

necessity for their amelioration will not have abated one whit because of the temporary failure of the advocates of a new regime to put into practical workable form their ideas and secure general acceptance for them. The agitation recently set on foot will be in no wise fruitless if it impresses on all the graduates of 1901 the urgent need for unity and organization of forces among teachers, as in other departments of social activity, commercial, mechanical and professional.

The originators of the scheme, it would appear, were somewhat doubtful of the reception that would be accorded their proposal, and consequently exercised not a little ingenuity in choosing the grounds on which to introduce it. The result of their little experiment would indicate that they very wisely gauged the feeling of the class in the matter. There can be no doubt that the prospect of an increase in salaries is one of the arguments which most strongly appeals to men and women in all callings in life, teachers not excepted, and there is strong reason to believe that the present class of teachers-in-training bids fair to follow its predecessors in that respect. Suffice it to say that they took the bait quite readily, and accepted the whole proposal almost without dissenting note. Now we are far from belittling the financial aspect of the teacher's lot,—it merits all the attention it receives; but is it not just to say that there are others which merit more? Man lives by bread, 'tis true, but not by bread alone; and is not that which is not bread after all a more important factor in his existence than that which is? By all means let

teachers employ all available legitimate resources to increase the financial remuneration that their services command, but let not such considerations be crowded into the fore-front of their effort. An organization of teachers that carries on its banner alone as its motto, "We demand more pay for our services," must inevitably lower the standing and prestige of the profession it represents. Talk as we will of the dignity and sanctity of all labor, there are certain callings that demand of those who follow them more devotion to results and less regard for pecuniary compensation than do others. Among the former stands the profession of teaching, side by side with the sacred office of the ministry. Those who discharge such functions as these in society must relegate the financial to a second place, else their influence and skill will immeasurably deteriorate. They do not traffic in or mould the material things of life, but they fashion that infinitely more subtle and impressionable commodity,—human spirits. We would therefore regard it as an unfortunate step that any movement should be launched among the teachers of our province on such a narrow and degrading basis as has been outlined for this.

Nor is it by any means necessary that the proposed union should be directed primarily toward the redress of the financial grievances of the profession. There are other features of present day pedagogical conditions that call just as loudly for reform, and the correction and readjustment of which would be more beneficial and far-reaching in their effects. We might instance here the low grade of