

XII., with a total majority of over 5,000. We should like to know, for instance, how this tide flows in New Brunswick and Prince Edward Island. In our High Schools we have now about 3,000 boys, 6,000 girls—a ratio of 3 to 6. Fifteen years ago, when we first provided for these statistics, the ratio was 3 boys to 5 girls.

There was a time when the High School girls were comparatively few. But because of our lack of statistics we cannot say when or how fast the new order has been flowing in.

This leads me to note that the Dominion Government in connexion with the Census Department has commenced to compile the educational statistics of the provinces of Canada. But the statistical systems of many of the provinces are so variant that some interesting and even valuable comparisons cannot be made in tabular form. As this department at Ottawa may develop into something covering a portion of the character of the work of the Education Bureau at Washington, and thus be of extremely great value to us as well as to the rest of the world, our respective administrations should be stimulated to co-operate with each other and with the census sub-department. At the two conferences of the Education Departments of the Empire in London, 1907 and 1911, it was mooted that the educational statistics of the Empire should be collaborated. But we were not able to show that this could be done even for Canada. In developing a statistical bureau of education for Canada, we will be taking the first step towards a similar statistical bureau for the Empire.

In doing this we should endeavor also to articulate with the system developed at Washington which for so many years has been generously exchanging its invaluable publications with us. Our statistics thus amplified in some respects and standardized would represent our educational status more luminously to ourselves, as well as to the international statisticians and students of educational development. This is a work not for our provincial conventions, of course, but for our Education Departments which should be stimulated by them, and especially by the Dominion Educational Association, the President of which we have the honor to have with us in the person of Dr. Carter, Chief Superintendent of Education for New Brunswick. Hence my reference to this matter here.

The peculiarly close relation of these three provinces to each other suggests that we should consult each other more than any of the other provinces—we are so very much, not only in the same corner of the Dominion, but in the same box. I feel disposed to make concessions to enable us to get not only the best and cheapest text books, but the same; to standardize our programmes of study on general if not on identical lines—identity might not be desirable even if attainable; and to stand-

ardize our classes of teacher in a similar manner—all to establish a general reciprocity of educational interaction.

We are getting along very well together now, so that I would not advise a strenuous effort to rapidly reach a common system. I would be content with a gradual approach every time a change has to be made in the general direction indicated.

We could then co-operate with more power in establishing a better remuneration for our various classes of teachers, for it is the rate of remuneration which ultimately controls the character and quality of every profession in a free country.

Some eighty years ago (1837) the education committee of the House of Assembly in Nova Scotia reported in favor of admitting women to the teaching profession. In 1865 there were 397 women to 520 men teaching. By 1870 the women were in the majority. By 1884 they were 2 to 1. By 1890, 3 to 1. By 1902, 4 to 1. But why go on—today they are 15 to 1. Out of our 3,000 teachers we have not 200 men, and the most of these are well advanced in years. The war is partly responsible for this ratio. But in the year ended July, 1914, there were about eleven women for every man in our schools.

It is the small salaries prevailing which have sent our men teachers out of the profession and which are now sending our women teachers by the hundred every year to the west. Our educational work, no matter how ideal the system, can never rise above the teachers we can obtain and retain. That is why in Nova Scotia the Government had to take the problem of salaries in hand to save education. The people themselves during the last five years are assumed to have fixed a standard average. By next school year, the standard below \$200 has to increase 50 per cent.; below \$300, 40 per cent.; below \$400, 30 per cent.; below \$500, 20 per cent.; below \$750, 15 per cent., and above \$750, 10 per cent.

No school or teacher will be recognized as legal after the first day of August, 1909, if this regulation is not observed. But this is only a beginning.

Our schools already too weakly staffed as pointed out, with courses of study marked out for the professional classes for which schools were first established, have superadded courses for the more clamant needs of the masses. In addition to all this, duties once assumed to be sacredly attended to by parents, are being added. We have to give general moral if not religious training. We are about to be held responsible for their physical training and their mental and bodily health. And we are given as teachers mostly young girls who are not able to earn the wages even of the working women classes.

The clergy would have us teach the true religion. The temperance reformers would have us to train every-