

munities, and get mere nominal salaries.

STATISTICS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The total registered attendance of High Schools and Collegiate Institutes was 18,642, the average attendance was 10,798, and the percentage of average attendance was 58, a decrease of one per cent. as compared with 1888. Newburgh High School had by far the best average attendance, showing a regular average attendance of 39 out of 44 pupils, or 88 per cent. No other school approaches this, the nearest being 71 per cent. gained by Clinton Collegiate Institute, and Port Hope, Smith's Falls and Trenton High Schools. There are 120 schools to accommodate these pupils, and in them are employed 427 teachers. The total receipts amounted to \$703,042, of this \$97,944 was made up of the Legislative Grant for teachers' salaries, this as we have seen was at the rate of \$229 per teacher. The Legislative Grant to these schools is 13.9 per cent. of the whole receipts, while the grant to Public Schools is but 5.6 of the whole receipts. These are facts which are quite worthy the attention of our legislators with the view of granting more liberal aid to our Public Schools. The total expenditure was \$645,338, of this amount \$376,878 or 58 per cent. was spent on teachers' salaries; dividing this amount by the number of teachers we get \$883 as the average salary of High School teachers in the province; \$327 was the average salary of Public School teachers for the same year. The cost per pupil in registered attendance was \$34.61; in average attendance it was \$60. Altogether the High School and Collegiate Institutes are in a prosperous condition, and, we have reason to believe, are doing better work than they ever did.

COUNTY MODEL SCHOOLS.

Mr. Tilley, the Inspector of County Model Schools, precedes his statistical report with some remarks on the condition of these schools and suggestions for their improvement which show him to be in touch with the most advanced educational thought of the country. It would be a happy thing for the country if Mr. Ross would adopt some of the recommendations which Mr. Tilley makes, and which he supports by cogent reasons. He recommends, for example, that the Model School term for students in training be materially lengthened. He recommends an improvement in the appointment of teachers to these schools to whom higher salaries should be paid. He recommends that the professional certificates of the third class granted to the students of these schools should be valid for five years instead of three but should be limited to the county in which they are issued. In 1890, of the 1,293 students in training 1,228 passed the final examination and obtained certificates to teach. This was 95 per cent. of the whole. Yet in the literary examination which preceded their entrance as students in training in the Model Schools only 43 per cent. managed to pass. If the tests of efficiency to act as teachers were the same as those for proficiency in literary attainments we would have no reasonable ground on which to object to the difference in these percentages, but inasmuch as the qualities of a successful teacher are so different from those of a successful scholar that a separate examination is needed for each we must regard the difference in the results of the two examinations as anomalous. The same remarks will apply in a modified degree to the professional examination of second class teachers for professional certificates after completing their Normal School course.