

grown wealthy while others have been sacrificing life is a traitor. (3) **A guarantee of a living wage to all honest workers.** But he is not an honest worker in these times who wants to limit his labor to thirty hours a week. The world never needed production so much as now and hours of labor should be increased all round rather than diminished. This is one price we must pay for the war. But men should be well paid. There should not be an increase of about one hundred per cent. in the cost of living and only fifteen or twenty per cent. in salary. Undoubtedly teachers are worse than others in this respect. (4) **The immediate deportation of non-Canadian agitators.** It is pleasing to note that among the extremists in this matter there is not one solid Canadian. This is a tribute to the spirit of Canadianism, and incidentally a tribute to the Canadian school.

This raises the fundamental question as to whether the school is not after all the solution of industrial problems. It can encourage still more than in the past the spirit of fair-play, unselfishness, co-operation, kindness, believing that if this is developed in youth it will assert itself in later years. Those who live together in a friendly way at school, will not fight to the death as neighbors and fellow-citizens. Therefore, let us support the public school and insist that it continue its good work of bringing together all races, classes, creeds to the end that they find a common ground in the fact that they are good Canadians and good citizens.

And should any Canadian-born be so possessed of the spirit of greed as to forget his duties to his fellows, should he be extortionate, tyrannical, or covetous in the extreme, let him be anathema; and should any non-Canadian adventurers seek to cultivate in our midst the feeling of anarchy, or should he be disloyal in speech or action or encourage disloyalty in others, let him be deported. Then shall we settle down to the education of the children—aiming to develop in them such powers and attitudes as are favorable to the promotion of good citizenship and right behavior. Our work can never end with the teaching of subjects of study. It must look to the betterment of life—to-day and to-morrow.

It may be that co-operative industry is coming and should be coming. The way to get there, however, is not the way taken by the Bolshevik. As belonging to the laboring classes themselves, teachers have full sympathy with all labor, and are naturally looking for relief for all workers who have a legitimate grievance. There is, however, a just limit to sympathy, and it would be well for agitators of a certain type to keep this in mind. In the end a cause is not to be won by physical force nor by impetuous presumption, but by an appeal to reason. A great duty as teachers is to make children amenable to reason. If we do our work well to-day there will be no friction in industrial life to-morrow, for people will have learned the art of living together.

---

It is time for the people of Manitoba to feel alarmed. Teachers are leaving the province for the West in scores and hundreds because they can receive better salaries. We are forced to accept the services of novices. It is a shame that the salaries of teachers have increased only 5 per cent. since 1915. The cost of living has gone up 75 per cent. and income of farmers has more than doubled. The matter is serious not on the teachers' account but because of the children. Is it fair?