

of training the boys for the better farms of tomorrow.

A great part of this work must be done by the rural schools. These have produced many notable men. As Dr. Thornton has mentioned, Lloyd George received his elementary education in a one-roomed school in a little village of North Wales. But what of the eighty or ninety per cent. who might have been of great value to the world had they been given a chance? When I was a boy I attended a rural school five miles from the City of Toronto. When I and three other lads passed our entrance examinations we were the first to do so from that school in twenty-two years! I believe there is going to



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be no such lack of opportunity in Saskatchewan, but we must attend to our rural schools. They must be kept up to standard.

I know that the Manitoba Educational Association is addressing itself to the task in hand with enthusiasm. Your ranks have been sadly depleted during the last four years, and the memory of your fallen heroes must spur you on to nobler effort. But you are handicapped by the lack of interest of the general public, by a most discouraging indifference. Will the war rouse the nations to a sense of the all-importance of education? The so-called efficiency of the Germans, the so-called muddling of the British over in Europe has been, in the last analysis, laid at the door of the school teacher. Britain is waking up, and has set seriously to work on improvements of her school system. Canada is not yet following. Public interest in education means a higher status for the teaching profession. When wise and persistent efforts to arouse these have been rewarded, our difficulties, financial and otherwise, will solve themselves.

A prominent Ontario man whose work brings him in touch with men of every class has said that he finds the school master, in

respect to mental and moral calibre, the highest, bar none. Yet who ever heard of a schoolmaster being appointed senator, or even a commissioner? The teacher is paid a salary which would make a professional cook blush. I saw just recently on the advertisement page of a Saskatchewan daily paper a salary of two thousand dollars offered for an ice cream maker. On the same page a salary of nine hundred was offered for a second class professional teacher. Do you know that the superintendent of a lunatic asylum is paid two or three times as much as the superintendent of a Normal school? Our salaries are of little moment, but once we go wrong we provide a high salaried position for someone else. I know a wealthy stock breeder who paid a man twelve hundred dollars a year and his board for caring for his thoroughbreds. The teacher who taught in this district received seven hundred and fifty dollars a year, and this stock man was the most opposed to a raise of her salary. I said to him, "It is worth twelve hundred dollars a year to you to have a reliable man in charge of your cattle. Is it worth no more than seven hundred and fifty dollars to have a good teacher in charge of your children?" He said, "By Jove, I never saw it in that way before." A utilities commissioner receives seven thousand a year. A city official is paid good money. Why are they paid so much better than the teacher? Is it because their work is so much more important? I say most emphatically No! We are going to stay with our work because it is our duty so to do, but we shall not cease to call attention to the need of better salaries.

The reasons for this condition of affairs are possibly three. First, the lack of interest of the public, and second, because it is too easy to become a teacher. Many go out teaching after three, or even two years in the high school. Permits are granted to those who have no certificate at all. We gain nothing by lowering the standard. The third reason is that we have been too docile, been protesting too little about things as they are. The time has come for action.

I should much like to see a uniform salary for teachers, at least in the three prairie provinces, and also the same standard for certificate issued, so that the inducement of one province to teachers would not be superior to that of another. Under the existing conditions I frequently receive letters from Manitoba teachers who wish to come to Saskatchewan. I hesitate to encourage them, for I know you have not too many teachers here. If you would hold your teachers you must make their living conditions satisfactory. A federation of teachers should make such a uniformity as I have mentioned one of its chief aims.

I believe, though, that a new era is dawning. The Trustees' Association has asked a commission to look into the matter of teachers' salaries. A recent survey of the schools of Saskatchewan by an American organiza-