

some observations upon a few of the neglected ones. In the first place, the writer starts out to give a treatise on a Normal school, "one of the best, if not the best," as he says, "in America." Now the work of a Normal school; as everyone knows, is to train teachers for carrying on the business of teaching in the Public schools. And, since the subjects taught in those schools are of a necessity restricted in number, and meant chiefly for the benefit of those who are to follow the mechanical or commercial pursuits, the work of the Normal school, in preparing men to teach those subjects, must be followed and intensified along a few lines of study. Philosophy and all the higher literary training are left out. A college, on the other hand, does not aim to turn out a mere teaching machine. Its aim is broader: to develop all the powers of the human mind; to cultivate the entire man. Thus we see that an institution which would make an excellent Normal school would make but a sad show as a university; and that any comparison made between the two is absurd. Mr. Shaw says that "a graduate of an ordinary college (no doubt he means Acadia), knows little or nothing definitely along any line." We reply, that depends upon the graduate. The college offers a good course which, if fairly followed, will result in a good deal of definite knowledge; for proof of which see the Calendar. Again, Mr. Shaw says that students generally know considerable chemistry before entering the school. But since, according to his own statement, many of those who enter are fresh from various colleges—including Acadia,—they must have *some definite* knowledge, even in science, which they have learned at those very colleges, where, according to Mr. Shaw, nothing is learned definitely, or even at all. Again, he says that "the preliminary course is about equal to the entire course at Acadia." Strange paradox! for all the way through he has been impressing us with the wonderful thoroughness and definiteness of the whole course at the Normal School. Now here is a riddle; solve it who can: the preliminary course in chemistry at the school is, as far as it goes, very definite and very thorough. The same course is about equal to the entire course at Acadia. But the course at Acadia is perfectly chaotic and without a shadow of thoroughness. Not satisfied with this, our writer turns to describe the advanced course in chemistry at the school, and names a list of studies which is followed out almost *ad literatam et ad figuratam*, in the chemical course at Acadia. Strange that subjects that are perfectly definite, etc., at the School, are perfectly indefinite and incomprehensible when studied at the College. History is also touched upon in Mr. Shaw's article. He wants it made an object study. Whether he means that there should be magic-lantern views of the great events in history used in the class-room, or that the mummies of all the ancient heroes should be there exhibited, I know not. But I