

times. It was always under Congregational control and is now the property of that body. In this state are two other very prosperous colleges, Trinity at Hartford belonging to the Episcopalians and the Wesleyan University at Middletown. Vermont has a state college and a denominational one both controlled by the Congregationalists. Dartmouth, in N. H. began as a state college and its history is similar to that of Yale. Maine never had a State University but it has two very flourishing colleges, Bowdoin (Congregationalist,) and Colby, (Baptist.) Thus in the whole of New England, the most intelligent portion of the U. States, we cannot find at present one instance of a successful *State University*.

New York has no College supported by the State though it has several prosperous institutions supported either by denominational effort or by private benefactions.

In the western States persistent efforts have been made to establish Central Universities free from denominational bias but the results have been as a rule most conspicuous failures. Perpetuity without prosperity has been conferred upon some of these by granting them when the States were constituted large tracts of land which having risen in value now yield a permanent income. By far the most successful of these State Creations is Michigan University but its period of prosperity has been short compared with its long history of inaction and obscurity.

In the South the University of Virginia is the only example of a lengthened prosperity and it will in the future have much difficulty in maintaining its present status. A recent application to the Legislature for an increased grant was rejected.

From this brief survey two facts are plain. *First*, as a rule State Colleges either become Denominational or draw out a sickly existence. *Secondly*, Denominational Colleges growing up and strengthening with the body that supports them are uniformly prosperous.

We may, we think, without fear of contradiction affirm that no State College has ever given satisfaction to the people in such a way as to prevent the establishment of Denominational Colleges, which coming into successful competition with the State Institution have done the work which it, by virtue of its name, ought to perform. A State College thus becomes a grievous infliction, differing in degree rather than in kind from that of a State Religion, since both impose upon the people the double burden of supporting what they want and what they do not want.

The application of this to Nova Scotia is obvious. The interests of advanced education in this Province will not be subserved by an abortive attempt to create

a State University that shall swallow up the existing Colleges; but rather by a judicious fostering of the latter, and a recognition of the fact that they are the only satisfactory solution of the problem of a higher education.

### HORTON COLLEGIATE ACADEMY.

#### EXAMINATIONS.

It is an unquestionable fact that the institutions of a country shape themselves in accordance with the condition of its inhabitants. To this rule Colleges and Academies are no exception. They must grow up with the growth, and be developed with the development of the people among whom they exist, and for whose welfare they have been founded. It would be as absurd to suppose that such educational institutions as Oxford or Cambridge could flourish in a comparatively new country like this, as to imagine that our own could be successfully worked in the Province of Manitoba, or the Saskatchewan Territory. Not that the literary condition of the masses of our people is by any means below that of England; but because we have neither wealth to endow, nor to avail ourselves of the advantages of such Universities. When it can be shown that our young men have the means at their command to enable them to spend ten or twelve years at schools similar to the English Eaton or Rugby, or the German Gymnasia, it will then be time to establish a corresponding high university; but in the meantime let us hold by what we have.

On Monday the twentieth inst. we had the opportunity of attending the examination of a number of classes in an Academy which, we think, is quite abreast of the times. The occasion was the last day of the quarter, and the public were invited in to see, and judge for themselves concerning the work performed during the past term. Classes were examined in Virgil, Geometry, Algebra, English Grammar, and Bryce's first Latin book. The examination, as will be seen, was but partial. Time was not taken from the regular work of the school to go over all the classes, it being a custom in this Academy to hold general examinations of all classes at the close of the second and fourth quarters, at Christmas and at June, and only partial ones at the end of the first and third, in October and in March. It would be difficult to speak in terms too laudatory of the classes examined. Nothing could have been more satisfactory than the manner in which the questions were answered, passages translated or the theorems and problems demonstrated.

We have not space to mention each class that was called up for examination,

but feel that we shall be pardoned by the other instructors and their pupils if we refer more particularly to a class of young ladies, examined by Miss Woodworth in Euclid. After some general questions had been put and accurately answered, the numbers of various propositions were called out, and ere long the black-board itself gave evidence to the education of the fair pupils, by its fantastically mingled triangles, polygenous circles &c. Owing to our extreme bashfulness amongst those with whom we are unacquainted, and fearing that the presence of the *editor*, with his note-book and pencil, might somewhat discommode the parties examined, we took a seat by the door, and thus were unable to hear all the demonstrations. So far as we heard, however, the propositions were clearly and logically proven, and we have since been informed that no failures were made. We could not but admire the manner in which this, and indeed all other examinations were conducted, clearly evincing that the method of instruction in this Academy is of the most approved and thorough kind. Those of our readers who have read Dickens' accounts of certain high schools in England, where they made it a business to cram all they can into the minds of their pupils and thus cramp and dwarf their intellects, and can picture to their minds the reverse of such institutions will have some idea of Horton Academy.

#### LITERARY.

The above mentioned examinations occupied the forenoon; the afternoon was given up to exercises of a more popular character.

Quite a large audience composed of members of the different institutions and residents of the neighbourhood, assembled at two o'clock in the Academy Hall, and were entertained according to the following programme:—

Music, by Miss Bill.

Essay, "Novel reading the bane of the age," Mr. Belyea.

Reading, by Miss Eaton.

Essay, "Fred. Douglas," by Mr. Doane.

Reading, by Miss McLeod.

Essay, "Men that the times demand," by Mr. R. F. Simpson.

Music, by Miss Minnie Robbins.

Essay, "Maritime Union," by Mr. White.

Reading, by Miss Cann.

Music, by Miss Payzant.

Essay, "The influence of circumstances on the formation of character," by Mr. W. Bars.

Essay, "The Unseen," Miss Magee.

Music, Duet, by Misses Ida Locke and Minnie Robbins.

The entertainment was in many respects a success. The music for the most part was excellent. The essays, considering