

should address any body assembled for child study, or any subject relating to the education of children, with the belief that any special number of mothers are present. Experience has taught that it is the teacher who has this active interest in education; that the mother's activity too often is simply in voicing complaint, or interfering, to the detriment of the child's education, with the system which the teacher, who is naturally supposed to be an expert, has devised. How can any woman claim that she is a good mother who allows her child to attend a school where she is in doubt about the physical conditions—whether the air, light, and furniture are adapted to the needs of the child? How can she consider herself a good mother if the teacher of her child is to her a comparative stranger. The teacher should be a co-worker in her club; the busy friend to whom she must go because she has more leisure, her friend because she is the co-educator with the mother.

Education in this country will never be what it should be until a higher money valuation is placed upon the services of a teacher, until her professional rights are recognized, until

her social position is that accorded to the other professions, until the opinion of the teacher is treated in the presence of the child with the same respect accorded to the opinion of the doctor or of the minister of the church the child attends. We have yet to learn in this country that the teaching profession is just what the public sentiment of the community makes it; its requirements are just what the public demands—no more and no less; its compensation represents the value placed upon those services by the community. This is especially true of the public school teachers by whom the mass of the children of this country are educated. This system suffers because at one extreme our taxpayers have no personal interest in the schools, merely because their children do not attend them; and at the other extreme are a mass of voters who have no educational standards, who delegate without any sense of responsibility the entire question of the education of their children to the State, rebelling only, too many of them, against the law which compels them to patronize the schools when they would have the child become a wage-earner.

CURRENT EVENTS AND COMMENTS.

THE Manitoba Normal school lately held its closing exercises, and at these exercises Governor Patterson drew attention to the success attending the efforts to make the institution under Principal McIntyre as efficient as possible. He further spoke of the pleasure he had experienced in listening to the valedictorian addresses. They were all young and hopeful, and he considered courage a part of the equipment of a teacher starting out on his or her career. Endurance and perseverance would

be required to keep them in sight of the high ideals which they had placed before them during their stay in the normal class. He impressed on the teacher the necessity of cultivating tact, which means almost everything. The profession upon which they were about to enter was a very important one. It would require constant study and cultivation, after arriving on the scene of their labors, to make them thoroughly competent. He urged the students to inculcate principles of patriotism among the