

Abreast of All Knowledge

that relates to the production of these fruits. We are well aware that technical education in the United States is being conducted on a different system from that which prevails in Europe, and is polytechnical, but we must also remember that the foundation for these institutions was laid forty years ago by one man, Senator Morrill, of Vermont, and by one congressional act, in voting immense areas of public lands, whose revenues should be devoted to this purpose. We venture to say that if our cousins over the border had this work to do again to-day it would not be established on the polytechnic system, but rather on the purely technical system,—each school adapted to the needs of a particular occupation. The educationists and the government of this province are asked to remember that technical education, affecting the prosperity of the country for ages to come, now deserves at their hands the most careful and thoughtful consideration, and such it must receive to rightly settle the question.

If Nova Scotia is to have a future in wealth, in power and influence, as a province of this growing Dominion, it must result from the awakening of the latent energies of the people and the economic development of our great national resources. That a government of the country has within it the power to contribute to the wealth-producing energies of its people is in abundant evidence. Within ten years the export butter industry of Canada has grown through governmental encouragement from \$249 per year to \$1,000,000 per year. With governmental aid, led by the Fruit Growers' Association, here our fruit growing industry of \$1,000,000 to-day may soon reach

\$5,000,000 a Year.

Technical education will fit our young men for developing the industries of

Nova Scotia, and will give to the whole province a strong impulse, an impulse that it requires. The common and the high schools, the colleges and the universities of the province furnish an excellent basis for technical education. This foundation for technical training cannot be over-estimated. But our colleges and universities are thought to be falling short of their fair share in the work of raising the general status and well-being of our people. University education is one-sided in view of the general interests of the nation. Let us thank God for what they have done, but we in Nova Scotia should wake up, and what the people of other countries have done and are doing we should at once attempt. Contact with men of enlarged thought is of great stimulus, and personal contact of this kind is invaluable. University men have had such contact. They should impart their knowledge in similar contact and inspire others.

The farming class of Nova Scotia constitutes about half our entire population. They have cheerfully given of their money and their brightest children to establish and maintain our colleges until the professional ranks are over-flowing. My conception of religion is: purity in heart and life, with the gospel of God in Jesus Christ, a daily as well as a particular sacrifice—a divine hero living among heroines and heroes.

The Agricultural Class

to-day need most of all the personal contact and quickening impulses of living thought in their business life, and in the art of productiveness. The minister, the doctor and the lawyer should have stronger purposes when they leave the university to more frequently meet the farming class,—in this direction, satisfy this craving, and bring about this reform. Intellectual