

of education, he replied that geography, arithmetic and like studies were also common. He failed to discriminate between the teacher's knowledge and the teacher's art. I am now dealing with subjects essential to collegiate discipline, and to the science and art of teaching. If Dr. Rand, as the professor of education, must do work hitherto done in our college, then a part of his professional work is the same as a part of our college course. Now it remains to inquire what these subjects are. Well, the philosophy of the mind and the philosophy of the moral nature of man are two of them—two very important subjects especially in a christian college. They are studies which branch out in several directions, and may each claim the full strength of one man. Added to these there is another one not important in Acadia's arts course, and very important in the science and art of teaching—I refer to logic. These branches are found in all courses arranged for the new chair. These subjects will not be introduced into Acadia College by Dr. Rand. They have had a place in it from the beginning. He will find them waiting for him. One of them, and that not the least important, for the last few years has been kicked about like a football. At one time Dr. Crawley had mental science, at another time Dr. Sawyer had it, then it fell into the hands of Prof. Schurman, from thence it was rolled to another place. The last time I saw it, it was trembling under a menacing foot drawn to give it another kick. All these gentlemen, who have in turn had this subject, are abundantly able to do it justice. But justice it has not had, neither will it have so long as it is bandied about in this fashion. A subject as important as that of descriptive psychology is in luck when it gets a permanent place and merited attention at able hands. If the introduction of the new chair serves to settle the elementary part of this subject in the hands of Dr. Rand, and to give metaphysics, the speculative phase of psychology, and the history of metaphysics to the president of the college, that of itself would justify the establishment of the chair of the principles and practice of education. I am not now arranging a curriculum, but am pointing to the fact that the essential work to be done by Dr. Rand is work that has been hitherto done at Acadia. The arrangement of the curriculum is work for the senate.

As the foundation is to the house, so mental science, moral science and logic are to the new chair. Without a knowledge of logic, practical teaching is guessing and bungling. Without a knowledge of the faculties and powers of the human mind, the teacher is a blind house-builder. Without a knowledge of man's moral nature, the teacher's work may be destruction

instead of construction. Added to the subjects already named, and essential to the work of the professorship in question, there is the knowledge of the structure, development and training of the human body. The professors in colleges in which this subject is found lecture on all these branches. Dr. Rand cannot expect to find students prepared in all of them for him. If he does he certainly will be mistaken.

Again, will it be any disadvantage to a young man to pursue either of these studies under an able professor who will give them a practical turn? Twenty years of struggling, successful contact with the world, other things being equal, can certainly be no drawback to the qualifications of a professor.

The subjects then essential to the chair of education are fortunately essential to the training given in a christian college.

School arrangement, management and department lie outside of an arts course. They must look out for themselves as electives, extras, honored or unhonored.

It is, however, late in the day for us to hold up our hands in holy horror at the invasion of the sacred temple of an arts course by professional studies. Why? In addition to the heavy amount of mathematics, pure and mixed, what else in that department has been done? It is well known that the graduates of Acadia, ministers, lawyers, doctors, and all, have been taken through professional instruction in navigating ships and surveying lands. How many of the scores who have won their parchments have ever taken the log, adjusted a quadrant, carried a chain or squinted the eye over a surveyor's compass? Had they all been taught instead, the arrangement, management and government of the school-room, would they not have been benefited as much and have used their knowledge to as much profit either as teachers or patrons of schools?

There is, however, one branch of the new department which I was about to put outside of the arts course, as being essentially professional, which on second thought I am disposed to regard as a hopeful competitor for an inner place. I have in mind the history of education. What chance would it stand with surveying a place on the list of undergraduate studies? It is worth a thought. A glance at the history of education traced through Greece, Rome, the middle ages, England and the continent of modern times, might be as profitable in discipline and utility as the surveying of a piece of land. Here it is suggested to my mind that a little of the inspiration of this small, Irish rebellion now on our hands has come from the torism of an arts course, ready to make war to the knife with the supposed radicalism of dialectics, paedentics, pedagogics.