

ter and more effectively in a quiet room than in a noisy one, thus showing that some circumstances are more conducive to study than others, which is enough for our present purpose.

Our enquiry then will be. What are those conditions that are most conducive to study; and from this our subject will diverge into two considerations. First, what the characteristics of a model college town may be. Secondly, the extent to which Wolfville possesses these characteristics.

Well, then, perhaps the first requisite is that the town be in a healthful locality.

I suppose there is no time when a person should be more careful of his health than while he is at college; for two principal reasons. First because when the mind is very active, when great and intense mental application is the prevalent state, the cerebral activity and stress will be so great that large demands will be made upon the physical system and a corresponding solicitude must be exercised in this respect. Secondly, because at the time of life at which students generally enter upon collegiate studies, the system is very susceptible to the effects of overwork and any physical detriment suffered then will last through life and will detract from the pleasure and usefulness of his earthly existence.

How necessary it is, then, that the locality in which a college is situated be such as will promote health, and thus lessen the likelihood of sickness, and supply the student with mental vigor for the successful prosecution of his studies.

In the next place the site of a college town must afford the best opportunities for a student to make practical application of the principles involved in his studies. We all know that theory is useful only in so far as it proves its own truth in practice. Knowledge itself receives the full sanction of the mind, and therefore conduces to the highest benefit of the mind, only when it accords with the facts that the mind perceives in the operation of natural forces about it in the experience of every day.

The laboratories, perhaps you say, are for this purpose so that a student can make practical application of the principles involved in his studies without the help of local features. But, my good friend, may I ask how he is to meet with illustrations of the truths of geology in the laboratory? Other arguments might be adduced, but this is sufficient to establish the necessity of this characteristic.

The topographical and scenic features, perhaps, come under this head. This subject hardly needs discussion. It is evident that beautiful and inspiring scenery affords a stimulus for thought that nothing else does. Witness the productions of poetry and the extent to which it resembles nature in that respect and recognises that characteristic in nature.

Then it must not afford such inducements to pleasurable pursuits as might distract a student from his studies. After all, what we are