

commanding form at *reception*, and long for the sound of his musical voice in his old haunts on the "Hill." We trust he will stand as high above the Torontonians mentally, as he evidently will physically.

E. F. Jordan, who has been holding forth to the people of St. Mary's, will accompany his old room-mate to McMaster Hall. We shall look in vain for his beaming face on the campus, and miss the familiar cheery laugh which used to echo so frequently through the corridors of Chipman Hall.

Mr. S. Cain has also taken kindly to the "new departure," and has resolutely turned his face toward the land of the setting sun, where his genial nature and fine physique will no doubt win for him many friends.

We trust they will *all* be eminently successful, and win golden opinions for themselves in their new Alma Mater.

DURING vacation important changes have been made in Acadia's staff of Professors. The first in order of time was the resignation of Professor Tufts, who yielded to the urgent request of Governors and others, and resumed the Principalship of Horton Academy. The subjects taught by Professor Tufts will, for the present, be in charge of Mr. E. M. Sawyer, A. B., who is a graduate of Acadia and of Harvard, and has given special attention to these subjects.

Next came the removal of the Theological Department to Toronto. Events have been leading in that direction for some time, and the final action of the Convention gives but one Theological school for the Baptists of Canada. Dr. Welton accepts the chair of Hebrew in Toronto Baptist College, and will begin work there the present month. Several of last year's students will take the course at McMaster Hall.

After the union with Toronto had been consummated the Governors resolved to establish a chair of the Principles and Practice of Education. T. H. Rand, D. C. L., Chief Superintendent of Education in New Bruns-

wick, was unanimously nominated by the Senate and appointed by the Governors, as the first Professor in the new chair. Dr. Rand is so well known, and the newspapers have spoken so highly of his ability that but little need be said of him here. No one doubts his qualifications for the office he is to hold in Acadia. Something, however, may be said of the work he is expected to do. The objects of the chair may be summarized thus: (1.) To give a more general diffusion to educational doctrines. (2.) To promote the study of educational science. (3.) To teach the history of education. (4.) To fit students for the higher positions in the school service of the country. (5.) To promote the transformation of teaching from an occupation to a profession.

By way of illustrating the above points, and to show the view of educationists, we take the following from the *Toronto Globe* of 25th ult.: "There is such a thing as the symmetrical development of a man in power, habits, and knowledge, independent of his peculiar profession or vocation, and it should be the work of our colleges to give such a development. This and this only deserves the name of a liberal education. Such an education provides not only for the growth of the man in body, intellect and heart, but also for placing him *in living active relation to the world without, to men and things*. In no way can this latter object be more effectually accomplished than by giving to our college students a full and clear insight into the principles and laws that underlie and shape all our educational processes in the family, in society, in the public schools and in the Universities and Colleges."

Herbert Spencer says that the art of Education should have its place as a subject of study in the College curriculum. "The subject," he adds, "in which the education of every one should culminate, is the theory and practice of education."

The study of the science and art of human education has an evident fitness for giving extent and completeness to a scientific and