

OUR attention has lately been called to a most strange regulation in connection with supplementary examinations. A student who is unavoidably absent from examinations is supposed to pay two dollars for each supplementary, while one, who through laziness in study or carelessness in the use of "cribs," gets plucked, gets supplementaries to any number, free. This seems to put too great a premium on the survival of the most unfit.

AMONG the brightest prizes of attractive offices is power. We desire to make our mark in the world or make our influence felt. This being the case, we see no position combining more of the excellencies ambition desires than that of public teacher. He moulds the character and trains the powers that direct the world. He holds the most strategic position for directing the energies of man and the course of history. The balanced judgment of the ages places Socrates among the worlds greatest one's, higher than those who led the armies and directed the politics of Greece. The greatest changes in the world's history have been effected by teachers, Gaudama and Confucius wrought changes second to none but the conquests of the Great Teacher of Galilee. To day the real work of professional men is not so much to correct wrongs as to educate the public. The truest work of lawyers, physicians and ministers lies in their function as public teachers, and their success is indicated by the more careful appreciation of hygienic, social, moral and religious knowledge by the general public.

Nevertheless, the number among college students, the most ambitious of our young men, who devote themselves to teaching is very small. Especially is this so at Acadia. Why? The reply is, teaching does not pay; which means that it does not pay sufficient cash: not that it does not give influence and respectability. This poor pay of teachers has always been a discouragement. Bacon mentions it as one of the hindrances to the advancement of learning. Still it is very doubtful if, when we weigh the future with the present, the sterling value with the counterfeit and the rewards with the disadvantages, we shall not find the true teacher as well paid as the most fortunate workers. Young men are diverted from the teaching profession by the illusive glitter of gold, while all for

which wealth can be desired as social position, power of doing good, refinement of sense and occupation are acquired most directly and fully by the thorough teacher.

More careful attention should be given this work by Acadia students. If Acadia is to remain a power in the thought and life of the maritime provinces, more of her men should enter the teaching profession. If graduates of other colleges are the principals of our academies and high schools, they will naturally direct intending matriculates to their own *Alma Mater* and Acadia will thus allow the destinies of her natural constituency to be directed by her sister colleges. True, this evil does not now appear at all threatening but causes tend to produce their natural effects. "A student having completed the work of the sophomore year should be able to pass a satisfactory examination on the syllabus of grade A." Such is the opinion of our best authority. Healthful as the test would be, our students seem utterly oblivious to its advantages while the college on account of their carelessness is steadily losing some points of influence. Our claim is that a student who has done faithful work in academy and college, would give his training a beneficial test by passing the various examinations for teachers licenses and that to a college graduate the teaching profession offers rewards as great as those of other professions.

It would be unjust to leave the subject here. There is a tendency to follow the *occupation* of teaching for a short time and yet not make it a *profession*. This degradation of the teacher's office is felt in the teacher's reward. The learned professions have upheld their position by their efficiency and high standard. They possess ability and skill in their profession above their fellows and their reward is liberal and just. If a teacher knows no more about what he is to teach than the hundreds of others outside, if he possesses no more technical knowledge and skill in teaching than the general mass of educated men, he can expect no distinct recognition or reward. He possesses no particular ability or skill that thousands of his fellows have not. Hence, he has no more right than they to particular favor. He must accept his day's wages like all who have no particular profession or trade while teaching remains the common baiting ground of educated waifs and aspirants to the learned professions. So long as there are thousands of shopkeepers, farmers and mechanics as capable as the present teachers to