

as I have indicated, they would, on obvious principles, tend powerfully to transform the business of teaching into the profession of teaching. They would do much to enlist and retain in this great department of the public service a large number of qualified and able educators (a far larger number, of course, than would obtain one of the foremost positions) that the four thousand men and women employed in our schools would always feel the influence and inspiration of these men, and the people everywhere receive, directly or indirectly, elevating and ennobling results through the schools of the country.

I shall reserve for another letter some additional considerations I desire to present on this subject.

Wolfville, July 24, 1884.

THEODORE H. RAND.

To the Editor of the Herald :

SIR,—I judge from some of your criticisms in your issue of Saturday last, that I was imperfectly understood by your reporter in my remarks at the recent association of teachers at Truro. You will, therefore, permit me to re-state, in my own way, the substance of my observations as I reply to your strictures. I indicated, in my letter of yesterday, some seventy positions in the public educational service of the maritime provinces which, in my judgment, should afford such emoluments as to constitute them prize positions of the teaching profession. Were these positions now assured to the body of teachers, I am confident we need give but little attention, in the interests of our schools, "to opening new fields for female effort." The existence of the professional prizes would imply so clear an apprehension, on the part of all our large communities, of the relations of the teachers' work to the progress of society, that the services of a due proportion of qualified male teachers would certainly be in demand. As little attention need be given "to organizing teachers' unions," in order to elevate the profession; all lesser interests will, I am sure, be best subserved by pressing the main question. Let those who see the conditions of this problem, so vital to the welfare of society, set themselves to the creation of a sound public opinion as to the nature and value of education, and its relation to the progress of society. How shall this be done? There are many auxiliaries, but the one means essential to success is that the colleges and universities of the country shall recognize the importance of this question, and not only in their own special interests, but especially in the interests of society, provide that education both as a history and a philosophy shall be studied by all undergraduates as an important part of a liberal education. Thus every student would have set before him a rationalized conception of the ends and aims of the life of man which would carry conviction as reasoned truth. In this way, and, so far as I can see, in this way only, will the great body of those who are to fill directive positions obtain an intelligent view of the relation of education in all its departments to the progress of society, and of the nature and value of the teacher's calling. A reform begun and carried forward in this thorough fashion would certainly lighten society in due time; and so far as the teacher is concerned, the university curriculum should in this day be held to be incomplete if it does not include, in addition, a knowledge of professional principles and practice. Education is, in fact, now a distinct subject, and the importance and intimate relation of it to the future welfare of the people require that it shall be held in academic honor, and provided with academic standing room.

If we consider how liberally professional ability and skill are already remunerated among us in many departments, it will, I am sure, be found a warrantable assumption that when society believes in its inmost heart that the work of the teacher is, in the deepest and broadest sense, vital to the welfare and progress of the people, we shall see such remuneration attached to the positions to which I have specifically referred as will compare favorably with that so cheerfully accorded to the legal and medical professions, or to those skilled in mechanical or industrial pursuits. Under such conditions the men sought would be found. The law of supply and demand to which you refer would no less certainly follow a sound and deep public opinion than it now does an unsound and shallow one. But, you say, even if my suggestions were realized one teacher would offer to discharge for a salary of \$3,000 the duties of a position held by another at \$4,000, and another would take the position for \$2,000, and presently the prizes would be gone. Such would not be the case if the salaries you suggest were the expression of a thoroughly informed public opinion. That is the one essential condition, as I have fully shown, underlying any real and permanent advance of education among us.

Your own profession, Sir, already affords positions in these maritime provinces of greater emolument than is received by any of our teachers, or professors, or college presidents. I know a gentleman who is now teaching at a salary of \$1,000 who was offered \$2,000 to fill an assistant position on the *Daily Telegraph*. The editor of one of our papers published in a small town, far removed from either of the capitals, received a salary of \$2,000. He was once a teacher, like so many others of his profession.

A like statement could be made in reference to many who are employed as foremen or supervisors of our mechanical or manufacturing establishments. I have not any list of special facts at hand as I write, but a few weeks ago I went through the magnificent cotton mill erected at Marysville, near Fredericton, by that enterprising man, Alexander Gibson. On learning from him that he expected to have the mill in operation this autumn, I asked him what salaries he would pay for his directive labor. He replied that his "head man" would receive a free house, free fuel, and a salary of \$10,000 "and so on down in proportion." This is no doubt an exceptional case, but serves to show that brains and skill are rewarded in our cotton mills. The salary of the principal of the Normal School of Nova Scotia is \$1,400 and his two assistants \$1,200 each. In New Brunswick the corresponding salaries are \$1,200 and \$1,000 (although the salaries of teachers are on an average considerably higher in New Brunswick than in Nova Scotia). Let us step into the railway offices at Moncton and compare the salaries there received with those of teachers and school officers. Passing over the salaries of \$1,000, \$1,200, and \$1,300, we find the paymaster receiving \$1,400, the traffic auditor and the assistant freight agent \$1,500 each, the general storekeeper \$1,950, the general passenger agent \$2,400, the general freight agent \$2,400, the treasurer \$2,400, the mechanical superintendent \$3,200, the chief engineer \$3,500, and the chief superintendent \$4,000. These salaries, it is well known, are declared to be the most reasonable received by railway officers on this continent. They are paid by the people, and in the interests of the people; and while the services rendered are very important, I unhesitatingly affirm that the labors of many of our teachers, and of our inspectors and superintendents, are in no way less arduous than those I have named, and are of even greater, though different, responsibility.

In order to provide for the due administration of justice and otherwise secure for the people the benefits of a legal profession, society in its legislative capacity has provided the following judges for the maritime provinces: 16 judges of the supreme court with salaries from \$3,200 to \$5,600; 15 county court judges with salaries from \$2,400 to \$3,000; while there are six judges of the supreme and exchequer court with salaries from \$7,000 to \$8,000. These prizes in the legal profession have been and are most important factors in securing for the people sound law and a pure administration of justice. But it is quite as important to the people that there should be a teaching profession of high standing as a legal one; nay, it is far more important from some points of view. The facts I have given will bear repetition in your columns, for they suggest forcibly the question whether justice is being meted out, or withheld, from a struggling teaching profession. True, as you have remarked, leading lawyers are in receipt of incomes equal to or above that of a supreme court judge; but it is the existence of a *bona fide* profession which has made this possible—it would be impossible apart from the prize positions of the bench. I doubt not when the time comes that each of the legislatures of these provinces, actuated by a profound conviction of the importance to the people of a real teaching profession, sacredly sets apart, and with adequate remuneration, the offices of the superintendent of education and inspectors of schools as professional prizes, it will be found (as you allege of the bench) that "the next vacancy will be filled by a gentleman who will take the position at a pecuniary sacrifice." There will at that time be those filling the position of principals of schools in our cities and towns who will command from intelligent boards of commissioners and trustees, sustained by a rational public opinion, larger salaries than the Government will provide for any of its officers. The late principal of the grammar school of St. John received a larger salary than any of the inspectors or the chief superintendent. Just in proportion as society renders it possible to sustain a *bona fide* teaching profession among us may it confidently rely on securing for the schools of the country those who will make education and not mere instruction their end, and who will bring so much philosophy and fruitful experience to their work as shall justify them in making so high a claim as teacher.

Wolfville, July 25, 1884.

THEODORE H. RAND.