

rank and file of educated men, how shall they meet these obligations? First, by identifying themselves with all the interests of education. Strange as it may seem, it is nevertheless true, that many, (and they can be counted by scores and hundreds), who have themselves received the advantages of mental culture and gone forth to various callings in life, to reap the benefits of that training, manifest as little concern in the advancement of educational influences as the most illiterate. The one who does this is miserly, and in greater degree than the niggardly wretch who looks up his worldly accumulations. Educational labor which does not in some form yield a return to the cause of education, is unprofitable in the extreme.

Educated men are under obligation to set forth by their lives the true worth of education. The invention is the advertisement of the inventor, the disciple is the testimonial of the teacher, and the graduate is the representative of his Alma Mater. Since then every young man who leaves Acadia or any other institution of learning becomes the standard by which the institution is judged in the particular sphere in which he moves, the obligation is upon him to make the very most of his opportunities during his course and as he goes forth into the world, to turn his intellectual attainments to the very best possible account. The student who fails to do this is a detriment to the institution. And further, he should go forth as a representative of the cause of education in general. As such, he should feel the dignity of his position and make the world feel it as well. This will not be done, if he merely seeks to display his powers by conversing upon philosophical and metaphysical subjects that are out of the reach of those about him, by trotting out upon every occasion, all the high sounding phrases he has over heard, or by appending his name to some profound classical quotation in every autograph book that comes in his way. There is something nauseating about such a display. But let him use all his attainments to their very utmost in such a way that his society and his conversation may become truly instructive and elevating. Shame to the college graduate, or even the undergraduate, who will permit himself to "murder the Queen's English" when in the society of the illiterate, simply that he may appear sociable and off-hand. In Rome one should do as Rome does, as far as accommodating himself to circumstances, but he should never sac-

rifice his individuality. If there be a demand for simplicity in manners, let it be savored with dignity and culture, that will elevate the whole circle in which he moves, and so may every educated man become himself, an institution of learning. Nor will the influence end here, for while the educated mind sheds forth its richness upon those less cultured, it will not only fashion them according to its own peculiar mould, but by thus exhibiting the true worth of education, it will arouse the desires of others to strive for the acquisition of higher education. Why is it, that in this day of learning and culture, so many of the young men and young women of the country are failing to avail themselves of the advantages offered by our educational institutions?

There was a time when poverty might have been suggested as an excuse, but no such reason can be accepted now. Men whom the world honors for their intelligence and culture may be called up by scores to contradict such an excuse. These, though they reached the schoolhouse door penniless, have by persistent endeavour and courage overcome all difficulties, and reached the goal of their ambition. Some would, no doubt, claim that they were better men for their adverse experiences, but if true worth had not been there, the thing would never have been attempted. There is little danger that a man in eager pursuit of education will be weakened by any pecuniary assistance that may be placed in his way. On the contrary, he will likely be a better man, for nothing so cripples and checks the progress of an honest student as an embarrassing financial outlook. But the fact remains that what has been accomplished may be repeated—millions may do what some have done. As so, the cause we must assign is lack of desire rather than the lack of means.

But this obligation calls for precept as well as example. There is great need of missionary spirit in connection with educational work. There are cases where men of marked talents, but who never received the advantages of education, and by their positions in society were made very sensible of their deficiencies, have earnestly resolved that those dependent upon them should receive the advantages of which they were deprived, and carried their resolution into effect; but in a majority of cases, the parents are willing that their children should grow up and be thrust out upon the world as they themselves were. Indeed, it