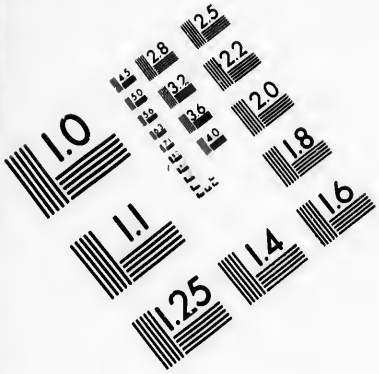


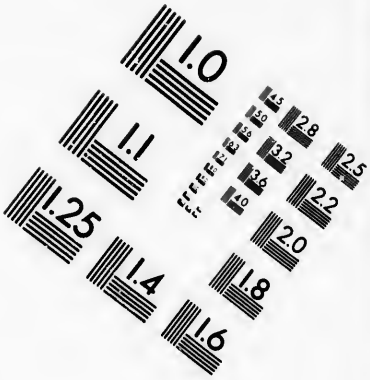
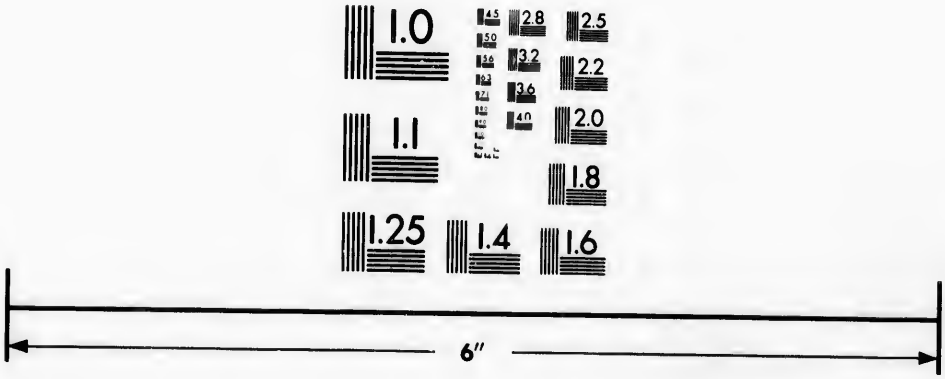
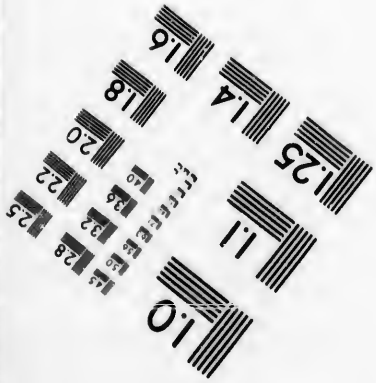
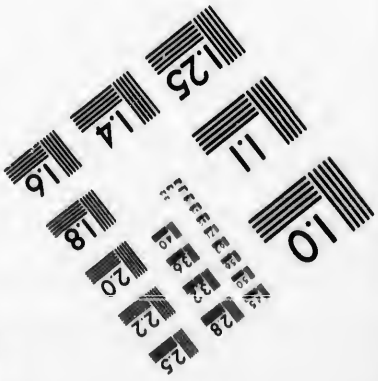


IMAGE EVALUATION
TEST TARGET (MT-3)







Photographic
Sciences
Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- [x] Coloured covers/ Couverture de couleur
- [x] Covers damaged/ Couverture endommagée
- [ ] Covers restored and/or laminated/ Couverture restaurée et/ou pelliculée
- [ ] Cover title missing/ Le titre de couverture manque
- [ ] Coloured maps/ Cartes géographiques en couleur
- [ ] Coloured ink (i.e. other than blue or black)/ Encre de couleur (i.e. autre que bleue ou noire)
- [ ] Coloured plates and/or illustrations/ Planches et/ou illustrations en couleur
- [ ] Bound with other material/ Relié avec d'autres documents
- [ ] Tight binding may cause shadows or distortion along interior margin/ La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- [ ] Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/ Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- [ ] Additional comments:/ Commentaires supplémentaires:

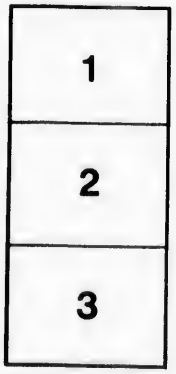
- [ ] Coloured pages/ Pages de couleur
- [x] Pages damaged/ Pages endommagées
- [ ] Pages restored and/or laminated/ Pages restaurées et/ou pelliculées
- [x] Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées
- [ ] Pages detached/ Pages détachées
- [x] Showthrough/ Transparence
- [x] Quality of print varies/ Qualité inégale de l'impression
- [ ] Continuous pagination/ Pagination continue
- [ ] Includes index(es)/ Comprend un (des) index

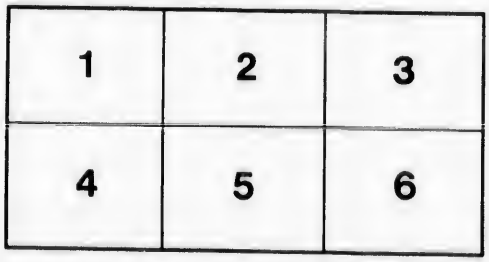
Title on header taken from:/ Le titre de l'en-tête provient:

- [ ] Title page of issue/ Page de titre de la livraison
- [ ] Caption of issue/ Titre de départ de la livraison
- [ ] Masthead/ Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
								✓			





DEFENCE OF THE GOVERNORS OF ACADIA COLLEGE,

IN THE

FOUNDING OF THE CHAIR OF EDUCATION,

AND IN THE

APPOINTMENT OF DR. RAND.

BY

Edward Manning

DR. SAUNDERS,

IN REPLY TO

J. W. BARSS, Esq., and others.

HALIFAX, N. S.;
MORNING HERALD PRINTING AND PUBLISHING CO.
1883.

T

TH

A
con
wri
trus
in c
prof
gen
Pro
not
as s
the
in a
with
that
of t
the

S
was
Aca
act,
app
take

T
men
carr
over
and
who

I
to t
deny
leng
evid
nect
line
of th
have
boar
the
the

I
in in
mor
Aca

The contents of this Pamphlet first appeared in the form of Letters in the Secular and Religious Newspapers.

THE ACTION OF THE GOVERNING BODIES OF ACADIA COLLEGE CRITICISED.

BY J. W. BARSS, ESQ.

A great deal has been written of late on matters connected with the above institution. The many writers who have spoken on the action of the trustees, governors and fellows of Acacia College in creating a chair of didactics and filling it with a professor, have, I consider, only expressed the general feeling of the Baptist body of the lower Provinces in relation of the whole matter. I do not intend going over the ground taken by others, as sufficient has been written to throw full light on the appointment, though it was sought to be done *in a dark corner*. I write to say I fully endorse, with the exception of some little personalities, all that I have seen written by those who disapprove of the act of the governors and their associates in the action referred to.

Six weeks have elapsed since the chair of didactics was founded, during which time the governors of Acadia have had ample time to reconsider their act, and knowing its unpopularity, *to cancel the appointment*; but it seems that no action is being taken looking in this direction.

Then we are given to understand that half a dozen men appointed by the Convention as governors to carry out its understood wishes, feel determined to override, overrule and set at naught the opinion and wishes of that large and influential body to whom they are responsible.

