

it, that thus he may appear to the world as "graduated with Honors," or, what is worse, as "having taken honors throughout his course"—meaningless phrases! It is time that such an adjustment of work were made that this number should be reduced and an Honor Course be opened only to those of marked superior ability. Then further, the course itself should be so arranged that a regular system of study along some particular line should constitute Honors, and that this must be followed throughout the last three years of the Arts Course, the student receiving one Honor diploma as a reward of his continued study. And finally, that the present treasury of the Honor Courses may not suffer, charge for each parchment a larger figure. He who values a diploma will pay for it. We sincerely trust that a hasty remedy may be applied to this manifest shame of meaningless Honor Courses.

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A college is very much what its alumni make it. This is true in many ways. The scholarship of an institution of learning is largely determined by the scholarship of its graduates. No matter how learned the professoriate, if the scholarly attainments of those instructed be mediocre, the scholarship of the school will to most judges be only mediocre. "By their fruits ye shall know them," applies in the educational as well as in the moral world. The success or want of success that characterizes the larger number of a college's graduates, rightly or wrongly, attaches itself to the college, and the college is to a considerable degree judged successful or unsuccessful according as its graduates win fame and renown for themselves and their Alma Mater.

While all this is true of Acadia in common with other schools of learning, in a very special sense the interests of Acadia are bound up in those of her alumni. When the institutions at Horton were founded, the Baptists of the Maritime Provinces were dependent upon these institutions for all but the simplest rudiments of education. As a consequence Acadia for nearly seventy years has been most intimately connected with the development of the Baptists of these Provinces, and to a very large extent the present social and educational status of our people is due to the work of Acadia. But with the general advance in education there has grown a correspondingly increasing danger to our institutions. The very efficient system of common school education now in operation in our country, renders it possible for a large number of our people to give their children an education at home nearly as good as could have been obtained sixty years ago in any academy or college. Acadia to-day is not, in one sense, so necessary to the edu-