

education, he can engage in no occupation other than one of the so called professions. It seems never to occur to him that some other business may be adopted and followed in such a manner as really to place it in the same catalogue with law, medicine, teaching, &c. Quite recently the Nova Scotia Fruit Growers' Association held a dinner and meeting in Chipman Hall. Judging from the proceedings of the Association its object is to educate its members to a scientific method of growing and exporting fruit, and to see that Nova Scotian fruit is represented at the various exhibitions. The industry has now reached a very high point of importance and is receiving a careful investigation in all its phases. Towards the accomplishment of any object for which the Association was formed, we see no reason why a course of training taken at an institution of learning need render a person too proud or unfit for a competitor. In the converse, because an occupation other than one now recognized as a profession be chosen, is it a reason that an education will be of no benefit to such a person and hence there exists no need of getting one? There is fear to believe that the two ideas exist, however unjustly. One thing seems to be pretty generally admitted. It is, that to be a successful agriculturalist a liberal training is needed. The remark, indeed, need not be confined to the agriculturalist. The successful pursuit of any occupation makes the same demand. It will readily be seen that the effect of the two notions pointed out as exercising an influence in this matter of education, will be to turn all the benefits of training into particular channels. The industries of our country will not receive that ennobling attribute which from the sources of learning should flow into them. They will not appear in an elevated light. As a result the social system is a structure not equally proportioned. One class of society receiving all the benefits of training its development far outstrips that of other classes. An undue degree of preponderance is thus attached to it and one class of men exercise too great an influence over the others. When the power of our institutions of learning is more generally felt, and their healthful effect extended to a wider sphere, then, and not till then, will they be more fully accomplishing their true mission, and then will all classes assume their true positions.

THE possibilities which lie before a student in his college course are so numerous that it is little to be wondered at, if he fail to attain the full benefit of all. In the energetic pursuit of some favorite course he may entirely overlook another, which, perhaps, appeals for his attention with equal force of reason. Hence there arises a necessity of continually referring to those things which are most likely to be neglected. The advantages which our literary society affords for incidental culture have not been unnoticed in our editorial columns. The desirability of students, early in their course, engaging actively in its business transactions and in the debates has been often urged. The students' attention has been frequently directed to these opportunities for taking their first lessons in *oratory*, but, in the meantime, another, and an equally important feature has been almost entirely forgotten. We refer to the *specific literary work* done in our society—the original papers prepared for and delivered before it.

The more apparent advantages for initial literary efforts afforded by an extended course of essays in our curriculum may have overshadowed this element of the work of our society. But we appeal against such a condition of things. The essays in course are prepared for the eye of the professors. The paper for the society is placed before a *jury of our peers*. Our own powers are tasked for a decision as to what is suitable for such public exhibition. Hence in the latter case there is more careful exercise of judgment coupled with greater freedom and fullness of thought and expression, wherein we may find the true germ of the literary work of after life. Whilst some advantage has been taken of the means of practical education thus afforded, the desired standard has, by no means, been obtained. A few original papers have been prepared each year; but why should the number be few? An occasional spark of poetic fire has startled the community on the hill, but the breath of our society has never been expended in fanning that spark into a flame. The time has come when it is almost a question if some other name than "Literary Society"—a name less consonant with that of student—would not more correctly characterize our exercises.

It is true that the circumstances of the case argue that the work done must be amateur in character. Not only does the student lack the experience, but he lacks the time necessary for the fullest inquiry into