It is industriously circulated that the opposition to the measure referred to is local and limited. I deny this. It is almost univeral throughout the length and breadth of the lower Provinces. As an evidence, not a minister of the 340 churches connected with the Baptist Convention has written a line commending the measure. 'Tis true that two of the governors—both of the legal profession—have put forth feeble excuses for the acts of the board. They were certainly very weak but probably the best pleas the had to offer; no one outside of the board has ventured come to their rescue.

I believe the action taken has already resulted in injury to our beloved institution, no doubt but more serious detriments will be felt hereafter. Acadia College, the boast of the Baptist denomination, has been made a laughing-stock and this in consequence of a few men *in secret plotting* to carry out the whims and fancies of a few *interested* parties.

But we must not forget to honour the *four* governors who manfully resisted the *creation* of the chair. They were the oldest and most experienced of the *eleven who gathered* at Wolfville, and did their duty nobly but ineffectually, as a majority of *three* carried the day; some may consider that three governors have a right aud power to enfore upon the denomination anything they may choose and think proper to enact in connection with educational matters. They may have power, but in exercising it they not only make a great mistake but commit an unheard of blunder.

Having been intimately connected with the Baptist denomination for fifty years; having taken great interest in the welfare of Acadia College for the last thirty-three years; having given many years of my business life in financing *as its trasurer*, and having contributed towards its funds more than any other person that *I am aware of*, is the excuse I have for recording my protest to the whole action of the governors referrrd to in his article.

THE DEFENSE OF THE GOVERNMENT OF ACADIA COLLEGE.

BY DR. SAUNDERS.

The statements in Mr. Barss' letter are largely inaccurate. It is not a fact, as I shall be able to show, that any business connected with the founding and filling of the chair in question was "done in a dark corner." Nothing is known in the Baptist denomination of a half "a dozen men appointed by the convention as Governors." There are 19 governors and six fellows. They together are the corporate body by which the institution is governed. Mr. Barss is in error when he states as a fact "that a few men secretly plotted to carry out "the whims and fancies of a few interested parties." Neither is it correct that "four governors manfully resisted the creation of the chair." It is equally incorrect that a "majority of three carried the day." The voting was all unanimous. Doubtless Mr. Barss and others have heard incorrect reports and assum-

ed that they were facts. It is, however, true that Mr. Barss has acted as treasurer of the college for years. He has also contributed largely of his means to support it. To what extent I have no means of knowing, except that I now have in mind that I once heard him say that the entire amount was $10,000. The college is certainly indebted to Mr. Barss; and Mr. Barss is just as certainly indebted to the college. Should they go into a settlement, I do not know how the account would stand. Mr. Barss would find the college generous in admitting all the charges of money, time and influence contributed to her in the past; but he would also find those grand institutions in his neighbourhood just to themselves in charging him with the education of his sons at a very cheap rate. She would remind him that she had been enabled to do this for him by having property and endowments to the amount of about $200,000, collected largely from her friends of limited means throughout all these Provinces, yea, even the world. Neither would she fail to call his attention to the fact that she had done much in creating the the cultured and intellectual society in which he has moved for a quarter of a century or more, and in which he has reared his children. Something also would be charged against him for the help rendered in making Wolfville a place of business, which has been of great advantage to Mr Barss in that line. But I leave this to Mr. Barss and the institutions to settle between themselves. It might, however, not be improper for me to remind Mr. Barss in this connection, that the principle of giving to any object, is not that of amounts merely, but of ability rather. As an officer in a church of Christ, Mr. Barss believes that the widow who gave all that she had, and that only two mites, gave more than all the rich men who cast their large contributions into the treasury. Many a Baptist Minister and many a poor Baptist have given largely of the little they had to swell the funds of Acadia College.

I am free to admit that a competent and fearless critic may render great service to public interests; but reckless criticism may result in great disadvantage. For years Mr. Barss has assumed in public and in private the role of a critic of the management and government of our denominational schools at Wolfville. Had his fault findings been as consistent as he has said the doings of the governors have been inconsistent, then he would have a just claim to the thanks of the denomination; but a glance over the past few years makes it plain that Mr. Barss' judgment is not infallible. Only four years ago at the central association at Berwick, in an address characterized by much warmth of feeling and positive utterance, Mr. Barss said that in three years, because of the ill-judged management of the governors, there would be no college at Wolfville. Since that time he so despaired of the efficient existence of that institution, that he felt constrained to appear in the newpapers, favoring the proposal then made to surrender our college work at Acadia and consolidate with Dalhousie. But what did he do in the late convention held in Halifax? He actually moved a vote of thanks to the governors of Acadia college for their able and successful management of its affairs.

Now Mr. Barss is sanguine in his condemnation of the Governors for founding a chair, and for appointing Dr. Rand to a professorship; but in less than four years I fondly hope that he will be just as sanguine in moving a vote of thanks commending them for it. He will then be able to point to the good results of this movement, as he is now able to point to the good results of building the Ladies' Seminary, the going into debt for which had caused him to believe that all was lost.

Mr. Barss suggests that the governors should have convened a meeting ere this, and cancelled Dr. Rand's appointment.

It would not be unfair to ask Mr. Barss, how he would act in circumstances, similar to those in which Dr. Rand would be found, were his appointment annulled. Let us now suppose the existence of such circumstances. Mr. Barss, we will suppose, has been for a number of years in a very successful business in Halifax. He at length wishes to retire to Wolfville, and there limit his labors for the remainder of his life. The Peoples' bank becomes aware of this fact. Accordingly the board of directors offer Mr. Barss $1,600 a year for taking charge of a branch bank in the town chosen for his future residence. He accepts the offer. The bargain is legally made and formally closed. Mr. Barss gives up his business; but, on the eve of departing for Wolfville, he gets a note from the president of the bank, stating that, at a meeting of the directors, called for that purpose, his appointment has been cancelled, and that his services are not required. I would now like to ask Mr. Barss what he would do in this case? Would he not remind those directors that they were accountable to wholesome laws? Would he not cause visions of damages to float before their minds? Again, I would like to ask Mr. Barss, how, as christian men, the governors of Acadia College could justify the act which he condemns them for not perpetrating before their own consciences, the Baptist convention, and the world? Mr. Barss, in my judgment, ought to reconsider the legal, moral and religious aspects of this act, the non-performance of which by the governors seems to amaze him so much.

The establishment and filling of chairs in Acadia College is by law committed to the senate, trustees, governors, and fellows.

The history of the founding of the new professorship and the appointing of Dr. Rand to fill it, will be plainly told in subsequent letters. The nature also of the new department, and the grounds on which the belief rests that it will yield good results will be considered at some length.

After the Baptists of the Maritime Provinces have seen a plain and true account of the business

connected with this matter from beginning to end, and after they have impartially examined the extent and character of the work to be done, the certain prospect of the vast intellectual and religious results on a large scale, and the ability, enthusiasm and devotion of the newly appointed Professor, they, I am persuaded, will not only feel satisfied with what has been done, but they will see that they have reason to thank the governing bodies of the College for this "new departure."

THE HISTORY OF THE BUSINESS TRANSACTIONS.

