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For the Visitor.

A Visit to the Institutions at Horton.

THE LOCATION OF THE BUILDINGS.

In the interests of appearances and æsthetic effect, the College Building should have been placed as far to the south of the two Academy buildings, by which it is flanked, as it is now to the north of them. This would have given the greatest distance from the town to the largest structure; and its substantial and imposing front would, from that position, have presided over the Students and Professors, as they moved about on the grounds. As it is, the ugly, depressed rear, of the College building looks down upon them; and, for beauty and inspiration, it compares favorably with the rear of a block of flat-roofed houses.

MORNING WORSHIP.

At a quarter to nine o'clock, the three Institutions assemble in their respective chapels for morning worship. The services in the College consisted in reading a chapter from the Bible by President Sawyer, and in prayer, in which the writer was called upon to take the lead. Looking into the happy, resolute faces of those seventy young men, and listening to the solemn voice of the President, reading for them from the word of God, moved me not a little. I seemed to see the homes they represent—the fathers, mothers, brothers and sisters who live with them daily in spirit; the brilliant future marked out for them in the fond visions of these hopeful loving parents; the possible and joyous realization, and the possible and bitter disappointment too, of these unuttered, but cherished prophecies; and to hear the fervent prayers going up day and night to God on their behalf. The past and the present combined to lift high the hopes and to ground firmly the confidence that those young men will not disappoint their Professors, their parents, and their country. The providence of God out of which these institutions were called into existence, the plans, the hopes, the prayers and the labors of the sainted dead; the talent, the learning and the piety, now dedicated in the persons and labors of the Professors, to the present, future and eternal well-being of these young men, are tokens that God has in store something good for the families who have committed their sons to Acadia College.

THE LADIES' SEMINARY, MORNING WORSHIP.

The chapel of this school is a cheerful room, looking towards the East. The morning was bright. The five teachers—Miss Graves, the Principal, and Miss Whidden, Miss Huguenin, Miss Dodge, and Miss Harding, occupied the platform, Miss Dodge presided at the piano. "What a Friend we have in Jesus," was taken up by the five teachers and the forty young ladies, and sung with a becoming cheerfulness and reverence. When the

praise ended, the Bible was opened. The Psalm was read by Miss Graves and by the whole school, in concert, repeating verses alternately. After this, prayer was offered. This was a sight to gladden parental hearts, and to moisten parental eyes with tears of joyful gratitude. Remember, O ye Protestant parents, to whom precious daughters are committed, that the Convents, some of you patronize, do not assemble their pupils in the morning to sing the praise of Jesus as free and happy in thought and spirit as the larks, and to read his Holy Word, and bow in prayer before him with their teachers. At Wolfville your daughters begin each day in worship, with five christian ladies, not all of the same denomination, but all united in the love of Jesus.

NUMBER OF STUDENTS AND TEACHERS IN ATTENDANCE AT THE THREE INSTITUTIONS.

In the College there are sixty-three (63) in the regular Arts' Course, and seven (7) general students; in all seventy (70); there are fifty-seven (57) on the roll in the Male Academy; and in the Ladies' Seminary forty-six (46), eighteen of these board in the Seminary building; and the remainder are day scholars.

There are placed over these young people, including the Theological Professors, fourteen teachers.

THE MATRONS.

Mrs. Dimock presides over the Home of the young ladies, and Mrs. Keddy over that of the young gentlemen. They are much beloved and highly respected; and that means good food, well served; kind hearts and kind words. It is important that young men and young ladies should have homes and mothers when they are away from their homes. A half a hundred young men look to Mrs. Keddy for maternal care; and it may be hoped that as many young ladies will soon look up to Mrs. Dimock for the same attentions. To these Christian ladies the denomination is largely indebted for their care over the young people committed to them.

WITH THE CLASSES.

The rich treat of seeing ten of the fourteen teachers before their respective classes was enjoyed by the writer. I wish the friends of our Institutions could see these devoted and efficient teachers at their work of moulding and educating the one hundred and seventy-three young people now in their charge. Could they do so, I am persuaded the rich would give of their abundance and the well-to-do of their competency, till pecuniary want would be unknown and there would be no lack of men or means.

PRESIDENT SAWYER

hears the Freshmen in English Literature. He is a workman of the workmen before a class, whether in the earlier or later stages of the College course. His gift to know the student in all his moods, conditions, and tenses is unequalled—it is genius. If the student sees but the fringe of his own thoughts the doctor sees the whole of them, and helps him to draw them out into the light. He carries in his head a perfect apparatus for analyzing abstract truth, and the gift of language for spreading out in much plainness all the parts of the truth when analyzed. To be guided by a mind of this order, is no common advantage of the student. Dr. Sawyer is an educator. No student can be in any one of his classes without being impressed that he is in contact with a mind of great strength, and masterly tact. Long may President Sawyer be spared to preside over Acadia College.

