

noblest sort of eloquence. His very delivery was a model to those preachers who use manuscript, and was quite a revelation of the real use of it. Holding it in his hand, but evidently quite independent of its aid, the speaker poured forth the convictions of a richly stored experience. His text seemed to be that great word of Thomas Arnold's, 'Education is a priesthood.'

To quote from the *Sun's* report of the address:

Taking up the charge so frequently heard nowadays, that the schools and universities are educating the youth of this country out of their proper sphere, and that the true purpose of public education was to teach the young how to earn their living, Dr. Rand said clear light on this momentous question was impossible till one got down to fundamental principles. Material civilization was a true civilization only in so far as it makes the highest end possible for the individual and the community. To speak of "over-education," therefore, indicated some confusion of thought. Nature and moral law forbid that education be limited to this class or that, to this clever boy and that promising girl, or arbitrarily limited in its range and amount. The claim to education is the possession of educable faculties, and its ideal measure is determined by capacity.

To the charge that "liberal" education is sweeping the boys and girls into the professions and into the cities, he replied that so long and so far as the great agricultural interest shall proclaim that agriculture is a calling that does not need educated men and women to conduct its operations, and to nourish and direct the social and public life of the community, so long will boys and girls of disciplined and humanized minds regard rural life as uncongenial and irksome. Not less, but more education, is the lesson; not a narrow education, but a broad one.

He contended that it was a false assumption that sons of farmers should remain on the farms, and sons of professional and business men in the cities. The best interests of all, he held, would be promoted by interchange.

"My observation is that country boys and girls have the finest mental and moral stamina, and usually take the most kindly to the severer studies. There is a tendency to deterioration in the city. I should not regard it as a calamity if the city boys and girls, as well educated as if for professional life, found their calling on the farms, while the country boys and girls found free scope for their simpler and firmer lives in the city. Civilization would be advantaged if such an interchange were constantly going forward on a generous scale. The suggestion, however, that we in Canada should educate for given localities, or for given classes of society, ignores the fundamental ideal of which I have spoken. It ignores, also, the obvious truth that the age is cosmopolitan, and that facilities for intercommunication are on every hand. Our youth will move freely throughout all Canada, and freely in other lands as well. The vast majority of the youth in process of education in New Brunswick today will fight their life battle in communities in which they were not reared; and most of them, in truth, all of them, will run their race in competition with those who have received their education in other provinces and other lands. We must ally ourselves with nothing below the highest ideal."

After touching on the demand for technical, or industrial education, Dr. Rand emphasized the fact that our ideal education implied the presence of true men and women in our school rooms and in our professional chairs. Disregard of this was the educational sin of the day. The board of education of New Brunswick long since set a noble example to the other provinces of Canada in being the first to place a special emphasis upon professional training for the teachers of her public schools. Yet there is ground to fear, indeed we know, that multitudes of the school sections of the province have but indifferently appreciated the efforts of the board. Instead of denying themselves, if need be, in order to provide as generous a remuneration as possible for the teachers of their schools, they have valued their services as they would those of unskilled manual laborers. "I say it advisedly, I have seen a larger proportion of men and women of superior life quality in charge of the schools of New Brunswick and Nova Scotia than I have seen in any countries. The people of the maritime provinces have had a splendid race-stock to draw their teachers from. I do not know how it is today in this province, but I have often feared that the lack of appreciative response by way of a just, not to speak of a generous, support for such men and women, must result in depriving the schools of that quality of life without which your completest educational machinery can count for little, and the work of vital education cannot be done. There is nothing which would so vitalize the entire system, from the rural school to the university, as the open and honest recognition of the transcendent importance of qualified teachers. This should be the determining factor in all educational expenditure."

The address, 'In Praise of the Founders,' by one of the professors, Professor Downing, successor to Professor Duff in physics, also spoke of education as affecting those living permanently in the country districts. He illustrated this by notes from Pennsylvania.

The problem of how to educate the farmer has been a burning one for many years in the United States. It is probable that the State of Pennsylvania has succeeded as well as any other state in the union.

Early in the present year the Pennsylvania legislature passed a compulsory education bill, which was intended as a blow at the evil of non-attendance upon public schools. It required that all children be-

tween the ages of seven and twelve should attend school, either public or private, regularly, under penalty of a heavy fine, the school directors alone having power to excuse delinquents upon good cause. The county commissioners were to undertake the responsibility of enforcing the law. There is every indication that the law will become a dead letter. * * * Children cannot be legislated to school. An ideal method would be to educate the parents up to a proper appreciation of a common school education.

These addresses show that the encenia in the Provincial University of New Brunswick was occupied very much in a not unfitting way with the relation of non-advanced education to less advanced, the interest that each must take in the other, the impossibility for most, of ever going far without the early preparation, the training of teachers by a generous education, the interest the country at large has in education of all sorts, and not least in that university education which specially helps to giving an understanding of new ways and methods in scientific things, a readiness to use them, a knowledge of their money value finally to a community, which gives too, even still more perhaps, that sense that education never ends, that power of enjoyed life through books, which renews life in quiet places, which gives sympathy with other minds, which creates interests in common, teaching men how to talk, how to live in the past and in the future, how to realize that children and young people cannot have old heads and yet can and must be guided and exercised in mind, early, though judiciously, if ever; and that truth is one, that the intellect is the ordinary means by which we arrive at truth, and that as a rule the highest knowledge of religion is entirely impossible without high intellectual training.

How can one say too much on the importance of the ideal of higher education in our democracy, with its own great miseries of satisfaction with the common-place, the second-best, and the half-true?

For the REVIEW.]

Anniversary Exercises at Acadia.

Another prosperous year in the history of Acadia University has closed. The large number of visitors in attendance at the anniversary exercises, the bright sunshine, the freshness and fragrance of the apple blossoms, the large number of graduates and matriculates, the excellence of the essays and addresses, as well as the loyalty and good feeling of the students toward the various departments of the university, all combined to render the proceedings memorable.

An enrolment of 122 in the college, 110 in the ladies' seminary and 88 in Horton Academy furnishes a grand total of 320 as the student community of Wolfville. Add to these the 25 professors and teachers in the college, academy, seminary and school of horticulture, embracing such diversities of character and culture, and one can readily understand what a play of social, intellectual and moral forces are constantly asserting their sway, and moulding in a marked degree the life of each student.