To show the public that the business, transacted in creating the professorship of education in Acadia College, as well as in Dr. Rand's appointment, was fairly and honorable done, and not as it has been described by Mr. Barss and others, I will give a plain outline of its history. These details are intended to refute the reports now current and evedently beleived by some, and among them, strange to say, by Mr. Barss himself, who, at his time of life, ought to know how misleading flying rumors are likely to be. Any knowledge that I have of the matter has been obtained since the Convention decided to transfer its theolegical work to Toronto, and since Professor Tufts resigned his place in the College. Before this I had not heard even so much as a hint that a chair of education was thought of for Acadia College; nor had any one in Halifax, interested in the college so far as I know, any earlier knowledge of the movement than myself. Although some of us, were, up to this time, entirely uninformed, yet others, in whom I, in common with the denomination, have great confidence, had for months been carefully considering the the whole subject. Foremost among these was the president of the college: and was not this as it should have been? From his position as President is it not expected of him that he will wisely plan for the enlargement ond up-building of our institutions? He is not unaware of his responsibilities. If he had needed any healthy stimulus in this direction, he certainly has had it within the last few years. Are we to suppose the president of Acadia College has been an indifferent spectator of the wise and far reaching policy of Dalhousie College? The ablo and successful plans of Principal Ross have been made plain enough to be seen even by the blind. To stengthen his arts course an efficient professor is taken from the staff of President Sawyer. When it is decided to establish another faculty, another professor is captured at Sackville and carried off to begin a law school. Has Dr. Sawyer been sitting by listlessly gazing at at the development of these carefully laid plans? No. He too has been making arrangements for the future. He saw that the services of Dr. Rand, could they be secured, would do much to advance the best interests of Acadia College. In this matter his perfect knowlege of the man qualified him to be an impartial and independent judge. He had known him as a student in his classes, as a teacher in Horton Academy and the Normal School at Truro; and as the superintendent of education in Nova Scotia and New Brunswick. In this case our president understood the needs of the college, and knew the ability and rare experience of the man. He knew that a man, who had successfully superintended, through great difficulties, the building up and perfecting of two complete systems of public education, would add much to the reputation and working power of Acadia College.

Here I would remind Mr. Barss and those whose opinions he has adopted, that the Baptists of these Provinces have in the past trusted Dr. Sawyer as a wise and able leader. He has ever proved himself worthy of their confidence. Has he ever led them into any serious embarrassment? After the burning of college buildings he said, it is important to build a seminary for young ladies as well as a college for the students. It will be successful and give good returns. But Mr. Barss said it is ruinous to go into debt, and it has not been submitted to the convention. Dr. Sawyer said it is wise, embark in it. The governors took his advice. To-day not even one word is needed to justify the course adopted, although a large debt was incurred by it. The denomination has practically said, by wiping out that debt, popular assemblies are not the places for determining the policy and developing the plans of our institutions of learning. This, we entrust to our president and to the governing bodies.

Are then these writers, anonymons and otherwise, not wise and otherwise, but altogether otherwise, to be followed rather than president Sawyer? Do these dealers in fugitive and groundless rumors assume to take the reins out of Dr. Sawyer's hands, and become the guides of educational affairs for the Baptists of these Provinces? I am strongly inclined to the belief that they will have a slight preference for following their old professional leader. They have not yet decided that the president, professors, senate and governors are a number of wire-pullers, "plotting in secret," and doing their work "in dark corners." In my opinion the Baptists are a little disposed to hesitate before assuming that Dr. Sawyer is designing unworthy things and plotting with others in secret. Rather indisposed are they, so I shall for the present assume to regard him in this light, or as a blind leader of the blind. When the public come to hear the president on this subject at the next convention, if it shall be necessary for him to speak, a subject concerning which there may be grave doubts, it will be apparent even to the retailers of whims and fancies, that in the matter of establishing a chair of education and in the election of Dr. Rand to fill it, the president has gone forward with his eyes wide open.

THE PART OFFICIALLY TAKEN IN THE BUSINESS BY THE PRESIDENT AND FACULTY.

President Sawyer has not been inattentive to the discussion of education as a university subject—a discussion which has been going on for the last fifty years. In noticing its development and progress he would unconsciously to himself deliberate on the feasibility of introducing it into Acadia College. Because persons outside of the profession have not studied and matured their views on this question, it ought not to be inferred that Dr. Sawyer has turned deaf ears and blind eyes to a matter which has engaged the talents of some of the most distinguished educationalists both of England and America. The Baptists will not forget that President Sawyer has a right to their intelligent and loyal support.

What are the facts in this connection? So long ago as last spring, Dr. Sawyer took into consideration the founding of this chair of education and the offering of it to Dr. Rand. He had concluded that the time was ripe for it. There was, however, one thing and only one thing in the way. Funds sufficient to meet the expense were not available. But the retirement of Professor Tufts from the college, and the transfer of Dr. Welton to Toronto, events not forseen by any one more than a few days before the convention met at Halifax, opened the way for immediate action. By these changes the necessity was laid upon the senate and governors to strengthen the college staff, and to re-arrange the course of study. They looked to the president for advice. They found him prepared Among other things, he commended as a subject, worthy of their serious attention, the establishment of a chair of the principles and practice of education and Dr. Rand as a suitable man to fill it.

From this point, as the following facts show, the business flowed into its natural and constitutional channels. It was taken up by a committee, composed of a committee, appointed by the board of governors, and the executive committee of the senate.

Here I may refer to the legal powers of these respective bodies—the bodies which, by statute law and by the confidence placed in them by the convention, are bound to act in all such matters. I may also refer to the composition of these organizations. We have the senate, composed of the president and faculty of the college, 6 fellows and 12 scholars. There is also another organic body constituted of these 6 fellows and 19 governors. The faculty of the college is the executive committee of the senate.

What authority have these bodies in the founding and filling of chairs in Acadia college? The constitution of the senate states that the "senate shall, at the instance of the corporation (the governors and fellows) or otherwise, recommend professors to fill any chairs becoming vacant, and shall recommend any professors to fill new chairs from time to time to be established, and shall present to the governors the names of candidates for appointment." The senate "shall also do, perform and establish every other thing and matter having relation to the purely literary department of the college." It is thus plain that the senate is by law clothed with authority in in this matter of creating and filling chairs. In this joint committee are found the constitutional advisers of Dr. Sawyer—the professors of the college. Prominent among them are two gentlemen —Professors D. F. Higgins and R. V. Jones—who have long held this position. For about a score of years they have given their counsels and labors to Acadia college. Not a little of the confidence reposed in the president is owing to the fact that he is surrounded by these wise counsellors. It is well-known that the views of Professors Jones and Higgins are greatly valued by the president. The governors put themselves in a position to take the official advice of these gentlemen. They did not hesitate to discharge their duties in this responsible position. Both Professors Jones and Higgins fully agreed with Dr. Sawyer in the matter of founding the new chair. The extreme pleasure of the former in the prospect of its realization, was accounted for by the intimacy and friendship of class life, known to have existed between himself and Harding Rand. The committee of the governors were largely influenced by the unanimous views of the executive of the senate.

The Part taken in the Business by Committees, Senate and Governors.

A committee from this joint committee was sent to Dr. Rand to ascertain whether he would consider the offer of this chair, and on what conditions. A report was made and unanimously adopted. It was resolved to call a meeting of the governors for Wednesday morning following the Convention. This meeting was held. Here again Dr. Sawyer gave his views at length. Dr. McVicar, a man eminently qualified to form sound opinions on the subject, by request, gave the governors the benefit of his views. They were in perfect accord with those previously given by Dr. Sawyer and his associates. After a full discussion a resolution was passed, requesting the senate to nominate a professor to fill the chair in question. The governors then adjourned to meet after the senate had been called together.

