

amended to read: "Initiation of inquiry into methods at present employed in the continued education of teachers in service, and consideration of means for improving and extending the same." The motion was seconded by Dr. McIntyre and carried.

### National Importance of the Teaching Profession

The Council then proceeded to consider: "Inauguration of propaganda to emphasise the national importance of the teaching profession."

Principal Vnnee thought the use of the word "propaganda" unfortunate.

Prof. Osborne cited instances of the deplorable indifference of the public to the teaching profession. "What is impoverishing the teaching profession," he said, "is not simply low salaries, but the realization that the community pays little or no attention to the work of the teacher." By some means—propaganda, campaign or policy—it ought to be possible to feature the importance of teaching as one of the great processes affecting the spiritual and intellectual future of this country. He told of a Methodist minister's son who, returning from the war with a passion to serve his country, had decided to enter the teaching profession, but upon consulting a noted clergyman and two prominent university professors was advised by all three: "Avoid teaching. Don't do the thing that we have done, for our hearts are broken."

Principal Vnnee suggested that the item be worded: "Consideration of means of emphasising the national importance of the teaching profession." He thought the Council should first decide upon the best means, before inaugurating any campaign.

Dr. Snell felt that, as all were agreed as to the necessity for propaganda, it would be unwise to procrastinate.

Dr. Sloan liked the word "propaganda," which, in his mind, was associated with growth. More emphasis of the importance of the teaching profession was not what was needed, as the libraries were full of it, and it had not accomplished anything. The need was for hard propaganda work among the plain people. For instance, moving pictures might be used to illustrate what a good school would do for a rural community, and might thus help to overcome the hostility of old-time school inspectors and the cynical and superficial criticism of people who were afraid the newer education might cost a little more.

Rev. Dr. McLeilan considered that the subject under discussion was a fundamental one. The task of character education must lie with the teacher; therefore teachers must be men and women of character—of great minds and great hearts, in order to impart these qualities to their pupils. Teachers of the sort desired must be a leisureed class, or at least they must be free from anxiety as to their livelihood; in other words, their remuneration must be sufficient to enable them to devote their lives to the work of teaching. But unless the people appreciated the teaching profession, they would not remunerate the teachers sufficiently. He did not object to the word "propaganda," for it denoted the purpose to be accomplished. Propaganda should be carried on throughout the Dominion to impress upon the people the vital importance of having well trained men and women into whose care to commit their children. "It is a sacred trust, that of the teacher," he said. "I would place it next after that of the preacher, the man who speaks directly for God." The teacher performed the sacred function of influencing the minds of the youth and training them in character. The present inadequate remuneration of teachers was a fair index of the lack of appreciation on the part of the people.

At the suggestion of Prof. Derick, Dr. Parmelee outlined the educational propaganda which for years had been carried on by the Council of Public Instruction of Quebec. At all the meetings held, the importance of the teaching profession and the inadequacy of present salaries were specially emphasized.

Mr. John T. Joy thought some form of propaganda should be inaugurated at once. The unrest prevalent throughout the world he regarded as striking evidence that true citizenship had not been realised, ascribing it to selfishness and lack of consideration for our duties to the state and our fellow-citizens. Education was now being recognized, better than ever before, as a prime factor in the development of any country, and the interests of those to whom was entrusted the duty of educating citizens should therefore be safeguarded by the state. "Whatever hope I have for the future of Canada," he said, "begins and ends with education." He thought the present an ideal time to start propaganda towards raising the status of the teacher and for better salaries; but it was important to determine what form the propaganda should take. He moved: "That a committee of three be appointed by the Chairman to consider the subject matter now before the Council and to submit some definite plan at a later sitting."

The motion was seconded by Mr. John Sully.

Mr. William Iverach urged that the campaign be not left to the teachers themselves. Efforts on their part to improve their own status would resemble an