

Tufts retired from the college to take charge of the academy. Enlargement, therefore, of the college staff became a necessity. At a meeting held for considering this matter, the president commended the chair of education and the appointment of Dr. Rand to the favorable consideration of the Board of Governors.

This brief and imperfect sketch of the history of this question is in justification of the acts of our president and the governing authorities of our institutions. In subsequent letters I shall consider the merits of the new chair, and the possibilities of its great usefulness in the educational work we now have on hand. When this shall have been done, it will be seen that the grounds of action are not visionary, but substantial and worthy of the impartial examination of an interested public.

THE NAME AND NATURE OF THE EDUCATION CHAIR.

What is the name of this new professorship, some one may ask, of the character of which I am about to write? It is didactics. What is didactics? Paideutics. What is paideutics? Pedagogics. What is pedagogics? The science and art of teaching. What is the science and art of teaching? The principles and practice of education.

Can China beat that? If so, China ought to have a gold medal thickly set with all manner of precious stones.

In effect, all the opposers say this chair is not sound, and therefore belongs not to an arts course, and is not good for Acadia college. That challenge is pertinent; it is important. Passionately and plainly it is made; dispassionately and plainly it must be met. Against the indefinite number who say, "nay" to the introduction of this subject into a college course, I will put the views of a few of the many who say, "yea." So long ago as 1859, the Educational Institute of Scotland gave the world its opinion sustained by eight formulated arguments. Here it is:—"That from these considerations (referring to the eight arguments) it follows that the only appropriate and effectual means of securing for our country those great benefits, for the sake of which the sagacious and practical mind of Dugald Stewart urged the construction of and cultivation of such a science, is the foundation of such a professorship of the science and art of education in each of our universities." The opinions here given, could be increased by whole columns of similar views, held by great numbers of the best qualified educationists of the world. Authority like this ought at least to balance for the time being contrary opinions heard and written in connection with the present agitation. Should the judgment of excited people

who have never studied the subject be of more value than the judgment of professional men who have thoroughly examined it?

Dismissing now the witnesses for and against, I will ask attention directly to the nature and merits of the new professorship as a part of our arts course. What is the work to be done in Dr. Rand's department? What are the branches to which he proposes to give practical application in the teaching profession? For light I look into the subjects as I find them arranged in four colleges which support the professorship in question, four others which act as examining boards, besides various schools in which this work is undertaken in its advanced forms. Here is light. In these analyses I see that the new subject is naturally and logically within the scope of our arts course, and may be made highly useful in Acadia's future work.

A word may here be interposed relative to our curriculum. Uniformity in college courses is gone, clean gone forever. Yesterday at our very doors Dalhousie put Hebrew in and removed Greek to the optional list. Some colleges divide their studies into optional and compulsory classes. Many great colleges make all studies elective. In this day, when so many subjects are clamouring for a place in the arts course, it would be folly to regard the curriculum of Acadia as fixed and unalterable. Hitherto its regulation has been with the faculty. Now it is altogether with the senate. Virtually, however, it will remain where it has always been and ought to be, with the faculty which is also the executive of the senate. Our curriculum is therefore subject to re-adjustment, and is in the hands of a competent body. Mr. Eaton of the normal school makes suggestions in his letter to the *Christian Messenger*, pointing to important changes. The structural existence of Acadia's study course must be scientific. The various subjects must be grouped according to some well-known principle. Kinship among them will be recognized in their classification.

BRANCHES ESSENTIAL TO THE NEW CHAIR.

In a careful examination of the branches essential to the new chair, and as seen in the curricula at hand, it is clear that some of them fall within, and others fall without the circle of undergraduate studies. What are those embraced in the curriculum of Acadia? I refer now not simply to branches essential to the fund of knowledge which a teacher must have, but to branches essential to the art and act of imparting knowledge. On this point I heard a school-teacher blunder a few days ago in discussing this subject. To my statement, that certain branches were necessary in common to the arts course and to the chair