PROFESSOR HIGGINS

takes the twenty-three Freshmen in hand. They are just completing the ninth Book of Legendre's Geometry—their work with him for the first half year. Triangles, conceived to be drawn on spheres, occupy their attention. BC is equal to GD, says the Freshman. How can you prove that BC is equal to GD, enquires the Professor? Twenty-three brows begin to knit; twenty-three pairs of eyes are fixed on the chalk figure! Silence is broken by a proposed answer; it collapses, punctured by the sharp point of a professorial criticism. An-

other answer and out goes its bottom. Fixed vision and gnarled foreheads indicate brain taxing again. Plain triangles—work done long ago—are suggested. The analogy is a clue: the solution is seen, and out it comes; and satisfaction settles down on twenty-three countenances. Hard thinking and severe discipline for your intellects, O ye Freshmen! This chalky room is not the place to discourse about the waves of man's influence, raised on the calm, glassy sea of human life, chasing each other in glorious succession over the illimitable reaches of the vast ocean, till they dash against the "rim of the universe," and toss their white, briny sway into forms most delightful to the merry eye of Fancy. O no! the question is to find the proof that the chalked line BC of one triangle is equal to the line GD of another triangle. That is the sober business here. Who can see poetry in Mathematics? Who can bring it out when seen? Who?

PROFESSOR TUFTS

and the Freshmen again. There is no work more important than that done for the Freshmen. Before entering College they had been taken over Greek and Roman History from its beginning to the Christian era. From that point Prof. Tufts conducts them through the Decline and Fall of the Roman Empire, and into the sequences of this great event. History gets more attention in Acadia College than it did in the good days of long ago. Professor Tufts holds this subject up, and never ceases to press its lawful claims. May this Professor continue to magnify this subject of his department.

PROFESSOR JONES

gives the Freshmen a chance to exhibit their skill in making Latin sentences. Here is the mysteries of the idioms. Then comes Sallust and his modes, tenses, accents, quantity, statements direct, and statements indirect. The Freshman class of 1879 have lost nothing by being born so as to come in the hands of Prof. Jones, after his residence among the classical lights of Old Oxford. The Freshmen disappear. Seniors enter. The interrogative method gives place to the exegetical lecture which flows on with increasing interest for two hours. Blank books and pencils catch the golden thoughts as they come from the Professor's lips. The spectator was reminded of the days when he enjoyed the privilege of hearing Dr. Hackett interpret New Testament Greek. The style and method of Professor Jones resemble, in a striking manner, those of the great Hackett. The dead, Latin words became instinct with the living-burning thoughts of the satirist—Perseus.

PROFESSOR KENNEDY

conducts a mixed class from the Academies in Natural Philosophy. The recitations, the illustrations and the experiments are good. The air-pump suction and force-pumps were examined and the matter of atmospheric pressure settled.

PROFESSOR WELTON

has taken the Sophomores during the current term through a text book of Rhetoric. After the formal recitation closed, then came a fine skirmish in pronunciation. The Dr. and his class are not only aiming to give a natural flow to our thoughts, but they are striving to scrape the coarseness and crudeness off our tongues. They are endeavoring to take away the grounds from the charge of the Englishman against us Canadians, in which we are indicted for saying "The Dooke played on his *noo* floote to the *stoo*dents of the Institutions." Out go the Sophomores and in come the Theologians. Now for the mysteries of the origin and imputation of sin. President Edwards and others are called upon for light, but still the subject is dark.

MR. MCVICAR

takes an Academy-class over the Physical Geography of North America; and the same class through the bewildering abstractions of English Analysis; and subsequently through a lesson in the rudiments of the Greek Language. Here come stems, connectives the structural processes of adjective, noun and verb systems, the shifting of

accent and quantity—all essential work and work thoroughly done. Horton Academy has got the right man in the right places—in class room, and in the domestic department with the young men. Mr. McVicar and his associates are good foundation-builders.

MISS GRAVES, MISS WHIDDEN AND MISS HUGUENIN.

Miss Graves shines before a mixed class in Latin; and Miss Whidden exhibits similar teaching ability and skill before a class in English Grammar. Miss Huguenin goes on heroically with her work in teaching German and French. Six hours in one day, and twenty-three hours in each week, are given to class work by this Christian lady who has come to us from her home among the Alps.

THOSE WE DID NOT HEAR BEFORE THEIR CLASSES.

Dr. Crawley continues his labors in Theology. Mr. Coldwell his careful and successful work in the Academy. Miss Dodge looks after the music and Miss Harding after the painting to the satisfaction of all concerned. Dr. Cramp is honorably released from work; but he keeps abreast of the times. On his desk there lay the two large octavo vols. of Canon Farrars' Life of Paul. The Dr. had just finished reading them. I trust we may see a Review of them in print from his facile pen.

CONCLUSION.

