a true and valued friend, whose associations with us for the past three years have endeared him to us by the fondest ties, and whose marked abilities and many virtues gave promise of a brilliant and successful life;

*Resolved further*, that we tender our sincere sympathy to the relatives of the deceased, with whom we mourn in their bereavement, and especially to the widowed mother, trusting that the Father of mercies will yield abundant consolation in this sad affliction;

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

On behalf of the students of Acadia College.

A. K. DEBLOIS, }  
C. H. MILLER, } *Committee.*

An appropriate service was held in Assembly Hall on the following Monday at 3 o'clock. The College students, in cap and gown, wearing crape, occupied the centre rows of seats. The ladies of Acadia Seminary sat on the right, the members of Horton Academy on the left. Behind a large table draped in mourning were the Faculty of the College and Rev. T. A. Higgins. A number of village friends were in attendance. After the singing of appropriate hymns by the students, and reading of Scripture and prayer by Prof. Kierstead, Dr. Sawyer delivered a touching and powerful address, in which he referred to the life and death of the departed, and showed how useful lessons, by those left behind, might be learned therefrom. Rev. T. A. Higgins also made some suitable remarks.

This sad event has cast a gloom over all connected with the institutions. Everybody on the Hill is affected, and those who knew Mr. Porter best most deeply so. Both his teachers, who had watched his progress with pride and predicted for him a brilliant and useful future, as well as his fellow-students, with whom he was a general favourite, find it hard to believe that he is really dead. The circumstances of his death, his youth, superior abilities, splendid attainments and family connections, all tend to deepen the sorrow.

For a short time before his death Mr. Porter had been connected with the ACADIA ATHENÆUM as junior editor. His associates desire here to record their appreciation of his labor in this relation, and to add their tribute to his memory. His neatly-written and almost prophetic essay on "The Struggle for Life," delivered at the Junior Exhibition, will appear in the next issue of the ATHENÆUM. To his stricken and lonely mother, and to his sorrowing friends, we tender our heartfelt sympathy, and into the care of the God he loved and served we commit the noble spirit, the influence of whose short stay on earth and sudden departure from it, eternity alone can reveal.

## OUR LECTURE COURSE.

On Saturday evening, February 27th a lecture was delivered in Assembly Hall, by Hon. J. W. Longley, M. P. P., of Halifax, on "North America: Its probable Destiny." Being a graduate of Acadia, who has made his mark both as a politician and lecturer, Mr. Longley, on taking the platform, was greeted with applause. The lecture was delivered in a pleasing manner without manuscript. We have only room for a mere extract:

The lecturer first dwelt upon the importance of having a country—a nationality. We could never shake off the thousand associations connected with the land of our birth. A Canadian, when going abroad over the world, could not at present boast of a distinctive nationality, like the Frenchman or the German. He was only a Colonist, a dependent. Passing on to the consideration of the exact position in which we stood, it could be affirmed that we were part of a great continent. North America was just twice the size of Europe. It was the finest producing continent in the world. It had no deserts, and had the four great belts of production in higher development than any other portion of the world,—the Sugar belt, Cotton belt, Maize belt, and Wheat belt. It was peopled by the English speaking race from the North Pole to the shore of the Great Gulf. It was the home of the arts, the very seat of political liberty and of the highest forms of modern civilization. It was free from standing armies, and every man was a bread-winner. We, on this northern half of this continent too often forget our relations to the rest of the continent, and this was the idea which we had now to look straight in the face.

The great problem now for us to consider was the ultimate destiny of this country called Canada. This should be approached in no spirit of dogmatism. The lecturer particularly emphasized the fact that he was merely asking the students to think on the subject—to enquire, in order that when the great question came up for settlement, we should be able to regard it intelligently. There were three possible alternatives: *First*, an Independent Nationality; *Second*, Political Union with the British Islands; *Third*, Identification with our own continent.

