

that our parents see fit to deny a living wage to those guardians who are entrusted with the education, the manners, even the morals, of their sons and daughters. Youth spends more waking hours in school than at home. Who knows that the influence of those hours is not greater?

"I would suggest," (to quote from a letter written by one public school teacher) "that as long as Normal School graduates receive less money than street sweepers, High School principals and superintendents less than section foremen, country school teachers less to teach the farmer's children than he pays his hired man to feed his hogs, there is not much inducement to lure men and women into teaching as a permanent profession."

"I have taught for five years in public High Schools after five years of study beyond the High School, earning the degrees of B. A. and M. A., and have never received beyond \$1,200 per year. Friends of mine in other professions are earning from two to five times that."

College and public school teachers, as a class, are close to financial bankruptcy today; if present salaries continue a few years longer the profession will be stripped of its best brains.

Can you afford to let this happen?

Do not think of the situation in terms of teachers, but in terms of students. Schools are not maintained to make a living for those who teach; they are maintained to give trained minds, vision and understanding to youth. If the nation fails to respond to the present emergency it is to the next generation it will have to answer.

#### **EDUCATION IS THE STRENGTH OF DEMOCRACY AND MUST HAVE OUR MOST COMPLETE SUPPORT**

"It is well known to you that the voluntary enlistment from the educational institutions of the Dominion was very large. In some faculties the attendance was reduced to one-fifth of what it was before the war, and the losses by death have been so heavy that in the not distant future there will be a shortage of men in those walks of life which depend upon superior education. The welfare of the country therefore demands that as many as possible of our returned soldiers should be induced to complete their interrupted education and receive as high a grade of training as is within their reach. It is through education that Canada will hold the place in the world that the intelligence and valour of her sons have won for her. Competition will be keen, but we need not fear it if we develop the natural ability of our people. Our greatest danger in this respect will be that too few instead of too many of our soldiers will seek an education, the loss of several years overseas having created an impatience on the part of many to earn a livelihood as soon as possible."

This warning is addressed to the prime minister by

the committee appointed by the conference of the universities of Canada to draw up a statement in connection with the education of our returned soldiers. Among the distinguished Canadian educationalists forming this committee are Sir Robert Falconer, President of Toronto University, and Dr. J. J. Tompkins, of the University of St. Francis Xavier, Antigonish. The Universities of Alberta, Laval and McGill are also represented.

The committee's report, which has just been submitted, is an admirably clear and compelling document.

"An objection has been raised that our request involves class legislation," the report continues. "We fail to see the force of this objection. Education is surely not the prerogative of any class or section of the people. As for the highest grades of education, in no country is a University career more widely open and more fully entered upon by young men and women from every social class than in Canada. Students come from the farm, from the home of the artisan, business man, clergyman, teacher, doctor, lawyer, and it is safe to say that taking the Dominion as a whole more than one-half of the students have to earn enough to help themselves through college. This last fact makes the case of the returned soldier particularly hard, for many a boy had just left school with enough money to put himself through the first year or two of a University career, or was in the middle of his course with barely enough to make ends meet. When the war came these students in the University centres, which were so active in recruiting, heard the loud call of duty and enlisted without a thought of their future. They have therefore lost not only the years of war, but the wherewithal to support themselves when they come back. It would be a poor return that the country would make were she to refuse to help such men and thus demand the further and uncalled for sacrifice of abandoning their desired career."

Such action on the part of the government would not, it seems to us, involve the financial help should also be granted to returned soldiers in trade or business. The man who is being educated is on an entirely different basis because during the period of his education he must spend instead of earn. For several years there would be an overflow instead of an income. Even when his education is completed the ex-soldier will be unable for some time to earn more than a meagre living. Indeed any register of University graduates will show that the vast majority of them hold positions that bring in only a moderate income. We believe that to give an education to those who desire it and can profit by it is the best kind of repatriation, for it means a saving for the country of the services of men for those callings in which they can be of most advantage both to themselves and to the country. What is spent upon education brings