

For the Christian Messenger. Notes from Lockeport.

Dear Bro. Selden,—

I believe I promised you a few notes, if there should be anything of interest to communicate. You can judge for yourself about that, and if there is nothing worth producing, let the "waste basket" receive it.

A pleasant event occurred a week or two ago. Dea. Stephen Kempton and wife, father and mother of our esteemed brother, Rev. S. B. Kempton, celebrated their golden wedding. On account of an appointment which I felt I could not conscientiously leave, I could not be present, but understand it was a very interesting occasion. A large number of presents showed the esteem in which they are held in the community. Their years rest lightly on both of them. This is probably due, to some extent, to the fact that from youth the peace of God has ruled in their hearts, thus saving them to a great extent from the corroding cares of life. They are yet active in every good word and work, and we pray the Master may long spare them to cheer by their presence and bless by their true Christian influence the community.

Death also has been doing his work. Capt. W. Chadsey, well known and highly respected by all, for many years the master of a packet between this and Halifax, died at his residence on the 7th inst. Being a man of the highest integrity in all his business transactions, universal sorrow is experienced at his removal. Though a man of the purest morals, he never made a public profession of faith in Christ until the last week of his life. All hearts were moved when he rose in our prayer meeting only a few days before he died to own his Saviour, and ask the prayers of God's people. The next night he was taken suddenly worse, and died in a few days. He died peacefully, we believe trusting wholly in the merits of Jesus the Saviour.

Our sisters, here as elsewhere, foremost in every good work, have just held a tea meeting, realizing the creditable sum of \$235.

But better than all this, we are glad to state that souls are being converted in our midst. Assisted by Bro. Foster, of Osborne, I have been holding a few meetings at our only out station, with good results. Already quite a number have told us of a new-found hope in Jesus, and others are earnestly seeking. I am hoping to see a great manifestation of God's saving power in all this region in the coming weeks.

Hoping to be able to report further progress soon, I will close.

H. N. PARRY.

Lockeport, Nov. 16, 1883.

For the Christian Messenger.

Remarks and Corrections.

Mr. Editor,—

I do not propose at present to enter into a discussion of the College question that is now troubling our people. It is my wish merely to correct certain statements and suggestions that may produce an erroneous impression.

Mr. F. H. Eaton, A. M., a member of the Senate, has through your columns proposed a number of questions which are worthy of respectful consideration, as it seems to me. I trust the Senate will deal with all of the matters indicated at no distant day, for they are all practical questions of much importance. Some of them have already, I believe, engaged the attention of the Executive Committee of the Senate.

But Mr. Eaton goes on to charge the Senate with exhibiting "a melancholy ignorance of the limitations of its powers," and to quote extracts from what may be regarded as the Constitution of that body, the provisions of which, he seems to imply, they have ignored.

1. The first relates to framing, altering and amending the curriculum, and prescribing text-books. Why this clause is quoted it is not easy to see. The records of the Senate show that the authority thus conferred and the duty imposed have not been overlooked.

2. The second quotation would seem to imply that Mr. E. thinks the Senate has transacted business without a quorum. At the meeting held Sept. 11th, there were twelve members present, including six members of the Faculty. At nearly every former meeting there were as many or more present, and in every case more than a legal quorum.

3. Mr. E. would apparently lead your readers to suppose that the Senate has at some time disregarded the law requiring that its meetings shall always be held in Wolfville. Such is not the case.

4. The 16th clause, quoted by Mr. E., declares (1) that the annual meeting shall be held about the time of the College Anniversary; (2) that nominations shall be made only at that time; and

(3) that special meetings may be convened under certain provisions.

The first annual meeting, subsequent to the organization, was held June 5th and 6th, 1883. No nominations, in the sense in which that word is here understood by the Senate, have yet been made by that body. All special meetings heretofore held have been convened, as the law provides, at the call of the President. As to the clause italicized by Mr. E.—"at which time only nominations shall be made,"—this is held by the Senate to relate only to the nominations referred to in Clauses 10, 11, and 12, and not to recommendations to professorships, mentioned in Clause 9, (g). When the chair vacated by Dr. Schurman was to be filled, the Senate held a special meeting (July 27, '82) for the purpose of recommending a professor.

5. At the meeting held in June last, the Senate ordered a report of its proceedings to be presented to the Board of Governors, as required by Clause 20.

In conclusion, I desire to correct the statement made by Mr. W. L. Barss, in his letter dated Oct. 12, to the effect that the meeting of the Senate convened in September, at which Dr. Rand was recommended to the Chair of Education, was "irregular, and not according to the constitution and bye laws." I am in a position to say that no requirement of the laws was contravened either in the calling or in the action of that meeting.

Yours very truly,

HERBERT C. CREED.

Fredericton, Nov. 17, 1883.

For the Christian Messenger.

Yarmouth Co. S. S. Convention.