On returning to their homes the president and professors of the college gave further thought, as I assume, to this most important movement After some time had passed, a meeting of the senate was called for the 11th of September. The governors were summoned to meet later on the same day. The senate accordingly assembled. After a full discussion of the subject, it was moved by Judge Johnston and seconded by the Rev. S. B. Kempton, that T. H. Rand, D. C. L., of Fredericton, be recommended to the Board of governors for the professorship of the principles and practice of education. This feature also of the question was thoroughly considered, after which a

unanimous vote was taken. Later in the day the governors met and took up their part of the business. One governor only expressed his judgment against the founding of the chair. He did not think there was a necessity for it. Others at first were in doubt in regard to having the necessary funds for meeting the expense. Various opinions were expressed relative to the amount of the salary; but when the vote was taken to adopt the recommendation of the senate and the offer of the chair to Dr. Rand at a salary of $1,600, it passed unanimously. It was believed that under the circumstances a less sum could not be offered.

Several of the governors who had to leave before the vote was taken, said they would vote for the resolution.

When the public know these facts, they will see that Mr. Barss and others have been imposed upon by wholesale dealers in "whims and fancies."

THE CONSTITUENT ELEMENTS OF THE GOVERNING BODIES OF ACADIA COLLEGE, AND FURTHER REFERENCE TO THEIR DOINGS.

No further reference to the business, connected with Dr. Rand's appointment, is necessary to convince every impartial mind that nothing has been done to reflect on the integrity and honor of the college boards. Hitherto the denomination has left the management of the institutions to the board of governors. Anuual reports to the Convention alone have been required. Popnlar verdicts have never been sought before action was taken, not even in movements of an advanced character, as for instance, in the case of building a school for young ladies. If in the past the policy and direction of the institutions have been left to the governors, there are additional reasons why the same policy should be adhered to at present and in the future.

The original charter of the college contemplated "the body of the college," to which body a large measure of power and responsibility were to be committed. In the early days of our college it was thought the material did not exist for forming this body. No attempt was therefore made to do it. The authors of the charter were evidently belivers in the development theory. They accordingly filled it with germs of a larger and perfected life. Within the past few years that life has been matured in the creation of the senate—the body—*the real college.*

The number and representative character of the men who compose the senate and the board of governors are such as to give a satisfactory guarantee that all educational affairs will be wisely and faithfully conducted. Their number (I speak from memory) is 35. Their are 12 ministers, 6 lawyers, 1 judge, 8 business men, and 8 teachers and professors. A part of these were nominated by the alumni society, and a part by the faculty of the college. The governors are appointed by the Convention, and the senate by the governors. All that is done is confirmed by the Convention. The sanction of this body is neccesary to perfect the business. The names of the gentlemen who now constitute these boards may be found in the year book. When they are read, it will be seen that their experience and character would of themselves be a sufficient guarantee for the faithful and successful management of the trusts committed to them.

It is simply amazing that the doings of these large and carefully chosen bodies have been assailed and aspersed by newspaper writers. If no more confidence is placed in their wisdom and integrity than has been expressed by the writers referred to, delegated authority and decency and order in business are impossibilities, and should not be attempted. But I am not so credulous as to believe that the Baptist body, bound together in the Convention, will withdraw confidence from these boards entrusted with its business.

Before the senate was created the board of governors took advice from the president in all they did to advance the literary interests of the college. Drs. Cramp and Sawyer in this way guided the work of the college for many years. This is now at an end. The president and professors, not only in their capacity as the faculty of the college, but especially in their capacity as the executive of the senate, are now responsible, officially responsible, not only to the governors, but to the Convention through the governors, for the chair of education and the occupancy of it by Dr. Rand. The senate, however, will not shrink from this grave responsibility committed to it both by civil law and a vote of the Baptist Convention —a responsibility which the senate has assumed and carried for more than twelve months. In good faith it was given, in good faith it was taken.

In establishing the new professorship, the governors knew that on this executive board of the senate the responsibility virtually rested. The views of the faculty in this relation were heard by the governors with all deference. Had the faculty opposed the movement, I am supported in saying, the chair would not have been founded. The senate itself depended upon the executive for advice and guidance—in this matter. It would have been reckless on the part of the senate to have done otherwise. The board of governors knew that upon the senate rested the responsibility of creating this professorship. They waited to know and receive the decision of the senate in this behalf. What was that decision? By a vote, moved by Judge Johnston and seconded by the Rev. S. B. Kempton— a vote which passed unanimously—the governors were recommended to appoint T. H. Rand, D.C.L., to the chair of the principal professor

and practice of education in Acadia College. The denomination will thus see that Dr. Sawyer, Professors D. F. Higgins, R. V. Jones and E. M. Kierstead have by law, in virtue of the positions they hold, as well as by a vote of the Baptist Convention, assumed before the denomination reponsibility for the wisdom and success of the new chair. In this they have taken ground held by many distinguished educationalists on both sides of the Atlantic. On the senate then, from a literary point of view, and not on the governors, rests the onus of this advanced movement. The board of governors are responsible for furnishing the funds to meet the expense, and for taking the advice of the senate. These bodies will not fail to bear their full measure of accountability resting upon them respectively.

The Rev. D. A. Steele, a member of the senate, in his excellent and timely letter to the *Christian Messenger* has, I feel persuaded, expressed the intelligent and loyal sympathy of that body. Did the faculty feel called upon to speak, there would be, I am sure, all absence of timidity because of the mistaken views of a few interested friends of the college, published in the newspapers. For what purpose are all these particulars? To remind the Baptists that their educational work is in the hands of a large number of trustworthy men; to remind those rashly rushing into print that they are to no purpose disturbing the public mind, and obstructing, so far as their influence goes, the good work of our institutions.

The part taken in this business by the president and faculty, the senate and board of governors, has been plainly stated. Whatever may be said of the faculty and senate in the action taken by them, it is evident that the governors, advised and guided as they were, had no other course to pursue than to found and fill the chair of the principles and practice of education in Acadia College. Two or three of the writers against this movement have affixed their names to their letters, but the greater part have been anonymous. Even their number would be reduced if report is correct. They have resorted to the device of Peter Cartwright, who practised a pious fraud at a Methodist campmeeting. He had learned that on a certain night a number of mischievous fellows intended to come and disturb the camp. Peter, after all had retired to their beds, stationed himself at a distance from the encampment; as the night wore on he heard the enemy approaching. Plunging both hands into his capacious and well-filled pockets, he drew them forth full of pebbles, which he threw in all directions. At the same time he set up a great yelling in a variety of voices. The on-comers, thinking they were confronted by overwhelming numbers, were panic-stricken and beat a hasty retreat. It said that one writer has been throwing broadi into the denomination a large variety of anonymous signatures, hoping, by this artifice, to any he impression that many are writing. When the truth is found out it will be seen that it is only Peter throwing gravel-stones with both hands, and yelling in imitation of many voices.

Throwing pebbles did frighten mischievous boys from a Methodist camp-meeting, but it is yet to be seen whether an unknown Peter can frighten the senate, the governors, the Convention and the entire Baptist denomination.

