

ple they began to agitate the question of giving teachers a professional training from a scientific basis. This they contended was work for the colleges. Prominent among the advocates of this new doctrine was Professor Pillans. A general interest was awakened in the subject. The good will and co-operation of many able thinkers was secured. Even ministers of the crown were favorably disposed. Hopes were entertained that the project would be soon carried into operation; but radical measures do not quickly succeed in conservative England. The hopes thus raised in 1834 were not realized till many years afterwards. The zealous educationalists had ample opportunity for the discipline of their patience if not for the right instruction of teachers. The ripple of popular opinion that had reached the government of the country was followed by no practical results. But the pioneers were not discouraged. The leaven had been placed in public opinion, and they knew its diffusion through the masses was only a question of time. In 1862 hopes of the realization of early dreams were again revived. Professor Pillans, now the venerable author of the new doctrine, became so assured that the time had come to commence work that he went to London, and signified to the government his intention of giving five thousand pounds sterling towards the founding of a chair of education in the University of Edinburgh. But his plans were frustrated and his hopes dashed to the ground. The scheme found no favour with the government. Instead of the deference paid to his views in 1834 there was positive opposition. Mr. Robert Lowe contemptuously declared that there was "no science of education." Thus even the soundness of the new doctrine was challenged by the highest civil authority in the department of education. The battle had to be fought over again. On the one side were the supporters of Mr. Lowe's dogma, and on the other side the believers in the scientific method. All the ordinary means for educational warfare were laid under tribute and the discussion went forward. The advocates of the advanced theory would not allow the matter to rest. The world had in them another illustration of the irrepressibility of the authors of fresh doctrines. They regarded themselves as the discoverers of something new and important in the department of education. It was, so they believed, their duty to create public opinion in its favour and to give the public the benefits of its practical results. Their pet scheme had indeed been struck down by the powerful hand of a minister of the crown; but that did not discourage them. They were inspired by the genius of discovery and the hopes of pioneer labour. They therefore went forward courageously. In 1869 public opinion again turned in their favour. At this time the country was agitated with the discussion of modern schemes for the education of the masses. This lifted into prominence the subjects of scientific training for teachers; and gave the

supporters of this doctrine a good opportunity for pressing their views upon an awakened public sentiment. Expressions of regret were heard on all sides that the golden opportunity was allowed to pass when Professor Pillans offered to endow a chair in the Edinburgh University. It was argued that the work contended for could not be done by training schools.

Professors in colleges, head masters and educationalists of various types gave their influence in favour of the new scheme. About this time the trustees of the Bell fund intimated their intention to give ten thousand pounds sterling toward the establishing of chairs of education in the universities of Edinburgh and St. Andrew's. The proposal met with general favour, but for a time it was held back by the opposition of civil authorities. In 1876, however, the educationalists conquered, and victory crowned their long continued and oft defeated labours. The universities of Edinburgh and St. Andrew's each established a chair of the art and science of education. Since that time the London and Cambridge Universities have made provision for this subject. It continues to gain ground year by year on both sides of the Atlantic. It is now on the curriculum of the University of Michigan and has become the subject of courses of lectures in Harvard and Cornell universities. Educationalists in the maritime provinces have not been inattentive to this revolution in the literary world. Its progress has been carefully observed. The first man to bring it to the attention of the public, so far as I know, was a resident of Halifax. The Rev. Robert Murray, a governor of Dalhousie college and editor of the *Presbyterian Witness*, submitted the matter in an excellent paper to the teachers' association which met in Halifax less than a year ago. Mr. Murray's views after a thorough discussion were adopted by a unanimous vote of those present. It is scarcely necessary to say here that Mr. Murray advocated the introduction of the subject of the science and art of teaching into provincial colleges. Mr. Murray has the reputation of being a careful observer of everything new in the departments of morals, letters and religion. He doubtless reflects the policy of principal Ross, whose administration will be remembered as the period of great enlargement of the college, over which he presides. As a matter of course the discussion was continued in the columns of the *Presbyterian Witness*. There the subject rested, so far as I know, till last spring, when it was taken up by Dr. Rand and the president of our college. They and others, I assume, gave their attention to it during the summer. As is well known our theological work was removed by the late convention to Toronto. Many had believed for years in the utility of this movement, but so long as it could not be carried out, I with others was convinced that theological work should be done at Acadia. About the time it was decided that Dr. Welton should go to Toronto, Professor