Friends of Acadia College; friends of Horton Seminary; friends of Horton Academy, thank God for your teachers. Give them your sympathy, in kind words, in money to further endow and equip the schools; and commit to them your sons and your daughters; for they are worthy of all this and even more.

E. M. SAUNDERS.

Now is the time to subscribe for the VISITOR INTERNATIONAL S. S. LESSONS for 1880, prepared by Rev. W. P. Everett, A. M. They are equal to the best and cheaper than the cheapest. \$7.50 for 100 copies one year.

Some Fresh Testimonies.

From among the recent testimonies to Baptist views from Pedobaptist sources the National Baptist selects the following:

Rev. Miles G. Bullock, Ph. D., of the Methodist Episcopal Church, Oswego, N. Y., refers in a volume fresh from the press, entitled "What Christians Believe," to the Baptist confessions of faith. Alluding to the New Hampshire Articles he says:

"Now summarize a little. A Baptist maintains that only believers are to be baptized; hence infant baptism is nonsense; baptism is baptism only by immersion; baptized believers only have any right to the Lord's Supper.

"How can they, therefore, consistently invite or allow me, having only been sprinkled, and that in infancy, to commune with them? Do they keep me away from the Lord's Table, or is it I who am responsible for neglect of this sacrament, having refused to comply with the essential conditions of its reception?"

"Close communion, as it is generally termed, is the only logical and consistent course for Baptist Churches to pursue. If their premises are right, the conclusion is surely just as it should be.

"But says one, whose prejudices are all awake: 'Why will they not commune with those believers in other churches who have been immersed?'

For the consistent reason that such persons have violated the New Testament order in communing with unbaptized believers, and are therefore not considered in good standing. They do not feel willing to countenance such laxity in Christian discipline.

"Let us honor them for stern steadfastness in maintaining what they believe to be a Bible precept, rather than criticize and censure, because they differ with us concerning the intent and mode of Christian baptism, and believe it to be an irrevocable condition of coming to the Lord's Supper."

J. G. Butler, D.D., in his recent Com-

mentary on the Acts, Epistles, and Revelation candidly admits that apostolic baptism meant immersion. Dr. Butler is not a Baptist and his commentary is warmly commended by Pedobaptist newspapers. These are Dr. Butler's comments on Col. ii. 12.

"Buried with him in baptism." An allusion to the ancient method of administering baptism. The immersion in water of the bodies of those who were baptized is an emblem of that death unto sin by which the conversion of Christians is generally expressed: this rising out of the water—the breathing the air again after having been for some time in another element—is an emblem of that new life which Christians by their profession are bound, and by the power of their religion are enabled to lead. The time during which they remain under water is a kind of temporary death, after the image of the death of Christ; when they emerged from the water they rose, after the image of his resurrection, to a life of righteousness here, and of glory hereafter."

The Christian at Work in its issue for Oct. 23, in an article referring to Dean Stanley's late contribution to the *Nineteenth Century*, says:

"Our Baptist friends will no doubt accept the Dean's statements of fact, while rejecting his conclusions. The question, what was the earliest form of baptism? is now generally answered but one way—immersion, complete and total.

Sunday School Papers for 1880—for Teachers, The Baptist Teacher and the Christian Helper—for Scholars, The Youths Visitor, The Young Reeper and The Band of Hope—All supplied at publishers prices through the Visitor Book Store.

The following account of the Rev. Geo. E. Ballentine's silver wedding is taken from the *Zumbrota Independent*:

On Tuesday evening last the parishioners and friends of the Rev. Mr. Ballentine of this place, met at the Rev. gentleman's residence to celebrate his silver wedding. A goodly company, sufficient to pack two pretty good sized rooms, was present to take part in the exercises of the occasion. The centre of attraction the fore part of the evening was a table in the front room of the residence on which there appeared to be something concealed with a table cover, and thus remained veiled from public gaze until the time of unveiling should arrive. About eight o'clock the veil was removed and the following articles, bright and beautiful, were exposed to view, to wit: One silver cake stand, one silver castor, one set of silver knives and forks, one spoon holder of the same material filled with a dozen silver spoons, one silver butter dish, two pickle jars in silver frames, and three napkin rings of the same material. I am not certain that the above embraces all the articles, but they are all I can now remember. A citizen of this place was called upon to present to the Rev. gentleman, in behalf of the donors, the articles above named, which he did in a few brief remarks, which were very suitably responded to by the recipient, who illustrated his position by referring to a bottle, which, when filled entirely full of water, or any other liquid, would go pop, pop, when you attempted to empty it by turning it upside down. This he thought would fairly represent his feelings as he was so full that the words wouldn't come out so that he could express his obligations to his friends as he could wish. This ceremony ended, the next thing in order was to dispose of the good things for the inner man, which had been abundantly provided. And all present seemed to enjoy the occasion very much.

I must not forget to mention, however, that during the evening the company was favored with several piano-forte performances by the daughter of Mr. Ballentine, who seemed to handle the instrument as if she were well acquainted with it.

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