In previous letters I have given a plain recital of the business transactions connected with the appointment of Dr. Rand to the chair of education in Acadia College. It has thus been made apparent that all the business was done honorably and in good faith. This ought to satisfy the Baptists that the board, to which they have entrusted the management of their institutions, have done nothing to disturb the confidence which has hither to been placed in them. They have no ends to serve other than those of the entire denomination. A universal desire now exists throughout the denomination to perfect and enlarge the labors of this institution. This is earnestly sought by every member of the senate and by the board of governors. Had they not believed the appointment of Dr. Rand would contribute to this end, it would not have been made. If their wisdom is doubted, surely their integrity ought not to be assailed. Further writing in defence of these boards ought to be altogether unnecessary.

In one of my letters I stated that the making of education a subject for university training has been discussed for the last fifty years. A glance at the history of this agitation throws light upon the merits of the question.

Before calling attention to this phase of the subject I may say that what I shall write is not intended to take the place of public utterances certainly expected from the president of the college, Dr. Rand and other educationalists. As a member of the senate I wish to put on record the grounds on which I rest my defence of the "new departure." The officials referred to will choose their own time and place for discharging their duties in this matter. They hold decided opinions and will defend them on all suitable occasions. They are sure of a patient and impartial hearing. The weight, now attached to the views held by these gentlemen, will be greatly increased when the public know the substantial reasons by which they are sustained. A review of the history of introducing education into the curricula of universities leads impartial minds far along the way to a decision in favour of its soundness and utility. In justification of this assertion only a few sentences, referring to this phase of the question, are necessary.

History of didactics in Great Britain. As early as 1828 a number of educationalists in Great Britain saw the deficiency of the unscientific, mechanical methods employed in schools of all grades. To their minds, teaching was more than an art; it was a science. Taking their stand on this princi

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 irrepressibleness 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

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

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 unimportant 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 couress arrangefor 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 housebuilder. 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 government 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 profe sional, which on second thought I am dispo to regard as a hopeful competitor for an in place. I have in mind the history of educat What chance would it stand with surveyin a place on the list of undergraduate stud It is worth a thought. A glance at the histo 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 toryism of an arts course, ready to make war to the knife with the supposed radicalism of dialectics, paideutics, pedagogics.

AUTHORITIES FOR A CHAIR OF EDUCATION IN AN ARTS COURSE.

I have now looked at the nature of the new chair from an arts course standpoint. It still remains to consider it from the standpoint of education broadly viewed. Let us have the views of acknowleged authorities. Horace Mann said :—"In its largest sense, there is no subject so comprehensive as that of education ; its circumference reaches around and outside of and therefore embraces all other interests human and divine." "No rational idea" says Herbert Spencer, "can be put forward for leaving the art of education out of our curriculum; whether as bearing on the happiness of parents themselves or whether as affecting the character and lives of their children and remote descendants, we must admit that the knowledge of the right methods of juvenile culture, physical, intellectual and moral, is a knowledge second to none in importance. This topic should occupy the highest place in the course of instruction passed through by each man and woman. * * * The subject in which the education of every one should culminate is the theory and practice of education."

What shall we say of the views of these distinguished educationalists? Do we not see that the whole world is an unorganized school? What but the practice of education is going on in every household, in every organization, in in every meeting for pleasure or for profit, in every assemblage for worship, in the writings of the newspapers, the reviews, and the books, and in the parliaments of the world? Is it of no importance that any one outside of the teaching profession, labouring in its organized capacity, should know the science and art of the work they are doing either voluntarily or involuntarily? Is it not of the first importance that every father and mother should clearly apprehend the first principles of the work they do in superintending the physical, mental and moral training of their children? Go *teach* all nations, is the command of the author of religion. Are preachers to do their work by guess, when it can be done on sacred, scientific principles? Are they to have no knowledge of the art of conveying truths to immortal souls? Art, resting on a scientific basis in every department of human life, in this matter of instruction, is essentially fundamental. Shall we hesitate to carry out this work in our highest departments of education and receive the down-flowings of its usefulness into our schools, our churches, our homes and our communities? We are all teachers whether we admit it or not.

A LETTER PUBLISHED BY DR. SAWYER IN THE CHRISTIAN MESSENGER.

As the history of the recent appointment in Acadia College, as it has been presented in the MESSENGER, has misled at least some of your readers, though the writer of course designed nothing of the kind, I ask the privilege of making a few statements. It will be noticed that the portion of the historical articles which relates to the course of events before the meeting in Halifax is largely inferential. It is enough to say of this portion that it is quite wide of the truth. The idea of a chair of Education in the College did not originate with me. The faculty of the College never conferred on the subject. The professors may have known as much as I knew on the subject, or they may not. But not one of them knew my views or purposes, until I spoke in the meeting of the Committee in Halifax. Whatever purpose I had in connexion with the business was formed after the question of theological education was settled. When the subject of a chair of education was first mentioned by me in the meeting in Halifax, I did not know the position which a single one of those present, whether Governors or professors, would take in regard to it. I spoke only for myself, and made my decisions from time to time, as the discussion advanced, on my own responsibility, without binding the action of any other one.

The history of the business is not difficult to understand. At a meeting of the Senate in June, a committee was appointed to consider the question of changes in the curriculum of the College. As there was no opportunity for this committee to attend to its business in Anniversary week, it was understood that, if necessary, there could be a meeting of the members who might be in Halifax at the time of the Convention. After the changes in the staff of instruction consequent on the action of the Board in Halifax, it was thought desirable that this committee should have a meeting, and the Governors were requested to appoint a committee of their own number to meet with the committeee of the senate to represent the financial interest of the Board, in any business that might be considered, involving the expenditure of money. The two committees met together on the afternoon of Aug. 28th. As I now remember, there were present six Governors and three professors, besides the president, who may be counted in either class, or in both. What these several individuals represented or whether each one should be considered as speaking for himself, I will leave for those to determine who are skilled in such matters. Being invited to present any topics that might seem to me to call for consideration on the part of the meeting. I named three. The first two would require action in order that the class work of the year might be carried on regularly. The third was a Chair of Education. Being in possession of information bearing on the establishment of

such a chair in Acadia College I judged it to be my duty to bring the subject to the attention of the Governors at some convenient time. The meeting of these committees seemed to be a favourable opportunity. Accordingly the matter was mentioned and some remarks were added by me to the effect that in various ways such a chair might be useful. I think I named no individual in connection with the chair, some one else suggested that in the remarks which followed, and after that the usefulness of the chair was considered in connection with the man who might fill it. The question being thus before the meeting, it was discussed in different phases, educational and financial, during the remainder of the afternoon and again in the evening, and the result was reached that the proposition to establish a Chair of Education be favorably reported to a meeting of the Governors to be held the next morning. The Governors met the next morning. The report of the committee was introduced, the subject seriously discussed in its various aspects and, after a somewhat prolonged consideration of the case, it was resolved, "That this Board is prepared to establish a chair of education in Acadia College and requests the senate to nominate a professor to occupy such chair." In my opinion the chair was virtually established at that time. The formalities of the business after that followed the natural sequence. There was some discussion in the senate in respect to the range of duties of the new professor, but it was understood that the chair was established and the recommendation asked for was made out. It may be added that in the meeting of the Governors in Wolfville, after the meeting of the senate, an attempt was made to rescind the action of the Board taken in Halifax, but it failed and the ground taken by the Board at the meeting in Halifax was substantially held to the close, and the appointment was made, as the public know.

