

increase in teachers' salaries have on the children in our schools? The child (though he seems to be occasionally overlooked) is the basis of the whole educational system. For him the training schools, the universities, the High and Public Schools exist. For him time and money are spent on systems of education, on buildings, on everything connected with schools. The successful teacher becomes such only as he studies the needs and the nature of the child.

And what does the child require of his teacher? The best possible equipment for good citizenship. What is needed for such equipment? No longer are the three R's considered sufficient for this purpose. The child needs as a teacher one who is himself a good citizen, well-read, well-travelled, broad in outlook on men and movements, refined, well-educated, not a narrow-minded pedagogue, not a dour disciplinarian, not a disgruntled "left-over" from some other profession, not one who is "tired of teaching" and is hoping for other employment, not one who feels that the fates (in the persons of boards and inspectors) are against him.

The child must be taught how to think, how to conduct himself under various circumstances, how to understand human nature in its various phases—how to be a man. And the teacher who is to do all this for him must have opportunity for reading, for travel, for advanced study. But how many teachers can afford two or three educational magazines and a dozen good books per year on present salaries? How many teachers in eastern and central Canada have seen western Canada and the Pacific? Not many; their salaries do not permit travel. How many teachers take summer courses? Some; but not nearly enough.

Parents want (or say they want) the very best of teachers for their children. As matters are at present, the best that is in the men and women in the schools is not being brought out because of the lack of opportunity for advancement. And this lack is due to generally inadequate salaries. It is said that a "bad" boy can be transformed if he is given good food, good clothing, and proper care and attention. Could not a similar transformation be produced in a "weak" teacher, an average teacher, or a good teacher if he were given the facilities to prepare himself more thoroughly for the tremendously important work he has to do?

Increase in salaries is a reform that is coming—a reform that must come if education is to do what it must do after the war. And it will come more swiftly when the realization dawns that unfortunate or unfair conditions imposed on the teacher react most potently on the child. Reforms are not often brought about by grumbling or by dissatisfaction; when they are, the cost to the grumbler himself is too great. They come by solid work and by the demonstration of the need and of the advantages to be gained.