

tion aroused much interest. We have instituted in Saskatchewan what is known as "Better School's Day," when the people of each district gather at their schoolhouse to discuss this matter and to listen to addresses on educational problems. This is a definite step forward, which should be taken by all the provinces.

After all, in a great degree the betterment of conditions lies with ourselves. Ask the average trustee "Who was your teacher last year or last term?" and he will have to stop and think. Ask him "Who is the best teacher you have had here in the last three years?" In an odd case the answer will come promptly: "Miss Jones" or "Miss Smith." But nine times out of ten he cannot tell you. The reason thereof is manifest. Teachers are not giving their very best to their work. When I look back over my own teaching days I realize that, although the people were well satisfied, I could have done much more. We, as teachers, must give of ourselves.

We frequently hear the teacher classed as a non-producer. The public must get beyond this before the status of our profession will reach its proper height. What of more importance is there than that which the teacher produces? Men discuss the roads, bridges, and so forth, of their district, but not the

school. Why should this be so? Interest must be awakened in this all-important question. There is nothing creative in the school-teaching profession. Such an attitude indicates a woeful lack of understanding.

There is an especial field for labor among the Ruthenian settlers. What a problem these people present is indicated by the large number of them who are on trial in the criminal assizes at Yorkton. We cannot have our country filled with a criminal class of immigrants. We must use common sense, firmness, judgment in dealing with incoming peoples.

It is the teacher's duty, then, to take a greater interest in school and out. It is his duty to become a power for good in the community wherein he labors. The people are waiting for the leadership, which you can afford. Part of the assimilation process may be accomplished by getting the people together socially and thus overcoming racial antagonisms, for instance, which is so common in the foreign districts. Let us be alive to the necessity of going at our work more earnestly, more loyally than ever before. This attitude of itself will result in rousing the people, and consequently in the betterment of the teaching profession, financially and otherwise.

MR. W. B. MOORE

THE BUSINESS GIRL'S ETHICS

I am going to consider the subject of the business girl in an extremely critical manner this morning. I deplore the necessity of this attitude, but it is important for the girl who expects to enter the business world to know the pitfalls in her path. I have watched closely the relationship of the business girl and her employer during twenty years' experience in the business world in Canada and the United States, and I have yet to find the office which is not familiar with the conditions of which I wish to speak.

I well remember my first experience in employing girls for my office. I placed an advertisement in the paper worded something like this: "Wanted, a high-grade, experienced stenographer. The highest salary will be given to the right person." I had a flood of applicants, for a great part highly decorated with rouge and powder and displaying very sheer silk hose, and with an expression on their faces which said, "I'm here. I'm the one you're looking for." "How much experience have you had?" I asked. "Oh, I'm just from school," or "business college," or perhaps "I have been substituting for two or three weeks." "This position is an exacting one," I explained. "I expect my stenographer to play the part of secretary as well as to be able to take dictation rapidly, to punctuate well, and to correct my mistakes." To correct these mistakes is an im-

portant function of a stenographer, for the hurried business man can scarcely avoid making slips in his dictation. "I may be away for several days at a time," I warned the applicant. "I will probably leave fifty or one hundred letters for you to sign. Do you think you can meet these requirements?" The applicant was willing to try. Not one out of one hundred met this test! The girls come to apply for a position like that when they are not qualified, and they know it. They waste their employer's time and they waste their own. The average girl, instead of being content to start at the bottom and build up, is determined to have a high position and high salary at once. The inevitable consequence is failure. I can tell this, because I learned it for myself. Fifteen years ago I was holding a small position. I took a three months' course in shorthand in the evenings. Then I obtained a position as stenographer, and naturally failed to make good. I then took a minor clerkship and learned the rudiments of business. That is the one way to success.

I took charge of a noffice once in which was a stenographer doing indifferent work for eight dollars a week. I told her what I should require of her, and promised her thirteen dollars and a half a week if she could meet the requirements. She succeeded, and her salary rapidly grew to thirty dollars