

tained in the professional world. Unless good salaries were provided, it would be impossible to obtain the efficient teachers so desirable in the training of the youth of the colony, who in the ordinary course of nature must shortly take our places in the business and professional life of the country. The training of the young is not a mere piece of job work, to which anyone may turn his hand, but a professional calling which requires knowledge, judgment and experience. It is essential that those who are to form the minds and hearts of the young should possess the highest possible qualifications for that important work, and it is beyond dispute that that talent cannot be obtained unless an adequate wage be provided. A few days ago he had been informed by one of the Superintendents of Education that during the twelve months nearly sixty per cent. of the ranks of teachers. When? It did not apply to the colony, merely, but, unless he had seen the statement, it applied to all. It meant that those men and women found it necessary or desirable to change their line of work, and some to move outside the limits of the colony to expend their energy in other places and other callings. The reason was quite apparent. They were not able, up to the present, to obtain a sufficient wage at home to warrant their remaining. That meant, further, that a large portion of the revenue of the colony that had been expended in the training of these teachers was going to enrich other countries, for the training they had received here to fit them for the teaching profession fitted them for the higher walks of life and positions of more emolument in the neighbouring provinces. Their departure meant loss to this Island from more standpoints than one. It behoved this legislature, as matter of fact politicians, to face the difficulty boldly and devise some means to enlist the sympathy of the teachers in their work here, and encourage them to continue here the work of their profession. That encouragement must come in the shape of emolument. The census of 1901 bears eloquent testimony to the difficulties that attend the advancement of education in this colony, and to the necessity for the amendment in the Education Act under review. In no other country in the world did like difficulties prevail. The population of this colony is scattered over its coast-line of four thousand and odd miles.

The towns and settlements are for the most part separated from one another by great distances. The avocations of the people are such that they had located themselves on the fringe of coast line. In many cases the people had settled themselves at places to which the approach by sea was almost the only possible one. The difficulty of making roads to connect those remote settlements was apparent to all who had journeyed around the coast line. The difficulties presented were peculiar to the country. It has no counterpart, so far as I know, in any other part of the world. For instance, there are 1372 towns and settlements in the Island, 490 of that number 833 had a population of from 1 to 100 persons only. There are 376 settlements with a population of from 1 to 25 persons only; 255 with a population of from 25 to 50 persons; 157 with a population of from 50 to 75 persons; and 105 with a population of from 75 to 100 persons only. There are 8162 children living more than $1\frac{1}{2}$ miles from a school. Wrapt up in these figures is the whole of our difficulties in connection with the educational system of Newfoundland. They are difficulties for which no person up to the present moment had offered a solution. There are 72,956 persons over five years of age who cannot read. Out of that number there are probably some in attendance at school, but not sufficiently far advanced to be rated in the census as being able to read. Allowing for these, there is still the deplorable fact to be faced that at least 25 per cent. of our population have not enjoyed any of the advantages of school training. I hope that I am correct in assuming that the older folk comprised the majority of that number. If I am correct in that assumption then the beneficent effect of the liberal grant which has been made, and which would be applied by the School Inspectors and the Educational Boards with the prudence which had characterised their actions in the past, would be more apparent in the near future. Again, there are 51,783 children between 5 and 15 years of age. Of these 35,201 attended school, leaving 16,581 who did not. Now it will be safe to assume, I think, that the 16,581 children who do not attend school are prevented from so doing by the reason of there being no school in the settlement where they reside, and the nearest school being too remote for them to attend. I hope that under the operation of this enabling clause in the Act that deplorable