

in him an earnest and painstaking teacher, and one who through all the years has had the interests of Acadia dear to his heart.

## THE AIM AND VALUE OF THE COLLEGE COURSE.

*An address delivered by Prof. Higgins, at the opening of the College, October 8th, 1894.*

### CONCLUDED.

If anyone should ask whether these results are within the reach of everyone who desires to get an education, it would be necessary to remind him that all things in this world are conditioned upon other things. Two or three of the conditions in this case may be named: 1st, The student must have brains enough and previous culture enough to enable him to master the subjects of the course. If, for lack of either, he finds himself obliged to commit his geometry to memory because he cannot feel the force of the argument, or if he has to resort to a pony because he cannot discriminate between the subject and the predicate of a latin sentence, he can hardly expect to gain either strength or wisdom by the exercise. On the contrary, the humiliation of a daily defeat would soon take all the pluck and courage and manliness out of him, so that if it were possible for him to go on in that way he would be injured rather than benefitted.

2nd. Given brains enough to master his tasks he must add to that, sufficient hard work to really master them. The gain will, as a rule, be proportioned to the labor expended.

3rd. He must not allow himself to slight this subject because it is difficult or that one because it is not agreeable to his tastes. A student is apt to dislike any study that he finds to be difficult, and so may be tempted to give most of his time and strength to the studies in which he can most easily excel. But the fact that a student finds any one of the subjects more difficult than the others, is a proof of his special need of the training which that subject is adapted to give. If, therefore, he would make the most of his opportunities, if he would gain the rounded symmetrical culture of which we have been speaking, he must strive to strengthen himself at the points where he finds himself weak. He should give special effort to these difficult subjects until by conquering them he has made them easy.

4th. The student who would make the most of his opportunities must be careful to cultivate the spiritual side of his nature at the same time that he is developing the intellectual side. All truth has its origin in God and leads up to Him, and whoever attempts to study, reason or think, without including God in his thinking, will fail to find the only clue to the labyrinth, and however confident he may be of his ground, will be able to find no issue and can only wander in hopeless perplexity. But it is not sufficient that one should recognize God in truth, in nature and in history. He should recognize the Godward side of his own nature, and seek to satisfy, in the only way in which they can be satisfied, those irrepressible yearnings that spring up in his own soul. He should feel that God is very real, and that, whether we wish it or not, he is very near to every one of us, and is willing to give us not only such help and nourishment as are needed for the development of the spiritual life, but also the help that may be needed for the prosecution of our daily duties. The motto adopted by Luther, "*Bene precasse est bene studuisse*," is not a mere pious platitude, as some who have never tried it may be disposed to think,