

At that time Nova Scotia enjoyed the services of a few exceptionally able teachers whose enthusiasm had been kindled by Dawson and Forrester. Mr. Calkin was one of these, and young Colin Roscoe may be ranked as one of his many disciples, of whom not a few afterwards attained to high positions.

Mr. Roscoe received the rest of his education in Horton Academy and Acadia College. After teaching school for ten years he was promoted from the principalship of the Wolfville high school to the inspectorship of Kings County in 1873. In 1880 Hants County was added to his inspectorial district. In 1884 Acadia College conferred on him the degree of Master of Arts.

He takes an active interest in the educational work of the Baptist Church, of which he is a member. In 1890 he was elected one of the Governors of the College and 1892 one of the Executive Committee.

In 1894 he was elected vice-president of the Baptist Convention and one of the directors of the Horticultural School.

It is to his inspectorial work, however, that he devotes his best thoughts. He has done very much to place the schools of his district in the first rank educationally and he has succeeded.

In the Nova Scotia Exhibition at the World's Fair, Hants and Kings took the lead for ordinary, common, and high school work.

Punctuality, method and faithfulness characterize all his work — and from these arises his ability to accomplish so much. His candour and firmness are so tempered with kindness that the weakest teacher looks up to him as to a true friend. His recommendations are never given to please, but can be always taken at their face value.

In short, he is physically, mentally, morally and professionally a good type of the kind of a man who is needed to stimulate the healthy development of our educational system.

The Late Inspector Condon.

We regret to have to record the death of Hinkle Condon, Inspector of Schools for Halifax. He died at his residence, on the 26th of July, after a few months of illness, which did not very seriously interfere with his duties previous to holidays. He was sixty-nine years of age and a native of Annapolis. He received the most of his education at Horton Academy and the old Goreham College, Liverpool. Here he became acquainted with the accomplished lady to whom he was shortly afterwards married—Miss K. Tompkins, daughter of Dr. Tompkins, of London, an author of national repute.

Mr. Condon taught in Goreham College, in Lockport and in Yarmouth. Here he lost a favorite daughter. His two eldest sons were educated in the University of Toronto. One of them died there suddenly just as he had completed his course. The other, Fred. G., is now a leading lawyer in Halifax.

Mr. Condon devoted all his thoughts and energies to his large and difficult inspectorate for the last twenty-three years. The County of Halifax is extensive, and most of the schools are peculiarly difficult of access on account of the bad roads and deep indentations of the sea. Notwithstanding this, he never failed to visit all the schools once a year and many of them twice.

Though he had in them every grade of intelligence from the rural sections of Musquodoboit to rocky Preston representing several nationalities yet he always won the approbation and co-operation of his constituents by his respectful attention to all their varied wants, by his genuine sympathy, his spirit of fair play and his unwavering adherence to the school law.

In the school room he was a help to the teacher and the children's delight. They always looked forward to his visits with pleasure. He brought out the best that was in them by his fairness in examination and by his cheery address. Every visit had its appropriate closing in words of advice which inspired the little ones to higher moral effort and left them in a better frame of mind.

Temperance found in him its strongest and most consistent advocate. His presence was everywhere an influence for good, and his end was a peaceful and glorious triumph over death. May his successor be just such a man!

The child goes to school to learn through mental development, to be subjected to authority and discipline — attributes that in family belong naturally to the father — and when such responsibilities are undertaken by women in the school room, it should be because of special training and fitness to exercise such authority and to exact obedience. Love and sympathy belong to the mother in the family, and to women generally because they are of the feminine sex, and especially when all other qualifications as teachers are made subordinate to the sex one. It never seems to strike these mothers who are content to have their duties intrusted to a proxy, that "womanly sympathy," divided among fifty-two children belonging to some other woman, distributed over five days of the week, is apt to wear a little bit threadbare and thin. *Tessa L. Kelso, Los Angeles Library.*