

It is not how much a man eats but how much he digests and assimilates that determines the good effects of the food upon his system ; so it is not how much a man reads but how much and what he remembers that determines the extent and value of his learning. But if by a careless reading of indifferent works a man fails to become learned, still less can he receive thorough mental training by means of a hurried and desultory thinking process. Every principle he undertakes to investigate, every proposition to prove must receive undivided and minute attention if there is to be any valuable mental training resulting from such investigation or proof. One mathematical work thoroughly mastered—every principle fully understood—every theory carefully reasoned out—will do more for the education of a mind than a dozen works rushed over on schedule time with little attempt at connected thought or permanent retention.

We hear much nowadays about raising the standard of education. By this, we are led to believe, is meant to fix the point a space farther up the scale to which men must attain before they may with justice be called educated. How can the standard of scholarship be raised? Our answer will depend upon our conception of what scholarship means. If by scholarship, we mean a smattering of knowledge concerning a great many subjects, the standard can be raised by increasing the number of subjects over which a man is to skim in a given time. If by scholarship we mean a little disjointed and resultless thought on each of a long series of subjects, the standard can be raised by increasing the number of subjects over which a man is required to emasculate his reasoning powers in a limited time. But if by scholarship we mean exhaustive knowledge of, and original and concentrated thought upon every subject handled in a given time, the standard can manifestly not be raised by increasing the quantity of subjects, but by demanding greater thoroughness in all work done ; or, in other words, the only practicable and successful way of raising the educational standard is by demanding finer quality in all work done upon a few great subjects. Ordinary mortals can only do so much work in a limited time. If while a higher grade of work on the part of students is demanded, the *quantity* of work to be gone over is at the same time increased, the end in view will be defeated and for good reasons.

The place to raise the standard is in preparatory

and academic schools. To admit a man to college half prepared and then raise the standard for him to impossible heights is like trying to graft a full grown fruit tree on to a sickly sapling. Make it difficult for a man to enter college and his course there will be comparatively easy no matter how high the standard. Make the two-fold educational process of informing and training thorough from the very alphabet, and the higher education of a student so trained will be received with surprising facility.

That a higher standard of education is necessary in this country is a fact needing no other argument for its substantiation than the great number of persons, who, having hurriedly read a number of cheap books, imagine themselves educated, and with a presumption as ignorant as it is amusing, straightway proceed to pose as masters of thought.

NATURE has done much for the grounds of Acadia college. The scenery from college hill is an inspiration to grander things. On all sides, mountain and valley, hill and dale, landlocked basin and prosperous farming country present a varied and suggestive beauty. On the college front art has no partnership with nature. The eye looks round for a beautiful lawn bounded and interspersed with ornamental trees and catches in its glance an ill kept, partly drained occasional cow pasture dotted with a few of the sickliest specimens of the arboreal race. We approach what are evidently seasoned bean poles one of which in the summer time bears a partly withered leaf and are informed that it is the class grove of the class of —. The front has been robbed of its natural forest beauty and in the landscape the neglect of the college grounds is apparent. Now a more thorough drainage of the swamp, a more careful cultivation of the waste parts, a more exact appreciation of geometric beauty in laying off the walks and drives, a tasteful arrangement of flowering shrubs on a well kept lawn and a regular lining of the boundaries and the principal walks and drives with the best ornamental trees would be expenditure of which in future years the college would be proud. This matter claims the attention of the governors and students, arbor day may suggest duties, but above all, let the plan and extent of the improvement be thoroughly and completely understood before anything is attempted and the stock set out be not the remnants of some old pasture but the best that can be procured.