I hope the present misunderstanding will soon disappear. One thing is certain, the College must be kept in sympathy with the people. If they will exercise a little patience, I trust that they will see our difficulties removed before a long time has passed.

THE CRITICS CRITICISED, AND THE WORK OF THE EDUCATION CHAIR NOT SUPPLIED BY THE NORMAL SCHOOL.

A word at this point to some of the critics of a part of my statements. The esteemed president of the college thinks his connection with the new chair has not been fairly represented by me. Professors Higgins and Jones appear to think the same in regard to themselves. I presented the acts of these gentlemen in their official relation to the business. In my account of their doings I treated them as members of the faculty, as members of the executive of the senate, and as members of the senate. If they have not managed their business in a formal, orderly way in the several bodies to which they belong, surely, surely I ought not to have assumed it, but I should have assumed the contrary, which I did. But whether the business is presented regularly from the official standpoint, the point from which I presented it, or from the standpoint from which they now tell us they viewed it, the result is substantially the same. The result is this:—The President submitted to the authorities of the college the matter of founding a new chair, of which matter he became the moderate and intelligent advocate. Professer Higgins supported the measure and expressed himself satisfied even with the salary, not with his own salary, but with the salary of the new professer. The president, when the business had about closed, used language to this effect: That he was prepared to defend the founding of the new chair at any proper time and place. This has not been denied by these gentlemen. They do not, I am persuaded, wish to deny it. The public should not, therefore, infer from a superficial view of their criticism that they have stultified themselves. They have done nothing of the kind. Rather they are precise thinkers, and are fastidious about the fine shaping of the statement of things affecting themselves. Their cloistered, theoretical life, naturally fosters these mental conditions; but when their work or wisdom is challenged, their true character, formed in the clear bracing atmosphere of university life, comes into view, and they prove themselves men who have the courage of their convictions. I therefore counsel the insane, noisy, blind public criticism rushing pell-mell against the united and unanimous decisions of the faculty, the senate, and the board of governors, not to expect the help of the president and professors in the work of revolution and destruction. I would advise the fervid agitators to read the sensible and timely letter of the Rev. J. A. Gordon, found in the last number of the Christian Messenger.

Attention may now be called to some points relating to the character and prospects of the new professorship. As is well known, Nova Scotia and New Brunswick have each a large and efficient Normal school. Why, it is asked, can not the science and art of teaching be left altogether to these institutions? For this express purpose they have been built and kept in operation. It is true that a superficial view of the question makes the normal school equal to the demand, and leaves nothing to be done by the university But experience and scientific research lead the mind to a different conclusion. It is now settled that teaching is not a mere handicraft, not a mechanical process alone, but a science, based on laws governing the physical, mental, and moral nature of man. This con-

ception of the profession makes it clear that the normal school is not prepared to do the entire work of training teachers of all grades. If it could do this work, then there would be no necessity for the existence of colleges; for the obtaining of the knowledge of the scientific methods in the teaching art requires the possession of the results of collegiate training. These results no normal school pretends to furnish. Indeed it is work beyond the reach of this class of institutions, for the normal school is burthened with elementary work, with instructions in codes of rules to guide teachers and with practice in the model school. The large amount of these labours makes it impossible to carry normal training beyond a limited degree,—a degree below the work of the college, a degree altogether inadequate to a scientific knowledge of the subject. A severe training in the disciplinary studies—classics and mathematics—such a training as is given in a thorough college course, is necessary to a clear and comprehensive knowledge of logic, mental and moral science, three subjects indispensable to the right knowing of the science and art of teaching. Before these subjects are mastered other work must be done, mathematics must go before them, sharpening the perceptive powers, whetting and invigorating the analytical powers, giving potent tension and unrelaxing grip to the reasoning forces, and moderation and precision in all mental processes. Classics, ancient and modern, must also precede the study of these branches, perfecting the taste for letters and the models of expression. These helps are necessary to a sound knowledge of psychology. This is work beyond the sphere and provisions of the normal school. An assumption on the part of the training school to overtake and do this work, would be equal to a declaration of ability and means to do all the work of instruction from the common school to the college.

If the teaching art were left altogether with the normal school, the tendency would be to rest satisfied with rules and mechanical arrangements. At this point the university work comes in. It causes the teacher to take a broad and profound view of his profession, a view giving him strength, dignity, and inspiration. The teacher here finds that his craft rests on a grand philosophical basis. The sphere he labors in expands till it takes in the whole human race. He sees all work done scientifically or unscientifically, well or ill, intelligently or unintelligently. This presentation of the training of human beings in its subjective and objective phases is seen to be the true conception of the teacher's calling. He sees that he is, however, humble in his sphere, a co-worker with devout and intelligent men and women in all stations in life, yea, even with God himself. The normal school conducted by christian teachers, holds up a high professional standard, but the profession seen in its philosophic light is still higher and more inspiring. The university can do work for the profession, and therefore for the world, which the normal school cannot do.

The Scotch, who more than any other people owe their greatness to education, have been the first of English speaking communities to see and feel that the normal school was not able to do everything for the teaching profession. Before the days of training schools in that country, many teachers were sent out from the universities to the common schools. The influence exerted by them filled young men with educational zeal which carried them up to the colleges. The introduction of the normal system tended to displace teachers trained at the universities. And this was not all. The character of the work done was also changed. The profession began to lose its sentiment and its inspiration. Utilitarianism began to come to the front, and school-teaching tended towards routine and mechanism. The colleges felt it. The prophets and apostles in the teaching profession felt it as they looked upon its downward and dangerous tendencies. They were driven to seek a remedy for this evil. It soon became evident that deliverance must come from the university. Hence the agitation for founding chairs of education.

Some of the opponents of the chair in Acadia college are so un-baptist as to say, that as the colleges of the Dominion and the United States have not founded professorships of this kind, therefore the Baptists of the maritime should wait until they have done it. That argument would be more becoming some other people than Baptists. Had it been listened to, Carey would have remained on the shoemaker's bench. Let the shoemaker stick to his last, a good old Latin maxim, was kept in its breach by the pioneer of modern missions. Away with your £13 sterling and your cobbler, says this argument. The great churches of England, of Germany, of Scotland, and the congregational commonwealth have no missions established amongst the heathen. What simpletons are Fuller and Carey! But Baptists of the Fuller and Carey type do not wait for other people to go ahead before they undertake work which they see ought to be done, and in the doing of which the world will be blessed. If the chair in Acadia is good, let others follow the Baptists, and not let the Baptists be satisfied with being always behind.

HOW THE NEW CHAIR WILL INFLUENCE THE TEACHING PROFESSION.

The nature of the work connected with the new chair and the deficiency of normal school training, which it meets, have been considered in previous letters. No difficulty has attended this part of the discussion. The chair, standing by itself, and the help to teachers coming from the college through it, are phases of the subject easily apprehended. But there

are other advantages, clearly in prospect. These, however, are not advantages coming from this chair alone, but from the other professorships as well. Attempts have been made to prejudice the public mind against the new chair, as one having in itself no sympathetic connection with the denomination at large. To neutralize these prejudices, it may be necessary to make a few plain statements.

