

approximately the degree of difficulty the venerable doctor experiences in elucidating the question under consideration.

Dr. Young is a man of strongly marked character. In general he is very quiet and retiring in his disposition, but when occasion requires it he gives forth his views with no uncertain sound. As an instance, I refer to the fact that in strong and unmeasured language he opposed President Wilson's recent unjust attempt to exclude young women from University college; and there is no doubt that Dr. Young's quoted opinion had very much weight in the parliamentary discussion on this subject. He is in favor of liberty, advancement and freedom of thought in the fullest sense. He often tells his students that he does not wish them to accept anything on his authority, or on that of any other person. Says he: "I have failed in my purpose if I have not taught you that in your search for truth, reason and not authority must always be your guide if you wish to make any real progress."

Dr. Young is a scholar of more than ordinary ability. Not only is he probably the best metaphysician in America, but he has also a profound knowledge of the higher mathematics. He is a good Greek and Latin scholar, and is quite at home in Hebrew and German. In short, in general scholarship he is without an equal in Canada.

But it is the abilities he displays as a professor that have given Dr. Young the widest distinction. Here we must call attention to a fact too generally ignored, viz., that mere scholarship is not sufficient evidence of fitness for the position of teacher or professor. The essential characteristics of the true teacher are the ability to awaken the interest of the learner in his subject, and the tact to assist him at every point where assistance would be of advantage to him. In the main it is not so much instruction as education that the college student requires of his professor. There is an important difference. Instruction consists in imparting facts; education in drawing out and developing faculties. Now the student can get his facts from his text-books or the college library, but for the development of his faculties he requires a living professor.

Professor Young is the most enthusiastic, the most successful, and the most popular teacher in the college. Although his subject is naturally the driest and most abstruse in the whole list of studies, yet such is the interest with which the professor invests it that the number of students who make mental and moral science a special study here is equal to those in all the other special departments together, namely, classics, mathematics, physics, modern languages and natural science. No coercion is necessary to secure attendance at Dr. Young's lectures. His lecture room is always crowded. No one goes to sleep in his class, or leaves the room with the very unsatisfactory feeling of precious time wasted. All the graduates in this department are conscious of a life-long debt to Dr. Young, and his retirement would be a matter of profound regret to all who know him.—*Correspondence, Markham Economist.*

**DR. McLELLAN'S LECTURE.**—In connection with the Teacher's Association the Inspector of High Schools, Dr. McLellan, delivered a lecture in the Music Hall on Thursday evening last to a very large and intelligent audience on "Canada and Education," and it is not too much to say that those who arranged for the delivery of the lecture placed all who heard it under a lasting obligation. The lecture was one of a class that must be heard to be appreciated, as the manner of its delivery was as much a feature as its matter, and thus made it entirely unreportable. Notwithstanding the unfavorable state of the weather, the seating capacity of the hall was exhausted.

The Mayor, in opening the proceedings, congratulated the promoters of the meeting on the size and character of the audience.

Dr. McLellan on rising was received with such a hearty welcome as proved that either the man or his abilities, or perhaps both, were well known to quite a large number of those present. The Dr. expressed his pleasure with the audience, and gave utterance to the opinion that in no other town in Ontario had he been honored with such an audience; at the same time he wished it to be understood that he did not consider the compliment was paid to himself personally, but rather he took it as the evidence of the growing feeling in favor of education that was at present so manifest throughout the world, but especially in Britain and her colonies. He referred to Macaulay's gloomy view of Great Britain's future, which he declined to endorse, and went on to contend that because nations had in the past risen to greatness, become historic and faded away into the darkness of the past, was not a reason for believing that all nations would follow the same path. He eloquently predicted a greater and more beneficial future for the British Empire, because

a Supremo Being guided her destiny, and her watchwords were "Liberty, Intelligence and Christianity." The lecturer then went on to show the reason for his belief that a cultured intelligence is the best safeguard of national liberty and the basis of a nation's progress. In this connection he referred to the French Revolution as having been the child of ignorance, and therefore a failure. Education was also essential to human progress in industrial arts, and he defined human progress to be the triumph of intelligence and liberty over the blind forces of nature. The speaker pictured Prussia after the Napoleonic war, and her determined effort to win back her position by the education of the people, and how she had succeeded let her march to Paris and the solidity of the German Empire prove. Germany, again, had reacted upon Britain, and the great Exposition of 1851 astonished the manufacturers of England by showing them that in all the industrial arts requiring skill and culture in design and execution the continent of Europe could beat them, and this so aroused John Bull that he began to move in the same direction. England and Scotland were passed in review, and a very graceful tribute was paid to the Irishman's natural genius and love of education. The audience was then informed what a system of national education should include—both primary and higher education; the equality of opportunity was dwelt upon, and the assertion made that where "the equality of opportunity," was afforded the humbler classes had contributed the larger proportion of the leaders of men, and brought forward the names of Dr. Ryerson and Prof. Huxley in proof. The objections to education were next dealt with, and amongst others, that education would diminish the hewers of wood and drawers of water, that education fosters crime, that education tends to spoil a man, and that education was not sufficiently practical. These various objections were taken up by the lecturer and subjected to the crucible of his logic, sarcasm and eloquence, and it is needless to say they were shown to be utterly indefensible and baseless. As to the last objection, U. S. authorities on educational matters were brought forward to bear testimony to the practical character of education in Canada, and that in this respect we were in advance of them. The methods of imparting knowledge were next dealt with, and the Model Schools shown to be doing good work in that direction. The methods of to-day were contrasted with the methods of the past, as shown by a very humorous and touching relation of his own school-boy days. The law of love was energetically insisted on, and teachers were reminded that a stab from a sarcastic tongue may inflict more real suffering on a sensitive nature than a sound thrashing with a rod; and it was pointed out how utterly absurd and useless it was to expect a child's intelligence to have full play whilst the possessor was trembling with fear. The lecture was concluded by the eloquent rendition of "The Dignity of Labor," which was listened to with rapt attention, and when the speaker at the close resumed his seat it was amidst the hearty and long continued applause of his hearers.—*Almonte Gazette.*

#### NOVA SCOTIA.

The anniversary exercises of Acadia College and its connected schools began on Wednesday, June 4th, with the Public Exhibition of the Collegiate (male) Academy. A number of very creditable essays were read, and appropriate addresses delivered by Principal Calkin (of the Provincial Normal School), and other gentlemen. It was announced that eighteen young gentlemen had passed the matriculation examination of Acadia College. On the evening of the same day, Acadia Seminary (for females) held its closing exercises. An excellent programme consisting of essays suitably interspersed with music was admirably carried out. Four young ladies were reported as having completed the prescribed course of study and entitled to the honors of graduation. The closing exercises of the college were held on Thursday in presence of a large and brilliant audience. The orations of the graduating class were delivered in the following order:—

The Genesis of Scepticism in Thought, by Enoch H. Sweet, Newport, N. S. Education a Natural Process Directed by Human Art, by H. Bert Ellis, Fredericton, N.B. Vocal Music, "The Lost Chord," by Miss Prudie Hartt. The Supremacy of Law in the British Constitution, by Benjamin A. Lockhart, Lockhartville, N.S.—Excused. The Harmony between the Artist and his Work, by Miss Clara B. Marshall, Lawrencetown, N. S. A Piano Duet. The Classical and Modern Theatre, by Frank R. Haley, St. John, N.B. The Origin and Permanence of Civil, Social and Religious Laws, by Frank M. Kelly, Collins, N.B.

The degree of D.D. was conferred upon Rev. D. M. Welton, A.