

cine is a wide study, and presents a far-spreading field to which none but a well trained mind can do justice.

The addition of a new Faculty makes Dalhousie more than ever *the* University of Nova Scotia. It now possesses eighteen professors, it is rising to meet the wants of the Province, and elevating the standard of education. But its wants are neither few nor small. Its library, through select, is small, its apparatus is good but limited, and it has no museum.

The remainder of the lecture was occupied in discussing the absolute need for one grand central non-sectarian University for Nova Scotia, to which all students of every creed might come, learn and graduate, and then return to the present denominational colleges at which the peculiar tenets of sects could be studied. Our Province, with about 180 students, employs from twenty to thirty Professors to teach them. Half the number of lecturers would suffice, the classes would be larger, and the students make more rapid progress. The present arrangement is extravagant, with a maximum of labour yielding a minimum of fruit—the most unproductive kind of work. Where the same Professor instructs in two or three different subjects, he cannot handle them as exhaustively as where one is made a particular study. Neither can small classes improve students as large ones do.

Narrow views, bigotry and prejudice all disappear before the liberal thought of a great University; real worth is felt and shams severely exposed, conceit taken down, and merit and genius rise to their fit level, while ignorance seeks its proper depth. It is not shameful often to be found in the wrong, but it is so to continue when it is discovered; and it is the work of magnanimity to confess an error and return to the right. The present system must therefore be abandoned at the command of a broader and more liberal age, and educational matters conform to the progress of the world. The Professor then illustrated the absurdity of carrying religious dogmas into the common transactions of life, and from that argued to the question in hand.

The Scottish Colleges were cited as patterns, and the loosing of test acts about Oxford and Cambridge. The opposite tendency in the United States is on trial, and so far has shown nothing equal to the results of Scotland and England. The Professor closed his able lecture by hoping that a bright era was dawning on our Colleges, and that the future might find Nova Scotia rivalling, if not surpassing, Old Scotia.

Rev. R. Sedgwick made some amusing remarks comparing the progress of Dalhousie with that of Glasgow University.

The Chief Justice, and Rev. Geo. Hill of St. Paul's Episcopal Church, made closing addresses; the Principal read the usual notices to students, and the proceedings ended, leaving Dalhousie to the labours, hopes and encouragements of another session.

STORY OF EVANGELINE IN PROSE.

LONGFELLOW's beautiful poem carries us back in the history of these Provinces over a century and a half. More than two hundred years ago the French colonised Acadia and settled in considerable numbers along the fertile valleys between Windsor and Annapolis. In the year 1713 the French were compelled to cede Acadia to the English, after a long struggle in which much blood and treasure were expended. The wishes of the Colonists, in those rough rude days, were not consulted in the matter. Their lands were the battle fields for the rival nations, and their barns were emptied for the support of French or English, according as fortune declared for the combatants. It was natural, however, that their hearts should go with France in the contest, and that they should earnestly sympathise with their brethren from the mother country, and take every opportunity of affording them aid and encouragement. Across the