

of any practical utility about science. Nor do I *single out* Acadia, for I have met, here, graduates from five other Colleges, amongst them even Amherst, and the same defect is shown by them. It cannot be denied that Acadia gives men an education that a professional school such as Bridgewater Normal School cannot give, viz.—high literary culture, the higher philosophy, power of beautiful expression of beautiful thoughts; but it is also true that Acadia's graduates education is summed up, so far as *practical use* goes, in a few vague generalities that must be supplemented by hard experience, or a further course, or both before the man is of any earthly use. Should this be so? Emphatically, *no!!* And it *need* not be so. The remedy is plain:—

First, let *object study* be introduced into science and, as far as possible, into history. There is practically *none* of it done now at Acadia compared to what should be done. A beautiful Museum is a fine ornament, but, unless its counterpart exists in the Laboratory for use as the *whole basis* of scientific study, it is only an ornament to set off anniversary occasions and College receptions. In chemistry, let the student perform his *own* experiments, *it will keep him out of mischief*. In physiology, let there be the same *object study*. In geology, *the same*: as I remember the old geology trips, they were seasons of general recreation, in which only a faithful few followed in the footsteps of the Professor. Why was this so? Simply because *objects*, geological features were *not* as the *basis* of study, but merely as a *passing illustration*: "Oh, I can learn all that is necessary to pass out of Dana." In truth, discovered geological laws are comparatively *few*: they may be indelibly fixed in the mind of the student by placing before him, in appropriate objects, illustrations of those laws, and by helping him, as far as possible, to arrive at the laws by his own original thinking. This is the value of specimens and "Home Geology." And what better field of Home Geology can be found than about the beautiful Basin of Minas? In History, to a less degree, object study may be successfully used and is of *imperative value*. Even if the real objects are not at hand, pictures and maps of them are—no college man is too old to *draw maps*, and a map is not *his* till he *does* draw it.

Secondly, let the analytical method be used in the teaching of all departments, and in the *laying out of all courses*. This places the teacher above his text book. He divides his whole subject into its parts, and these are again divided till no part of the subject has eluded his comprehensive analysis. Now, no text book contains more than a part of a subject; to base a course on a text book is, consequently, most absurd. The teacher must take his carefully wrought analysis and use different and many text books to illustrate and explain its different parts. He