Mr. Editor,—

The Yarmouth County Baptist Sabbath School Convention convened with Pleasant Valley and Deerfield Church on Tuesday, the 13th inst. Owing to the severity of the weather, and doubts as to the probability of the people of the district turning out to attend the meeting, none of the schools from town, and but two from the country, were represented. On our arrival, however, we found a very respectable gathering. It was thought best by those present not to undertake the business of the Convention till the afternoon session. The meeting organized by appointing a chairman in the absence of the President, and voted to adjourn till half past one in the afternoon.

On re-assembling, it was resolved to proceed with the business of the session, which was done by electing Edwin Crosby, Esq., President, and Jacob Haley, Esq., Vice-President. Three schools were represented by delegates. After reading the letters, the Convention discussed the following subject: "The benefit of the Sabbath School to the church and community, and the experience of those present connected with it." A very pleasant afternoon was spent, a large number taking part in the discussion. All present felt that the time was well spent, and that good results would follow.

W. G. HUESTIS, Sec'y. Yarmouth, Nov. 16th, 1883.

Dr. Saunders' Letters.

(Continued.)

Published by request of Hon. Dr. Parker, Rev. J. W. Manning, and B. H. Eaton, Esq.

THE DEFENCE OF THE GOVERNMENT OF ACADIA COLLEGE.

NO. V.

To the Editor of the Herald:

SIR,—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.

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 must be met. Against the indefinite number who say "nay" to the introduction of this subject into the 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 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 educationalists 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 for ever. 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 recognition in the arts course, it would be folly to regard the curriculum of Acadia 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 readjustment, 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.

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 not now 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 the lists classified for the new chair. These subjects will not be introduced into Acadia College by Dr. Rand. They have had a place in it from the beginning. He will find them waiting for him. One of them, and that not the least important, for the last few years has been kicked about like a football. At one time Dr. Crawley had mental science, at another time Dr. Sawyer had it, then it fell into the hands of Prof. Schurman, from thence it was rolled to another place. The last time I saw it, it was trembling under a menacing foot drawn to give it another kick. All these gentlemen who have in turn had this subject are abundantly able to do it justice. But justice it has not had, neither will it have so long as it is bandied about in this fashion. A subject as important as that of descriptive psychology is in luck when it gets a permanent place and merited attention at able hands. If the introduction of the new

chair serves to settle the elementary part of this subject in the hands of Dr. Rand, and to give metaphysics, the speculative phase of psychology, and the history of metaphysics, to the president of the college, that of itself would justify the establishment of the chair of the principles and practice of education. I am not now arranging a curriculum, but am pointing to the fact that the essential work to be done by Dr. Rand is work that has been hitherto done at Acadia. The arrangement of the curriculum is work for the senate.

As the foundation is to the house, so mental science, moral science and logic are to the new chair. Without a knowledge of logic practical teaching is guessing and bungling. Without a knowledge of the faculties and powers of the human mind the teacher is a blind 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 as 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 can not expect to find students prepared in 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 straggling, 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 benefitted as much, and have used their knowledge to as much profit, either as teachers or patrons of schools?

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

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 acknowledged 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 natural 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 a 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 unpracticed school? What but the practice of education is going on in

every household; in every organization; 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, laboring 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 beyond question fundamental and important. Shall we hesitate to carry out this work in our highest department of education and receive the downflowings of its usefulness into our schools, our churches, our homes, and our communities? We are all teachers, whether we admit it or not.

Other points shall have attention in future letters.

E. M. SAUNDERS.

19th Nov.

Dr. Saunders has made some alterations in the following from what appeared in the Mail, and requests its publication in reply to what appeared from Dr. Higgins last week.

REPLY TO PROF. HIGGINS.

SIR,—In reply to Professor Higgins' letter in yesterday's Mail, allow me to say,

1. That Professor Higgins, being a member of the Faculty and of the Senate, has to do officially with the business of settling the literary part of the new chair; but, not being a Governor, he has nothing to do with the matter of salary.

2. That the discussion of the name of the chair is not now under consideration, but the chair itself.

3. That I gathered up in a previous letter, into nine statements, all I had said of the part taken in the business by Prof. Higgins. He says these statements are partly correct, and partly incorrect. Will Prof. Higgins point out the incorrect ones, and explain how they are incorrect?

4. Will Prof. Higgins explain how, if he were opposed to the founding of the chair, he succeeded in making the Hon. Dr. Parker, E. H. Eaton, Esq., E. D. King, Esq., the Rev. J. W. Manning, and others, believe that he was in favor of it; how he misled two lawyers, a doctor and a minister, besides a number of other clear headed people? This is a little job I would like for him to attend to before he and I go further with our catechism business.

E. M. SAUNDERS.

Nov. 20.

52 BEDFORD ROW, HALIFAX, NOV. 21st, 1883.

STEPHEN SELDEN, ESQ.—

Dear Sir,—I send herewith a copy of my letter in reply to Dr. Saunders' four letters which have appeared in the Messenger. You will do me a favor by publishing the same in the next issue of your paper. I should hesitate to burden your columns were it not that Dr. S. has already taken up so much space, and in justice both sides should be heard. Besides, I have been requested by parties residing out of Halifax to ask for the same to be published in the Messenger.

