

the Government, \$9,090 from the municipalities, and \$5,270 from students' fees. This amount does not at all cover the whole expenditure on the training of students in these schools. We may, therefore, safely say that over fifty thousand dollars of public money was spent in 1889 on the professional training of teachers. 401 candidates obtained Second Class Certificates, and 1,140 obtained Third Class Certificates. Hence the cost of each candidate in the Normal School was \$65, and in the County Model School about \$21. It will be interesting to see what the training in these schools amounts to. In the County Model School it consists of a few hours' practice in teaching by each student, under the supervision of the principal or his assistants. This, together with attendance at lectures by the principal on a variety of subjects connected with school work, secures the student in ninety-five cases out of one hundred a Third Class Certificate to teach. In the Provincial Model School the training consists of a smaller number of hours' practice in teaching under the supervision of the teachers, and this together with attendance at the lectures given by the Normal School masters secures each student in over nine cases out of ten a Second Class Certificate to teach. With these facts before us need we be surprised at the complaints made by all classes interested in education—by principals of schools, by inspectors, even by legislators—of the defective training which many of our young teachers show? How can it be otherwise when the greater part of the time at the training institutions is spent in listening to lectures and studying books, instead of acquiring experience by actual work in the the school room? There is no other profession of the same responsible character for which the preliminary training is so defective

and so short. Mr. Ross has now been several years administering the affairs of the Education Department, and he has not made one important change which can be called an improvement in the training of teachers. Indeed, speaking generally, we fail to see one broad measure of educational reform which he has either inaugurated or carried out. It is not yet too late to make a beginning, and we would suggest that he set about giving the country a system of thorough professional training for teachers in both our Public and High Schools. Enough was said at the last session of the Legislature to convince him that in the carrying through of any well-considered and liberal measure to this end, he will have the right-minded men of both sides of the Legislature at his back.

INSPECTORS' REPORTS.

There is the customary selection of Reports by the Public School Inspectors. In these the points that are dwelt upon more than any others are (1) the irregular attendance of pupils, and (2) the inexperience of many of the teachers. The only remedy advocated for the former is the enforcement of the compulsory clause in the School Act. Over the latter the Inspectors make a wail, without suggesting any remedy.

The reader will find valuable information in the reports of the two High School Inspectors, which appear this year in the Minister's annual report. Masters in our High Schools will be pleased to have some information regarding the work done in some of the best secondary schools in the Eastern States of the Union.

MECHANICS' INSTITUTES, ETC.

We are glad to find from Dr. May's report that the Mechanics' Institutes and Reading Rooms are flourishing. These, if properly managed, will not