The first proposition was considered impartially; there were difficulties in the way of a consolidated

nation. Mr. Longley went to a large map of North America which was exhibited on the platform, and pointed out the geographical difficulties. There was no natural geographical connection between the Upper and Maritime Provinces. Manitoba and the North West had no relations with the rest of the country, and British Columbia was entirely separate. But there was a direct and natural geographical and commercial relationship between the Maritime Provinces and the New England States; between Ontario and the Great Middle and Western States; between Manitoba and the Western States and Territories; and between British Columbia and California. Besides we had the difficulty of a large and growing French population right in the midst of the country. There was also the matter of expense; the keeping up of a defence; the payment of consuls and ambassadors abroad; the protection of our waters and commerce. He concluded that any attempt at independence would only throw us into the hands of our larger neighbor.

The Imperial Federation idea was next discussed, and its difficulties pointed out. Our institutions were not British but American. We had no tinge of the feudalism of Europe. How could we tolerate a State Church, a titled Aristocracy, an hereditary House of Peers, Landlordism, Entails, and Primogeniture? How could we wish to identify ourselves with the entanglements of European diplomacy, and participate in the cost and consequences of wars in which we would have no interest? There was no natural or geographical relationship between us and the British Isles.

Passing to the third alternative, Mr. Longley instituted a comparison between the relative advantages of political relations with the British Islands and the rest of our own continent respectively. The matter must be looked at both in the light of the present and the future. At present the population of the British Islands is less than 40,000,000. The population of the United States is about 56,000,000. In thirty five years the population of the United States will be 120,000,000, while the British Isles will be less than 50,000,000. In fifty years North America will have 200,000,000 English-speaking people, while Britain will not have 50,000,000. Even now there are more Englishmen in America than in England; more Scotchmen in America than

in Scotland; more Irishmen in America than in Ireland North America was destined to be the great home of the English-speaking race, and in half a century would give laws to the world.

The last and strongest point made was, that it was in the interest of Britain that this whole continent should be united. England was exposed to wars and the dangers of European combinations, and what she wanted to-day was not merely the alliance of five millions of Canadians, but the friendship and support of the whole vast population of North America. The old jealousies and ill-feelings between the United States and Britain were passing away and giving place to feelings of mutual friendship and regard. The past twenty years had worked miracles in this regard. At the celebration of the surrender of Yorktown three years ago the British flag had been saluted amid the acclamations of the entire American people. Only the other day General Grant was buried in Westminster Abbey with the applause of the British nation. The true policy was to say to the American people, "Take charge of the whole continent and be my friend." With the moral support and friendly alliance of America, Britain could laugh at Europe and be invincible.

Mr Longley concluded, amid applause, by reading extracts from the speeches of John Bright favoring just this policy, and he declared that what John Bright could advocate in regard to the destinies of this country, surely we, who belonged to it, and whose interests were bound up in its welfare, might advocate with equal freedom.

### ENTERTAINMENTS.

**PIERIAN.**—The ladies of the Pierian Society, of Acadia Seminary gave an entertainment, consisting of music and select readings in Assembly Hall on Friday evening, February 25th. The teachers took no part in the exercises, but the excellent manner in which the parts, without exception, were rendered, reflected great credit not only on the performers themselves, but also on their instructors. Miss Minnie Chipman occupied the chair, and announced the following programme:

Processional, *Marche des Muskelectures*, Misses Lovitt & Graham.  
Opening Chorus, *The Last Beam* ..... Pierian Society.  
Reading, *The Little Black-eyed Rebel* ..... Miss Cassie Potter.  
Piano Solo, *La Treute* ..... Miss May Davis.  
Vocal Duett, *Guide His Footsteps* . . . . . Misses Vaughan & Brown.  
Reading, *Order for a Picture* . . . . . Miss May MacDonald.