Trusting you will consider favorably the justice of my request.

I remain,

Yours very truly, W. L. BARSS.

Dr. Saunders' Version of the "New Educational Departure" in Acadia College.

"Should not the multitude of words be answered, and should a man full of talk be justified? Should thy lies make men hold their peace?"

To the Editor of the Morning Chronicle. SIR,—

About four hundred years ago Christopher Columbus discovered America, and thereby made himself famous. Two months ago or thereabouts the governors of Acadia College met at Wolfville and discovered 'Didactics.' They likewise have distinguished themselves. In making this discovery they seemed to see their University shooting away ahead of all other institutions of learning, which, although munificently endowed and possessing immeasurably greater advantages in all other departments of collegiate education, yet wanted upon their governing

boards men whose wisdom could keep abreast of the times, and enable them to recognize the transcendent importance of this particular subject. Like as in the Scripture parable of the man who sold all he had to enable him to purchase the pearl of great price, these governors appear to lose sight of every thing and everybody in their mad determination to secure Dr. Rand and 'didactics' for Acadia. We seem to hear them say, 'Dalhousie must not have 'didactics,' and our Dr. Rand, even although there are other chairs more needed at Acadia that should be first established, notwithstanding we have nothing to pay him with unless we lay unholly hands upon our endowment fund; notwithstanding our first duty should be to increase the paltry salaries which we now very irregularly pay our President and Professors, who 'nobly have regard to our circumstances, and so work on for the sake of the cause,' notwithstanding, moreover, 'it transpired' that this self-same Dr. Rand, who, by the way, 'is a Baptist all over and through and through and will stick to the ship, and loveth our people,' would not take the chair for a salary less than \$1,600.' Thus these governors reasoned and 'saw their duty' a dead sure thing, and went for it there and then." So it appeared to these men of 'decided opinions, but otherwise to the Baptist denomination at large and the majority of the friends and supporters of the College, who from time to time have put their hands in their pockets and nobly responded to the frequent calls made upon them for assistance. This "new departure" seems to them but the wolf at the door of their loved Acadia and starvation and outer darkness to their "Child of Providence." Is it any wonder then when men, prating about wisdom, allow their zeal to govern them in creating and upholding a "new departure" so shamefully injudicious that their action should be severely criticized by "writers anonymous and otherwise?"

Is it a matter of surprise that the sense and intelligence of the Baptist denomination should be shocked and their confidence consumed, when our governing board, after displaying so much depravity of judgment, calmly fold their hands, and without attempting for a moment to justify the creation of the 'new chair,' and the salary of \$1,600, simply give the denomination to understand, to use the words of the Rev. D. A. Steele, 'that they helped to put him (Dr. Rand) there, and they shall do their best to keep him there.' Righteous criticism and censure will not cease, nor will confidence be restored until those who have been so persistently presuming upon their wisdom, and experimenting so extravagantly shall retrace their steps, and seek at once to repair the breach. I am strongly inclined to the belief that our governors are fast becoming convinced of the error of their ways, and realize pretty fully that the opposition expressed in the public press, 'anonymous and otherwise' to the 'new departure at Acadia' can no longer be compared to the 'buzzing of mosquitoes,' but is in very truth the deep, prolonged and intelligent murmurings of a highly incensed Baptist people. This belief forces itself upon me in view of the fact that they having fairly tested and discovered the foolishness of their recent pop-gun warfare, have suddenly changed tactics, and brought forward their Armstrong gun. Dr. Saunders forthwith, arrayed in all the habiliments of war comes to the front—to cover the attack made against 'didactics,' and his old friend, Dr. Rand. Probably not another minister within our denomination could be found with more time on his hands to devote to his friend than Dr. S. I trust the governors who have asked publication of his letters will fully realize, 'I now have in mind, that I once heard it said,' that this is not the first time that Dr. S. has stood up for his old friend, 'to what extent I have no means of knowing,' but the manner of a former defense of his friend is still fresh within the memory of many of his Baptist brethren.

The same powers of mind can easily be called up to do service for him on this occasion. With the first letter of his 'series' in mind, I seem to have before me in visible form this Didactic knight with his friend upon his back advancing majestically through the mists of 'anonymity' towards his alma mater, flourishing his shillalah like an Irishman returning home after a day at the fair making his way through the rank and file of anonymous correspondence, 'not wise and otherwise,' through the opposing line of the life-long supporters of Acadia; forcing aside even the President and old and tried professors, until at length he places his charge within the arms of that 'chair of education' he defends so well. The idea of a 'series' is a good one do doubt, especially to penny-a-liners, though I fear not quite original, for I remember once hearing of a series of sermons on the Book of Revelation. I fear this 'series' will not prove less serious to Dr. Rand and didactics. Dr. S.'s defence is characteristic, worthy of his human nature. Precedents for such are not wanting in the history of mankind from the days of Adam to the present time.

(Concluded on 5th page.)