

The views we get in the realm of facts often hang upon trifles. How essential then to the truth-seeker is a penetrating gaze and a keen intellectual incision. Unless the direct endowment of nature, this rare quality can be largely acquired only by prolonged systematic and exhaustive study. The main object of all training is the development of power. Education as a source of pleasure is but a grovelling view of its work and mission. The athlete swings his ponderous hammer to toughen muscle, so we wrestle with giant problems that we may gain mental vigor in the struggle. We plough into the subtleties of metaphysics, logic and philosophy, that we may catch the spirit of sharp inquiry. In a word we study all known relations, material and spiritual, to acquire that clearness of vision and steadiness of nerve, so essential to original investigation. In this view what a dignity crowns student life. No longer is the drill of the class-room drudgery, but a valued source of good. Is the subject abstruse? so much the better as a stern educator. The nobility of the task linked with its importance fascinates and enchains.

The truism, a little knowledge is a dangerous thing, finds copious illustration in our day. There is a modern tendency, as pernicious as it is general, to gloss men and style them cultured. A smattering of the merest rudiments, backed by the gift of prating, is deemed ample equipment for the exigencies of a life conflict. Young America must learn to harangue a crowd or edit a College magazine, though be to sacrifice to this art the priceless benefits of a ripe scholarship. Instead of storing the mind with solid facts, and thus fortifying it against the stealthy attack of false opinions, how many squander their best days in evolving twaddle out of an undisciplined brain. We believe heartily in original independent thought, and esteem it one of the loftiest endowments, but we seriously question the tenet that it receives abiding strength from a mere habit of composition, energized by no rigorous well regulated training. The youthful intellect, like a raw recruit, must feel hard service. Its exuberant fancies must yield to the shears of actual life. Its overflowing vigor to be utilized must, like a running stream, be turned into channels of work.

We would not make the student the slave of a

mental tyranny, or crush out the gladness that springs from the full unshackled exercise of his own judgment; but we unhesitatingly affirm that severe drill lies at the bottom of working power. The pressing need of the age is trained men—men who are masters of self and of sound learning,—men who are prepared by long and faithful toil to lay bare the wretched sophistries of a false philosophy, and to set forth the beautiful harmony of truth in every realm.

#### Anniversary Exercises of 1877.

OUR current academical year closed on the 7th June. The amount of work performed and the general results obtained have been such, we believe, as to ensure the continued patronage of the public and to incite the friends of these useful seats of learning to renewed effort on their behalf.

The attendance during the year, notwithstanding the continued financial depression, has been encouraging. In both Institutions there were 193 students. Of these 55 were in the College and 138 in the Academy. The attendance at the Academy may be classified as follows: Males 77; Females 61; Boarders 108; Day pupils 30. The attendance at the Academy for a calendar year gives much larger figures. For 1876 it was, Males 130; Females 91, total 221.

This amount of work contrasts very favorably with what is being done at similar institutions in N. S.

From the last report of the Supt. of Education we find that in the Arts course, Acadia had 57 students; Dalhousie 52; Sackville College 33; Kings 28, for the last school year. These figures taken in connection with the fact that the standard of admission to Acadia College,—its course of study and length of term time are all in advance of any similar Institution in the Province,—are at once an index of the enterprise of its supporters and the appreciation of the public. Horton Academy exhibits a similar gratifying comparison. From the same authority we get the following figures:

Horton Academy in Latin,	176.
“ “ Greek,	87.
The ten County Academies, Latin,	116.
“ “ “ Greek,	37.
The six other Special “ Latin,	178.
“ “ “ “ Greek,	58.

It thus appears that our Academy does considerable more classical teaching than either the Ten County Academies or the Six other Special Academies belonging to the Educational System of N. S. This is done, too, at no expense to the Province, while the other academies receive a yearly grant of over \$10,000.