Piano Duett, *Symphony No. 9* ..... Misses Sawyer and Wood.  
Reading, *John Burns of Gellysbury* . . . . . Miss Edith Chipman.  
Vocal Solo, *Sweet Violets* . . . . . Miss Ernie Day.  
Piano Solo, *Rondo Brilliance* ..... Miss Hattie Eaton.  
Reading, *Kentucky Belle* ..... Miss Grace Porter.  
Vocal Solo, *Impatience* . . . . . Miss May Vaughan.  
Reading, *The Dandy Fifth* . . . . . Miss Kato Dickie.  
Vocal Solo, *Through the Clover* . . . . . Miss May Brown.  
Vocal Trio, *Twilight* . . . . . Misses Brown, Frizzle, M. Brown,  
B. Vaughan, Calkin and Crosby.

**MOCK PARLIAMENT.**—The safety-valve for the escape of the excess of political spirit which appears among the boys at the reports of the proceedings of parliament begin to come in, is a mock parliament. This year the usual custom was continued, and with decided success. On the evening of March 5th, the Athenæum resolved itself into the Dominion House of Commons, when a motion of want of confidence was discussed. We refrain from saying more concerning this exceedingly interesting exercise, than that party lines were clearly drawn, that the speeches were generally good, and that the motion was carried by a vote of 35 to 31. From a copy of the resolutions and constitution of the house, given below, a pretty correct idea of the nature of the session may be inferred:—

*Whereas*, the present government has been extravagant and corrupt; has enormously increased the national debt; and has used public offices and public money to further the interests of the Conservative party, not those of the country; and

*Whereas*, the government has by its corruption, negligence and mismanagement caused a rebellion in the North-West, which has only been suppressed after an enormous destruction of property and life; and

*Whereas*, the present protective tariff greatly adds to the cost of living, and is seriously injuring our commerce, agriculture and all other industries; and

*Whereas*, in our relations with the United States the government has shown negligence and incompetence, throwing every obstacle in the way of better commercial relations, and giving away the rights of our fishermen to the Americans without compensation; and

*Whereas*, the government has squandered millions of dollars and millions of acres of land in building needless sections of the Canada Pacific railway through wilderness country, thus impoverishing the people to enrich monopolists; and

*Whereas*, the government's policy is to usurp, as far as possible, the rights of the provinces, serving their own interests by party legislation affecting the whole Dominion and by vetoing provincial bills; and

*Whereas*, it has been supported in its iniquitous legislation by an effete body known as the Senate, which the government has, by the appointment of unscrupulous partisans, transformed into a mere party machine;

*Therefore Resolved*, that the present government does not possess the confidence of this house.

The "constitution of the house" was as follows:—

Speaker—Hon. I. S. Balcon.

Clerk—W. S. Black.

Sergeant-at-arms—J. T. Prescott.

#### Leaders of the Government.

Premier—H. A. Lovett.

Minister of Public Works—F. H. Knapp.

Minister of Railways—C. W. Corey.

Minister of Finance—G. E. Whitman.

Minister of the Interior—J. B. Morgan.

Minister of Marine and Fisheries—A. E. Shaw.

*Leaders of the Opposition.*

W. B. Hutchinson (Blake).  
 F. H. Beals (Laurier).  
 H. B. Smith (Paterson of Brant).  
 O. S. Miller (Cartwright).  
 E. R. Morse (Mills).  
 W. B. Wallace (L. H. Davies).  
 A. W. Foster (W. B. Vail).

Government whips—C. R. White and C. Eaton.  
 Opposition whips—C. H. Miller and H. H. Wickwire.

MISSIONARY SOCIETY.—The regular meeting of the Acadia Missionary Society took place on Wednesday evening, March 17th. H. L. Day read a paper on "Madagascar: its early condition." M. B. Shaw a paper on "Madagascar: its present condition through the influence of Missions." Miss Eva Andrews gave a reading, and Dr. Sawyer addressed the meeting on "Christianity and Civilization." The address of Dr. Sawyer was so full of interest that we cannot deny our readers an enumeration of the points stated and discussed. They were: (1.) Christianity appeared among a people considerably advanced in civilization; (2.) But at that time there were people more advanced in civilization, according to the commonly accepted standard, than the Jews; (3.) The principal known triumphs of Christianity at this early time were among people the most advanced in civilization; (4.) Christianity and civilization have both disappeared from large areas where they once flourished; (5.) Where Christianity has continued, civilization has continued to exist; (6.) Christianity in its early ages acted as an ameliorating agent upon the civil and social condition of the people that received it; (7.) These effects produced in early times were but the prophecies of similar effects produced at later times; (8.) The principal effects of Christianity thus far have been seen chiefly among people inheriting common elements of civilization.

