EARLY ENGLISH.—(Preliminary History course.)

Observations.	*Occupation.*	*Character.*	*Descendants.*
Surrounded by water...	Sea-faring..	Brave, Fierce...	Maritime.
Forests.....	Hunting...	Daring, Hardy..	Conquering, Versatile.
Meadows	Farming...	(Industrial)	Industrious.
Etc.....	Etc.....	Etc.....	Etc.

INDIA.—(Advanced History course). 1500 B. C. (?)

Aborigines—Black race, probably U. Origin, (Chinese).

Aryans—Invasion from N. W. Aborigines driven into mountains. Conflict of tribes—nations.

Customs—Patriarchal; no castes; nature worship; "Twice Born." Etc.

It is astonishing what a solid, clear knowledge of history is gained in this way. In the advanced course, each student is required to investigate some country, as the Phoenicians, and to present the results of the study as above, with maps and charts. *All results are kept.* Let it not be thought that the work in this school is child's play for a College graduate. In many ways he will find himself left far behind by a bright lad who has been longer trained in the analytical methods of study. A graduate of the ordinary College, in fact, knows little or nothing *definitely* along *any* line, and *absolutely nothing* about *Science.* He is bewildered when asked to investigate a box of various rocks. It is easy for such a one to upset the established theories of education, and to walk arm in arm with the great Educationalist "Harris;" but the trouble is that his theories are not hitched very often to *facts.* The thoroughness and depth of this school's work may be illustrated by the courses in Chemistry. Students generally know considerable chemistry before entering, and if not, are handicapped. The preliminary course is about equal to the entire course in Acadia, and has a definite knowledge of typical chemical facts based on the student's own experiments: every student has his "chem. kit." The advanced course has two branches, carried along together. A.—Theoretical, about equal to Cooke's Chem. Philosophy + theories based on student's own work. B.—Chemical Analysis, qualitative and quantitative. This embraces, (*a*) schemes for "wet" and "dry" analysis with the analysis of simple and complex salts for acids and bases, (*b*) Crystallography taught and minerals determined, (*c*) Potable waters analyzed, (*d*) proximate organic analysis. All this work, except a part of (*b*), is carried on by the student's individual investigation and means *work* and *patience.*

III. Some applications. There is illustrated, in Bridgewater Normal School, a line of work and a *method* of work that is lacking in Colleges at least, those of a second class. I speak advisedly, when I say that the graduates of Acadia know *nothing*