

education. It was said of it that no worthy and talented youth who had a sincere desire to become an educated man was ever turned away from its doors. Some means would be found of enabling him to work his way through, so that the country would not lose the services of one bright intellect which might be employed in its best work whether in a public or in a private capacity. This to my mind, is the greatest glory of Acadia College, and it placed it in line with English universities which were founded not for the benefit of the great and wealthy, not for the men of title or of ancient lineage, but for the poor youth of the country who could only hope to advance themselves by acquiring an education. The men of the sword, the nobles whose keeps and castles dominated village and town, and whose broad acres were tilled by the serfs of the soil, despised learning and boasted of their ignorance. The words which Sir Walter Scott puts in the mouth of the Earl of Angus when he thanks St. Botham that no son of his save Gawain could pen a line represents accurately the nobleman's idea of education, even at so late a period as the beginning of the sixteenth century. For them the sword was sufficient; was their trade; learning might do well enough for clerics, but it was of no use to men of action. It was in such a state of society that the ancient universities were founded. Yet the time came when the rich and titled flocked to them in such numbers that they became abodes of extravagance and luxury and no place was left in them for the poor young man except as a servitor or a menial. Thus were the intentions of the founders of the ancient universities frustrated and their endowments diverted from their proper uses, so that it became necessary to establish other institutions of learning to do the work for which they were originally designed. Let us hope that this may never be the fate of Acadia University. Let it be always true to its ideal and remain for all time to come, what it always has been, the college of the people, its hospitable doors ever open to worth and talent, unspoiled by luxury and untainted by the pride of wealth.

In this age of the world there is no need for anyone to enlarge on the advantages of higher education. Mankind long ago made up their minds with regard to that question and the people of both hemispheres, the new world as well as the old, have proved their interest in higher education in the most practical fashion by establishing new colleges and universities and improving and recognizing those ancient institutions of learning whose origin is lost in the mists of antiquity. There is nothing in all history more remarkable than the growth and development of colleges and universities in the United States and Canada during the present century. Provincial and state governments have freely given their aid to establish these institutions, but the greatest results of all have been achieved by private beneficence. Men of great wealth have bestowed princely gifts upon the colleges; men of more modest means have given freely for their