It is well known that educational progress has not been from the common school upward, but from the university downwards. The college created the school; the school did not create the college. Public systems of education are dependent upon the university for their efficiency and success. In cases where government schools have been organized, so as to reach from the lowest grades to the doors of the university, it has been thought that the fostering care of the l tter might be withdrawn; but so dependent are the schools below upon the unfversities above, that they must still continue to cherish and help their own offspring. The New England States verily thought at one time that the high schools of the public system would furnish them with students; but it became necessary for the universities to supply the deficiency. They therefore resuscitated old academies and built new ones, in order to keep university life and common school life vitally connected. It is well known, too, that the educational work in Scotland has come largely from her universities whose spirit and power have been carried into the homes, villages, towns and cities of that country by ministers, teachers and men of other professions. Naturally the educational life came down upon the people; naturally it flowed back to those great seats of learning. These doctrines were certainly believed by the founders of our college. They looked upon the denomination and saw the educational condition of the ministers, teachers, and communities. They did not say, Let us build common school houses throughout the country, they aimed directly at a collegiate institution of a high order. From it they believed advantages would flow to the school house, the home, and the pulpit. Results have realized their hopes and justified their belief. Two professions were prominently in their minds —preaching ano teaching. It is true that great changes have taken place in the matter of public education. But no change has taken place, neither, in the nature of things, can any change take place which will render government schools independent of the college. Not for its own sake alone must the college do its part in qualifying and inspiring teachers, but more especially for the sake of the country must this be done For years past every discerning friend of Acadia college must have viewed with pain the turning away of many of our young men and young women from the institu ions at Wolfville. They have passed our doors and have gone directly to the Normal school. We do not undervalue the Normal school training, neither do we undervalue the training that precedes the work of the Normal school. Young people trained at Wolfville, and then at the Normal school, are qualified, as they could not be had they attended the latter place only. At this point our institutions have been losing their hold upon the teaching profession, and their influence in this direction has consequently been growing less and less. The educational chair, occupied by Dr. Rand, will restore what has been lost, and add largely to the ability of our college to help the teaching profession. Teachers, aiming at the higher places in their calling, will seek the advantages of the new chair, Even those who do elementary work cannot fail to be profited in this direction. They cann t be uninfluenced by the higher grade teachers. The whole profession will participate in the profits.

This work will not be done by the educational chair, considered apart from the other chairs; but this professorship will gather up the work of the other professorships, and convey it to the school houses; and f om the school houses it will go into the families. Here then is an open way through which advantages will flow to the peop e generally, and from the people back to the college again.

THE RELIGIOUS INFLUENCE OF THE NEW CHAIR.

Baptists regard the moral and religious work don for stndents as second to nothing else in college training. This, I ad nit, depends more upon the man than upon the professorship. A sympathetic man, good at heart and sound in the head, will do more with his geometry and his chalk to influence students aright, than a deficient man can do by me ns of moral science and christian evidences. The work done for students in the transition period—students who suffer with doubt and unbe ief, sometimes even to agony—must be done intelligently, patiently, skilfully and in faith. At no time in life is mere dictum and dogmatism more abhorrent to the human mind than it is to the student at this stage of mental and moral training. The impossible and incomprehensible in mathematics, in the hands of an ingenious christian man, can be made to do more in quelling the rebellion of unbelief in the breast of the student and in leading him to accept revelation and religion, than could be done by an unqualified man drawing his arguments from the storehouse of moral and religious truths. This we freely admit. At the same time it

must be evident that the greatest good can be accomplished by having the right men in the right p aces. Granting this, sets the education chair foremost as a means to this end The branches of learning, embraced by it, and the practical character of the work it attempts to do, lead necessarily to moral and religions instruction. Logic, mental and moral science may be taught by other professors, and the minds and the morals of the students may be brought under their influence as theoretical studies: bat when these subjects are dispensed from the new chair, they are necessarily enforced in a more practical light. Students are taught to see themselves at work in the world. The responsibility of real life is upon them No longer are they mere speculators and theorists— they are busy men and women, accounable for the cha acter and su cess of their work. Necessarily the professional phases of this chair are of this nature. It is then plain that the new professorship is in no way deficient as a factor in christian education. For settling doubts, shaping beliefs and forming character, it is second to no college agency, unless it is that of christian evidence, now in the hands of our president, It will, therefore, have to do in instilling right sentiments into the minds of the students, and in giving right views of truth and righteousness.

POPULAR INFLUENCE OF THE CHAIR.

The agitators against the education chair have sought to give currency to the belief that it is a cold, professional professorship, in which the people can have no interest, and from which they can derive no profit. It is to be regretted that these people have done their talking and writing first, and will be obliged to do their thinking afterwards. To assist them in the latter exercise a comparison with other chairs for work in this direction will now be instituted.

Classics and mathematics — vital training forces in every university—may be brough forward. Do these chairs naturally go abroad among the people, giving instruction, awakening sympathies to bind together the college and its constituents? No. These chairs are by nature and practice hermits. They do not take kindly to a busy, bustling life. Their genius seeks a limited sphere. The class room and professional society are their places of natural resort. It is true that men in these chairs may be very popular men. They may take to public life as ducks to water; but the tendency of these chairs does not carry them in that direction But the educational professor necessarily goes into the world. The currents of thought, unlike those from the chairs of mathematics and classics, flow outward. He does his labors with one eye on public life. The outside world is brought into the college; and the college is taken into the outside world. Schools, pulpits, homes, and society generally are subjected to a thorough examination. Life, in its manifold forms, passes before the chair of education. Each form is inspected and judged in the light of first principles. How then can it be said, that, between this chair and the public, there is no vital sympathetic union? Classics and mathematics may remain within the university enclosure, and defend themselves for so doing, but if the professorship of the art and science of teaching attempts to remain at home, no defence could be made for such a course, and its usefulness would be at an end.

THE OPINION OF THE STUDENTS IN RESPECT TO THE CHAIR OF EDUCATION.

It is refreshing to see that, amid the confusion now recoiling upon the "invisible" authors of the agitation, the "Acadia Athenæum—the organ of the students—has taken an impartial and an intelligent view of the new chair. It has not been carried away by transparent dissimulations. It is not easy to catch students with chaff. Of the work expected from the education chair, the Athenæum says, "The subject of the chair may be summarized thus: (1) To give a more general diffusion of 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 occup tion to a profession."

The Athenæum then gives the following quotation from the Toronto Globe: "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 shou d be the work of our colleges to give such a development. This, and this, only deserve 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 ta 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 schoo s, and in the universities and collegos."

I note with satisfaction also the closing sentences of a letter to the "Christian Visitor" from an Acadian student, now studying at McMaster Hall. It contains a drop of the essence of advice. I trust the needy will take it, and profit by it. This graduate of Acadia, in referring to dld ieties, says: "There is such a department in this institution, under the control of Dr. McVicar. It is not my purpose

to trace any connection between the success of the chair here and the need of a similar one at Acadia. But it does seem to me that, if certain parties, who imagine that they can see the absurdity and airy nothingness of such a chair in its very nature, could be permitted to spend an hour or two under Dr. McVicar's tuition, they would leave his class-room with a lower estimate of their own wisdom and a different opinion of didactics."

