

school sanitation and hygiene, higher education, rural education, industrial education, the education of foreigners, negroes, Indians, etc., etc.

**WHAT IT COSTS A TEACHER TO LIVE.** An interesting study of what it costs a teacher to live is reported by Mr. DeGroat, of Cortland Normal, N. Y., in the April issue of the School Bulletin. The results were obtained from a number of teachers and were based upon the cost of living for three years. The teacher by this scheme had a winter suit, a spring coat or a winter coat once every three years, costing on the average of \$40 each. She had one new gingham dress a year. She had a wool dress each year costing \$25. She had a new silk dress each year. Her "Items Miscellaneous" show the meagreness of her living conditions. Six dollars a year for stationery and postage, ten dollars a year for books and magazines, twenty dollars a year for amusements. No provision is made for summer study or summer vacation, no insurance or savings, no payments on possible debts for education, this totals an average of \$825.13 for each of the three years. The teacher in this report was careful of her clothes and thrifty in her purchasing, yet she had nothing left for summer vacation or savings. Surely no School Board facing such an arraignment can willingly allow teachers to follow this vicious circle of working hard all year, either working or going in debt for summer and starting the next year in the same place, discouraged from continual work and no savings.

**TEACHERS' SALARIES.** Last month the Schedule of Salaries for 1920-21, issued by the Executive of the Teachers' Association of New Brunswick, appeared in The Review.

An examination of this schedule will show that the advance over last year's salaries is about twenty-five per cent. In view of the fact that the cost of necessities has advanced during the last few years at least 100 per cent., the demands of the teachers appear to be very moderate, and will, we feel sure, be cheerfully met by the various Boards of Trustees throughout the province.

The teacher naturally views the situation from his own standpoint. He takes note of the fact that in all industrial pursuits the workman's wage has risen 40 or 50 per cent.; he observes that the doctors have doubled their fees, and that our legislators have increased their sessional allowance by 100 per cent. He is painfully aware that he has to pay the farmer \$10 a barrel for potatoes, the grocer 20 cents a pound for sugar, the tailor \$85 for a suit of clothes, and even the barber 50 cents for a hair-cut, and he wonders why his services, which are of such vital importance to the public welfare, should not be at least, correspondingly recognized.

But we venture the opinion that from the standpoint of the community a very substantial increase in the salaries of these worthy public servants is much more imperative.

Low salaries have practically driven men out of the profession—if indeed we can properly call that a profession which has become merely a port of call for persons bound for some more desirable haven. Of the 2,100 teachers employed in the province in 1918-19 not more than 6 per cent were men, and this percentage is continually decreasing. Is there not grave danger of our education, especially in the higher grades, lacking that strength and virility which is so desirable in any sound system of education?

Again, the low rate of salaries has caused that alarming scarcity of teachers which is felt throughout Canada and the United States. In our province a large number of schools are closed for lack of teachers, and upwards of 75 per cent of the remainder are entrusted to the care of young and inexperienced teachers, many of whom remain in the profession but three or four years.

Substantial increase in salaries, along with its corollaries greater efficiency in the teacher, and greater permanency in the profession, would go far to remedy these evils.

We are apt to comfort ourselves today with the thought that the war is over; but, in a very real sense the war has just begun—the social, political and economic war. The world is seething with unrest and no man can foresee the outcome. All, however, agree that there is only one sure and permanent remedy, viz.: a sound and sane system of education, administered by men and women of the highest character and ability, and these can be obtained only by making their remuneration commensurate with the importance of the work in which they are engaged.

We therefore trust that the public will be wise enough to support these demands, not only in justice to the teachers but in its own interest as well.

#### THE VALUES OF CONSOLIDATION OF RURAL SCHOOLS.

The ungraded country school is crying out for reorganization; if we study rural improvement and observe the development in rural communities during the last twenty-five years we shall be convinced that the progress of the district school towards improvement has not in any degree kept pace with the advancement in other lines of work; educationally the rural community is far behind while industrially it is advancing rapidly. Generally speaking the farm for producing high-bred cattle, horses, sheep and pigs is highly developed and organized, and is run on scientific lines, while the school for turning out the educated man and woman is very badly neglected.