

ask for is a fair deal—an increase in salary equal to the increase in the cost of living. It is dishonest for trustees to offer less. They are offering less right along and complaining at that.

The regrettable feature in all this is not the fact that men with families are being driven out of teaching; it is not the fact that the standing of the profession is being continually lowered by the addition to the force of so many novices; it is that the children of the province are being deprived of the privilege of a sound school education, and that the moral tone of the people is being lowered because of the rapid development of the spirit of greed. It is of small account that we should win the war against the great enemy of civilization if we lose out in the war within our own boundaries. For there is in every nation a continual war between two ideals, that which is summed up in the doctrine "Each man for him-

self," and that which is expressed in the phrase "Each for all." Profiteering which in war-times was the unchecked practice of a few has become

in these days the habit of all. This is no utterance of a pessimist, it is a plain statement of fact, and no one will attempt to deny it. It is in no scolding vein that these words are written. It is in sorrow that we see a nation falling from its high estate. We had hoped for better things.

And yet there are some in Israel who have not worshipped the golden calf. It is in these we place our trust. When the educational history of Manitoba is written and an honor roll of worthies is being prepared there are a few names of farmers and business men that will stand at the head, because they have done the right thing for the teachers and the children. Will your name be on the list?

THE GROWING YEARS.

A favorite diversion of young people, and probably one should say their ordinary occupation, is the discussion of the merits and shortcomings of their teachers. It is an unfortunate custom, and one very much to be regretted but that is not going to stop it. The very best way to meet it is for teachers so to act that there will be no adverse criticism. There will be little fault found if only kind things are said.

The usual criticisms have to deal with disposition or temper, knowledge and teaching ability, personal appearance and manner. The examination system, so dominant in high school instruction, leads teachers to emphasize the importance of the class recitation, and to minimize the importance of personal influence. Yet it is the latter which is the prime factor in education.

In a certain school there are two teachers — one a young lady with a

sweet disposition, a charming manner; she is not particularly clever as an instructor, but the students always attend and they make satisfactory progress. Another teacher is hard, caustic, unrelenting, and though her scholarship is respected, she fails to exert a good influence on the classes, for they do everything from compulsion only, and not because they are drawn by the influence of sweet example. It may be only accident that the former teacher is young and the latter elderly. As one of the elderly class, I sometimes feel that young teachers have a distinct advantage over those more advanced in years in that they appear to have more in common with the student body. This is not always so, and not necessarily so in any case for one may be old in years, yet young in heart and spirit. Yet every teacher advancing in years should remember that there is for her or for