The Baptists have made themselves singular by founding this chair in a theological school Those who knew nothing of its nature and possibilities have concluded, as it appears, to wait and see the results before giving a judgment in the case. As Macmaster hall was the first among theological schools in the Dominion to found a chair of didactics, so Acadia has been the first among the colleges to do the same thing. But certain persons among us have already judged the case adversely; after this they will wisely examine the character and promises of the chair, and, in years to come the results which will arise from it.

THE MAIN FEATURES OF THE CASE RE-STATED.

In my reply to the letter of J. W. Barss, Esq I have proved that the business connected with the founding of the education chair was done fairly and in order; that the president of the college and others had considered the matter for months previous to the last convention; that it was first submitted to a joint committee of the senate and governors; that the measure was approved of by this committee, a committee in which the entire faculty was found; that the proposal was taken up for the first time by the governors after the convention had closed; (the people who say it should have been submitted to the convention will please inform the public how this could have been done after that body had dispersed) that the governors after prolonged discussion decided to request the senate to nominate a professor to fill the chair; that after about a fortnight the senate and governors were called together at Wolfville; that the senate, a body in which every member of the faculty is found, unanimously recommended the chair and Dr. Rand to become its occupant; that the governors after patient and careful discussion unanimously adopted the recommendation of the senate; that in view of this offer Dr. Rand resigned the office of chief superintendent of education in New Brunswick, and accepted the chair of education in Acadia college; that the number and character of the men composing the governing boards are a sufficient guarantee of good faith and wisdom in the management of our institutions, there being included in this number 12 ministers of the gospel, 8 business men, 8 teachers and professors, and a judge of large experience; that these boards are clothed with power delegated to them by civil and religious authorities; that it is their custom to act independently and bear the responsibility; that the professors are constructively accountable for the establishment of the new professorship; that the literal responsibility rests upon the senate and governors; that the history of the principles and practice of teaching, for the past fifty years, as a university subject warrants its introduction into our college; that the nature of the chair and the subjects embraced in it justify the action taken; that the benefits to be derived from it in all the professions and in all the walks of life will vindicate the appointment of Dr. Rand; that the work it will do for the teaching profession—work that cannot be overtaken by the Normal school system—is an argument in favor of what has been done, and that the chair will strengthen the vital connection of the college with the people.

Having discussed the several phases of the subject above enumerated, nothing further is needed in vindication of the wisdom and fidelity of the governors in founding a chair of the principles and practice of education in Acadia college.

THE SYMPATHY OF THE PEOPLE FOR THE COLLEGE MUST BE INTELLIGENT.

Before closing this letter I may refer to the words of Dr. Sawyer, found in a letter published in the Christian Messenger. When rightly interpreted it would be difficult to over-estimate their importance. Dr. Sawyer says "the college must be kept in sympathy with the denomination." No one will dispute this statement. But the sympathy must be an intelligent sympathy or it may be harmful. Affection is a powerful force to stimulate the intellect and sustain action, but mere affection is dangerous as a leader of the mind and a superintendent of conduct. The spirits of the prophets are subject to the prophets. If they get the upper hand there may be abuse and confusion anywhere, as there was in the primitive churches. A state of feeling that may be wrought upon by persons victimized by their own passions or by irresponsibile, designing persons, becomes an element of weakness rather than of strength, a means of tearing down rather than of building up. In the agitation led up against the college authorities, it is evident that passion and caprice have taken the control. In no other way can anyone account for the public utterances of one gentleman of large experience and business integrity. Did the responsibility rest upon this gentleman, I referr to Mr. Barss, I know that he would be shocked at the proposal to undo the business of founding the new chair and to cancel the bargain made in good faith with Dr. Rand. The governors of the college would, I suppose, if compelled to do so resign their trusts, but they could never for a moment entertain so monstrous a proposition as that of breaking faith solemnly pledged to an honorable man. Neither would Mr. Barss do it He would act and by honor and truth as firmly as the board of

governors. I write this in the light of twenty years acquaintance with that gentleman. But a flood of sympathy, not the sympathy referred to by Dr. Sawyer, for the moment blurred his vision in his irresponsible relation to the subject, and hence the apparent recommendation of his letter. This is not the sympathy with the college to which Dr. Sawyer refers. It is a sympathy that will follow truth and right--that will be led by them. This is not the first time we have had freaks of zeal and passion in which the element of knowledge and sound thinking has been notably absent. There was for instance the Halifax university scare. It will not soon be forgotten how the pent-up violence of that agitation went off through the safety valve of a resolution to raise $100,000 additional endowment for the college. Some of those into whose faces the present storm of blind passion beats uncomfortably, acted as turnkeys to Æolus on that occasion. The result of all this is I suppose helpful in the education of the passions. People are taught to subordinate their feelings to their judgment. From the prejudices lately exhibited therefore a good result may come. Out of this experience some persons will in future take pains to know whether they are carried at the pleasure of the wild winds, or whether they are guided by a helm grasped by the right hand of intelligence. A drop of common sense is worth a Niagara of feeling and passion.

The intelligent sympathy of the denomination as a whole is loyal and trustful. It will not volunteer to excite the public by circulars, by writings, true and untrue, scrupulous and unscrupulous. It will regard with complacency and trust the deliberate action of lawfully constituted and honorable bodies.

ANONYMOUS WRITERS AND THEIR ANIMUS.

A few active persons, four of whom, I have been credibly informed, are Episcopalians, by writings "anonymous and otherwise" have, through resorting to political device and trickery succeeded in disturb- the public mind to some extent; but they have taken charge of the loyal sympathy and intelli- ce of the Baptists of these maritime provinces. hen our delegates and representative men shall have t in convention, it will then be seen whether a few thusiastic churchwardens combined with some flammable material found among Baptists are the real governors of our college and the leaders in our educational work.

Our large, deliberative assembly has had experience. Measures cannot be carried by passion, they must stand or fall on their own merits.

Ostensibly the doings of the governing bodies of the college have been attacked; but covertly and otherwise some of the writers have been acting the ignoble part of detractors. Under some circumstances this conduct should be characterized; but as these innuendoes and utterances are not, as I suppose, believed even by their authors, they might be passed over in silence. Stripped of their guise and laid bare, they seem to be to this effect—that Dr. Rand was about to be ignominiously dismissed from his place as chief superintendent of education in New Brunswick; that he was about to be exhibited to the public as a cast-off and worn out man; that he inveigled certain pliable persons into collusion with himself and secured a refuge in Acadia college, and that the best interests of that institution were prostituted to this end. The only serious phase that I can see in this subject is the baseness of the spirits in which it was begotten. It seems to be a fact that certain persons have made themselves ridiculous in stating these absurdities of a man who has had twenty years of successful public labor, of a man who can point to two systems of public education superintended by himself from their inception to their full development, and through years of successful operation, of a gentlemen and scholar who has a wide reputation for honor, talent, and executive ability, of a christian man who for twenty years has given his hand, head and heart to the religious enterprises of the body to which he belongs, of a man now ripe in manhood, unimpaired in physical and mental strength, and rich in experience and desirous of laboring in the midst of his old friends. If there were any persons so destitute of common sense and common honesty as to credit for a moment these ridiculous insinuations it might be necessary to refer to them seriously; but as no one gives them credence, they may be left to recoil upon their authors, who in their sober moments will wish to bury in oblivion their malicious attempts at detraction. No one, I trust, will ever be so cruel as to torment the inventors by dragging these viperous follies to the light of day.

in