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NOTWITHSTANDING very much has been written on the subject of education we think that it has not as yet been quite exhausted, and, since it is our all-absorbing theme as students, a series of articles under this heading, might not be out of place at this time, or without interest to our readers.

No subject which agitates this Dominion to-day is of so much importance as that of education. It ever has, and doubtless ever must, occupy to a very great extent the attention of statesmen and patriots, of every rank and position of society. The ablest minds have been engaged in promoting it. The pulpit, the platform and the press have all occasionally been called into the ranks to forward the cause of education.

Yet all has not been done. Whilst looking back over our history, it does indeed afford us pleasure and encouragement to observe the rapid progress that has been made in this department during the last few years; still there is room for great advancement.

And how important that this advancement should be made? How necessary that it should keep pace with the requirements of the age? Education has to do

with all the affairs of life. It not only ennobles every avocation in which man engages, but renders him valuable, we had almost said indispensable, assistance in each.

It aids him in the prosecution of his own affairs in fighting the battle of life for himself, and also makes him a better member of society. It is that, from the very nature of things, the foundation of all true progress in a country, since the more knowledge one possesses, the more he will be able to produce with his capital and labor.

We do not wish to be understood as depreciating the present school system which obtains in these provinces. We admire it in many particulars. It is perhaps second to none in the world. Still, however, we deem it far from perfect. Nor are we at all satisfied with our higher Institutions of learning. Now it *may* be as some assert, that the condition of our educational institutions, both common and higher schools, is all that can be expected in our present state of prosperity. We cannot see it thus. But suppose this were so, is that enough? We think not. Education being as before remarked the ground-work of all prosperity and progress, should ever be kept in the van. It should be looked upon as the cause, not the result of progress. Instead of improvements in our educational systems being the outgrowth of the financial and social advancement of the country, and brought about merely by the exigencies of the times, they should be established with the view of fostering and accelerating all financial and social as well as intellectual prosperity.

It seems to us that a radical defect lies just here, viz, in that men look at education as a kind of luxury which is very well to enjoy but may easily be dispensed with—as a something which indeed adorns society but which, if done away with, would leave it little or none the worse. Nothing can be more erroneous than such an idea as this. Could we eliminate all education from society, the social fabric would at once fall to the ground. Advancement would be no more; but on the contrary such a retrograde movement would be inaugurated as would soon carry us back to the "dark ages." Education is no superfluity; it is the great

necessity of the day. We often meet with the question, "is the world to progress so rapidly during the next half century as it has in the last?" We can see no reason why it should not. Perhaps such great triumphs as the invention of the steam-engine, or the telegraph may not be achieved again in the future history of the world, but who knows? Yet an almost endless number of improvements will be made.

One thing we do know, that if the progress of the human race in the next fifty years, or the next any number of years, is to be commensurate with that of the past, education must be the most important factor in producing this result, and this too, not only in what are considered to be the more important and higher classes of society, but equally so among the masses. It is an erroneous and fatal idea to suppose that *muscle* is the only requisite for success, even in those vocations which are carried on by manual labor. It is only the man of education that can work to advantage in any of these callings. Let it be borne in mind that we are not now contending for what is commonly understood as university education, although it can be shown that even this is very much to the advantage of its possessor, whatever may be his profession. We are speaking of education in the broader sense of that term, such, for instance as the agriculturist needs, in order that he may raise just as much from every acre of land as it is possible to produce from it. There are, perhaps, few respects in which our schools are more deficient than in this. Our people are to a very great extent a farming people. It is a recognized fact that scientific principles can, with great profit, be applied to the tilling of the soil; and yet, little, or no instruction is imparted on this subject at our schools. Nor do we have an institution at which young men may be trained expressly for this department. The result of this is lamentably evident. Our young men, finding the lands from which their fathers have secured a sustenance, exhausted, or, in some way or other, not so productive as formerly; and wanting the knowledge that would enable them to repair the damage which a lack of information has caused, become discouraged and disgusted with the occupation, and in