

Death of Inspector Smith.

Mr. George Smith, Inspector of Schools for Westmorland County, passed away at his home in Sackville on the 28th October. Though his death was expected from his long and serious illness, the announcement was heard with deep regret by friends and in educational circles. Mr. Smith's social disposition and his many excellent qualities attracted and retained friendship. As a teacher, he was always regarded with confidence and respect by his pupils, many of whom are now filling positions of usefulness and honor. When he was called to the position of inspector, the tact, thoroughness and originality which had marked his career as a teacher, combined with his sound and impartial judgments, earned for him the respect and confidence of teachers and trustees.

Mr. Smith was the oldest school inspector of New Brunswick, both in years and seniority of appointment. At the time of his death he had reached the age of fifty-nine, and was within a few months of attaining twenty-four years of inspectorial work. He was born at Norton, Kings County, October 26, 1844, was educated in the common schools of the county, and at Mt. Allison, Sackville, from which he was graduated in 1874 with the degree of A. B. In 1879 he was appointed inspector of schools for inspectorial district number three.

What Teachers' Unions May Do.

Nearly every one who writes or talks on the subject of teachers' salaries complains that they are too low, and yet few common-sense propositions have been put forward to remedy this state of affairs. Talking will not influence the average ratepayer or business man. He will say, "We want good teachers, but we do not propose to pay two dollars where one will do." This represents the prevailing sentiment in town and country to-day. Speakers will dilate on the advantages of free public schools, but when it comes to a proposal to increase the expenditure, they will take a very tight grip on their purses.

If teachers unite with the sole object of securing higher salaries, they will not accomplish their object. Chief Superintendent Dr. Inch, of New Brunswick, in addressing a teachers' institute a few days ago, plainly stated that he had very little hope that anything definite would result from such unions.

But if teachers will unite to study actual conditions, they will be in a fair way to accomplish something. For instance, if a community wants a good teacher—and all do, whether rich or poor—a teachers' union should be prepared to do some missionary work. It should show by actual figures what it costs to fit the teacher for good work, and what it costs a teacher to live, to wear good clothes, to buy books for improvement, to have money to expend for church, charities, travelling, amusements, etc. And as every teacher, worthy of the name, wishes to advance, the salary should be sufficient to enable him to lay up something each term to take an advanced course of study at a college or normal school, or at least to have a state of mind made peaceful by being able to save a little. In brief, let teachers and teachers' associations get down to actual conditions and show by actual figures what it costs to produce and maintain a teacher of good ability, good scholarship, and one fitted with a worthy ambition of improvement of self and school.

Our columns are open to those who have reasonable propositions to make along this line, and any common-sense ideas will be gladly published in the REVIEW. But the time has gone by for mere complaint about low salaries.

Comment on Things Seen and Heard.

BY THE EDITOR.

An excellent suggestion was made by Inspector Mersereau in his address at Chatham last month before the Northumberland Teachers' Institute. He recommended that the teachers of the place in which the institute is held next year, teach their classes the first day, while the other members of the institute look on. This is one of the most practical suggestions yet made for a good working programme for local institutes, and accords with the idea expressed in last month's REVIEW that institutes should have more illustrative work and fewer papers. Many of the subjects discussed at county institutes are worn threadbare.

The following from a contemporary is also suggestive: "When the institute first started it was largely a school for the review of the common branches. Then the long winded lecturers invaded the field, and it was very fashionable to have lecturers from abroad to give learned dissertations, and the teachers had nothing to do but sit still and