## PERSONALS.

C. OSBORNE TUPPER, '83, finishes this year his medical course in Philadelphia.

T. SHERMAN ROGERS, '83, is studying law with the firm of Townson & Dickie, Amherst.

BENJAMIN A. LOCKHART, '84, is engaged in mercantile life in Brooklyn, N. Y.

ARTHUR G. TROOR, '82, completes this year his law course at Dalhousie.

FRANK ANDREWS, '81, is teaching in the High School in Halifax.

W. F. PARKER, '81, is a member of the law firm of Graham, Tupper, Borden & Parker, Halifax.

H. H. WELTON, '81, recently graduated in medicine in New York. In a class of 173 members he belonged to the 13 who gained a place on the honor list.

ORLANDO T. DANIELS, '81, having successfully passed the law examinations at Dalhousie, has opened an office in Bridgetown, N. S.

WM. C. GOUCHER, '83, graduates this year from Newton Theological Seminary.

REV. E. M. SAUNDERS, D. D., '82, has had an extensive revival at Falmouth, N. S.

REV. DR. DAY, D. D., '85, on a recent visit to Wolfville, delivered in the Baptist Church a powerful plea on behalf of the various financial objects of the denomination.

REV. E. A. CRAWLEY, D. D., Professor Emeritus, for some time past afflicted with ill health, is now recovering. The following from the *Canadian Biographical Dictionary* will be interesting to our readers. In 1839 he undertook, together with Rev. Dr. Pryor, to commence the founding of "Queen's" soon changed to Acadia College, at the opening of which he took the Chair of Moral and Intellectual Philosophy, and in 1852 assumed its Presidency. Absent for nine years, in 1865 he again resumed with Acadia a connection never since broken.

We clip the following from the *Madras Mail*:

"THE TELUGUS.—We understand that the Rev. J. R. Hut-Chicacole, Ganjam, is engaged upon the translation of a Telugu tale entitled "Rajasekhara, or the Moonlight of Instruction," by Mr. K. Virasalingam Pandit, Rajahmundry College. The book contains the story of Rajasekhara, a Vaishnavite Brahmin, and is remarkable for its variety of incident and accurate description of Telugu manners and customs. Mr. Virasalingam is the leader of the Brahmin widow re-marriage movement; and the tale deals with the chief questions of the day in India, the condition and position of women in general, and of widows in particular, education of women, child marriage, etc.

Mr. Hutchinson was for some time a student of Acadia College. This work he has undertaken will no doubt be read with pleasure by his friends in these parts. He is still labouring as a missionary in India.

## LOCALS.

Grits!

Exodus!!

35 to 31!!!

Exchange column "crowded out."

G. E. WHITMAN was appointed editor in the place of T. H. Porter, deceased.

1ST JUNIOR: "Why, how is it that your are dressed in your best this morning?"

2ND JUNIOR: "Oh, I didn't have time before class to make a change."

A REPORT of Dr. Schurman's excellent lecture, given in Assembly Hall on the evening of March 19th is crowded out of this issue, but will appear in the next.

"WELL, it would be pretty hard" said a Freshie after hearing a recent lecture, "for the United States to give up all their liberty for which they fought so bravely, and join themselves to Canada."

Is a stone a body? Yes. Then is not an animal a body? Yes. Are you an animal? I think so. Ergo, you are a stone, being a body.

"Well, Mr. M." said the Professor, after the above had been read by a student, "What's the conclusion?" That you are a stone" was the innocent reply.

