

but it must be remembered that the food allowance is fairly generous. There are, for example, allowances made weekly for 2 lbs. of beef, sirloin roast, 2 lbs. of beef, chuck roast, 1 lb. veal, 1 lb. mutton, 1 lb. fresh pork, 2 lbs. salt pork, 1 lb. of bacon, etc. And it is not every family that contains three children!

"Turning to another aspect of the salary question it may be shown that for high school teachers at least the rise of salary is very rapid in the early years of service. A maximum is reached after thirteen or fourteen years' experience, and thereafter until 36 years' experience the average salaries of both men and women remain steady. Towards the end of a long life of service there is a tendency for the salary to diminish.

"Salaries would be higher if teachers remained longer in the profession. Public school teachers have a professional life of 8.03 years. This means that the whole of the teaching body, some 12,000, must be replaced every 8.08 years. High School teachers are not much better in this respect. Including all experience both in Public and High Schools, the women teachers average 4.88 and the men 14.12 years."

Professional Indifference of the Canadian Teacher.—The Canadian teacher, it is sometimes claimed, has little interest in education as a science. He teaches well, but his interest ends with his day's work. The great problems of present-day education, the problems of local administration, school finance, rural education, school supervision, retardation and elimination, do not appeal to him. He leaves them for others to solve who are not teachers or are not Canadians.

Evidence of a kind is sometimes submitted in support of this claim. There is the loudly-expressed contempt of some teachers, generally untrained teachers,—indeed, the less the training the noisier the contempt—for the science of education. There is the unwillingness of the busy teacher, who has received his professional certificate after a very brief course in the science of education, to renew or extend his professional knowledge. There are the courses of instruction of the training schools in which practice waxes great and theory steadily wanes. And there is the persistent neglect of the courses for degrees in pedagogy offered by the universities of Ontario!

It would not be difficult to show how weak is this claim and how unsatisfactory this evidence. Let us look at the so-called neglect of the courses in pedagogy.

The courses in pedagogy were organised about fifteen years ago, first by the University of Toronto and then by Queen's University. They were organised by men whose interests lay primarily in philosophy, not in professional education, and reflected the bias of their founders. And they were so administered as to discourage the most en-