

derstanding. Things will be weighed in more nicely balanced scales. The homage paid to the great man will be the homage of knowledge, not of ignorance, and hence, more enduring.

It will be seen how comparatively little the world owes to the individual; that the sweep and tendency of life, and of nations, are not determined by the heroes of any epoch, but by invisible forces that are forever at work beneath the surface of things.

Inspectors and Inspectorships.

It is taken for granted that all who receive the ACADIA ATHENÆUM are interested in educational affairs. It is also assumed that the students of Acadia are, by no means, indifferent to the educational progress of the Maritime Provinces. Hence, an apology for the presentation of a few thoughts on inspectors and inspectorships of Nova Scotia, is not necessary.

These thoughts are not presented by the writer because he has any personal animosity against any of the inspectors. He believes that the majority of them are doing as much as could be reasonably expected from any other men in similar circumstances. The motive for the presentation of this article is a sincere desire to advance the educational interests of this Province, and to see justice done to one of the noblest professions—a profession which, although its members may be stigmatized by such an execrable and uncalled-for epithet as pedagogue, is, nevertheless, conferring myriad blessings upon the millions of earth.

1st—*The present mode of appointment is unjust.* With very few exceptions, indeed, all the inspectors are appointed from other professions. The truly deserving teachers, who are fully competent to discharge the duties of an inspector, are *not* appointed, but passed by. Surely, every man of public spirit must readily admit that the inspectorships belong to the teaching profession and to no other. Preferments in the teaching profession rightly belong to the teacher. If not, to whom? Who would think of elevating a teacher to the Bench, or conferring on him the office of a bishop, or appointing him the president of a medical association? Yet doctors,

lawyers, ministers, etc., are inspectors of our schools. But it may be urged that these gentlemen are well educated, and thus fully qualified to be inspectors, but that the teacher has not the professional education necessary to be a judge or a bishop. The answer to this argument is simple. Neither has the doctor, or the minister, or the lawyer the requisite professional education for an inspector. Neither is this argument to be laughed at. There is a professional training and knowledge which can be gained only in the school-room, and these by careful observation and experience. Answer these questions. Why does the experienced teacher receive a higher salary than the novice holding the same grade of license? Are the people sensible or foolish in giving a higher salary to an experienced teacher? Why has government founded and why does it support a Normal College? Why are examination papers given on "School Management" and "Teaching?"

If, then, such are the facts to which your attention has been called, and facts should speak loudly, and if skill is remunerated and our higher schools seek for trained teachers, is it not reasonable to expect that the men who fill the higher and more important office, should possess *some* professional training? This training is valued in the lower grades, and increases in value as you ascend the grades of license; but in the inspectorship—an office of vital importance to the well-working of the school system—professional knowledge is considered of not much value.

Again, the legal fraternity receive all the preferments in their profession. The talented minister receives his preferment, and the clever lawyer his. But, alas! the teacher ascends nearly to the top of the ladder of his profession and there he is compelled to stop. Other men receive, not only the preferments of their own profession, but also the higher offices, which belong to the teachers. Surely they have the lions share. If the inspectorship be given to a talented man in any other profession he does not require it, and if to an unsuccessful man, the inspectorship does not want him.

Again; if virtue, and valor, and skilled labor, and benefit conferred, should be rewarded, then pains-taking and successful teacher should be.