

PENSIONS FOR PUBLIC SCHOOL TEACHERS.

IN Nova Scotia, this subject is now exciting much attention. It was introduced at the Provincial Educational Association at Truro last year in an able paper by Principal O'Hearn. Since that time it has been discussed in the provincial papers and at the various conventions of teachers. In his book on the German schools Dr. Seeley has an excellent article of which we give the substance mostly in his own words :

The acknowledged model of modern systems of pensioning state officers in general, and public school teachers in particular, is that of Germany. She pensions not only her military, but also her civil officials on a plan similar to that of the teachers. [In Canada the same system is followed in the civil service and in many civic corporations.] It is certain that pensions for teachers is but just to them, and would work great good for the schools. The recent movements in various cities and states show that the subject is securing attention.

The state should assume the responsibility of pensions. If left to the community, no teacher well along in years could obtain a position, as every community would be bound to avoid saddling themselves with those who would soon become pensioners. Thus the service of the ripest and best years of a man's life would be lost to the country.

We might expect the following benefits from a well-conducted system of pensioning:—

1. It would encourage the best men and women to enter teaching and devote their whole lives to it, thereby increasing the number of teachers of experience and maturity.

2. It would give a permanency to the calling of teaching now sadly lack-

ing, in that it would offer an added incentive to those who have begun to continue in the work.

3. It would give assurance which would remove anxiety concerning the future, and thereby enable all the powers of mind and body to be devoted to the school room and to the interests of pupils.

4. It would recognize the teachers as state officers, thereby adding to their influence in the community.

5. It would tend to systematize educational interests, and thus add to their efficiency and success.

6. It would necessitate the fixing of a definite and higher standard of fitness for those who are to have the benefit of pensions, as the state would necessarily require a return for its investment; this could be assured only by high requirements of preparation and pedagogical fitness.—*Educational Review*.

I believe the first test of a truly great man is his humility. I do not mean by "humility" doubt of his own power, or hesitation in speaking his own opinions, but a right understanding of the relations between what he can do and say and the rest of the world's doings and sayings. All great men not only know their own business, but usually know that they know it; and are not only right in their main opinions, but usually know that they are, only they do not think much of themselves on that account. They do not expect their fellow men to fall down and worship them; they have a curious under-sense of powerlessness, feeling that greatness is not in them, but through them. They do their work feeling that they cannot well help doing it.—*Ruskin*.