ON Friday evening, March 26th, the following students were elected officers of the Athenæum:—President, F. H. Knapp; Vice President, J. T. Prescott; Treasurer, C. W. Eaton; Cor. Sec'y, A. E. Shaw; Rec. Sec'y, F. Anderson; Ex. Com., H. H. Hall, G. R. White, J. N. Armstrong, A. W. Foster, M. C. Higgins.

SOME smart young men have lately endeavoured hard to attract attention by whispering and laughing in prayer-meeting. They have indeed attracted notice, but out of no admiration for their actions. If they have the slightest idea that by such conduct they are gaining the esteem of their companions, they are laboring under a wrong impression. We trust that it will not be necessary to again refer to this matter.

HE is either devoid of sense, or wrestles with the ghosts of his bad deeds, or is nightly visited by a troop of dancing phantoms, whose foot-falls something more than "tinkle on the tufted floor," or else plays the black-smith and hammers away with unabating fury; for blow upon blow descends upon the floor of his room, the result of which has been to call forth exclamations indicative of no good to this chief of the *tom-tom*.

They had musical voices: soft, sweet, clear, and as the mel-  
low notes mingled with an occasional sob, fell upon my ears,  
I knew that they were sad. I drew nearer and listened, and  
in the silence heard these words:

Father Olney, we must leave thee,  
Leave thee with thy mystic pages,  
Leave thy curves that through the ages  
Must forever haunt our slumbers;  
Yet we know that countless numbers,  
In this strife for getting knowledge,  
Coming after to this college,  
You will cheer untiringly.

Then they all wept; and I heard sounds as if they were clutching the bony hand of some phantom, which I had every reason to believe was the ghost of Father Olney. Frightened I walked away, but I shall always believe that the Sophs. that night were visited by the spiritual representative of Edward Olney, and that they were sorely grieved when obliged to leave his company.

## THE CENTURY for 1885-86.

The remarkable interest in the War Papers and in the many timely articles and strong serial features published recently in THE CENTURY has given that magazine a regular circulation of

MORE THAN 200,000 COPIES MONTHLY.

Among the features for the coming volume, which begins with the November number, are:

### THE WAR PAPERS BY GENERAL GRANT AND OTHERS.

These will be continued (most of them illustrated) until the chief events of the Civil War have been described by leading participants on both sides. General Grant's papers include descriptions of the battles of Chattanooga and the Wilderness. General McClellan will write of Antietam, General D. C. Buell of Shiloh, Generals Pope, Longstreet and others of the Second Bull Run, etc., etc. Naval combats, including the fight between the *Kearsarge* and the *Alabama*, by officers of both ships, will be described.

The "Recollections of a Private" and special war papers of an anecdotal or humorous character will be features of the year.

### SERIAL STORIES BY W. D. HOWELLS, MARY HALLOCK FOOTE, AND GEORGE W. CABLE.

Mr. Howell's serial will be in lighter vein than "The Rise of Silas Lapham." Mrs. Foote's is a story of mining life, and Mr. Cable's a novelette of the Acadians of Louisiana. Mr. Cable will also contribute a series of papers on Slave songs and dances, including negro serpent-worship, etc.

### SPECIAL FEATURES

Include "A Tricycle Pilgrimage to Rome," illustrated by Pennell; Historical Papers by Edward Eggleston and others; Papers on Persia, by S. G. W. Benjamin, lately U. S. minister, with numerous illustrations; Astronomical Articles, practical and popular, on "Sidereal Astronomy"; Papers on Christian Unity by representatives of various religious denominations; Papers on Manual Education, by various experts, etc., etc.

### SHORT STORIES

By Frank R. Stockton, Mrs. Helen Jackson (H. H.), Mrs. Mary Hallock Foote, Joel Chandler Harris, H. H. Boyesen, T. A. Janvier, Julian Hawthorne, Richard M. Johnston, and others; and poems by leading poets. The Departments,— "Open Letters," "Bric-a-Brac," etc., will be fully sustained.

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