

The cost per pupil is greatest in the cities and least in the towns. It is greater in the counties than in the towns on account of their smaller average attendance. It will be noticed that a High School education costs about four times that of a Public School, and the statistics further show that the cost per pupil in High Schools proper is \$65, while in Collegiate Institutes it is but \$55. This difference is accounted for by the expense incurred in putting up new buildings in connection with several of the High Schools.

Teaching Staff, Number of teachers—Public Schools, 7,273; Separate Schools, 523; High Schools and Collegiate Institutes, 419. Average number of pupils to each teacher—Public Schools, 64; Separate Schools, 60; High Schools and Collegiate Institutes, 42. Teachers' average salary, Public Schools, \$334; Separate Schools, \$283; High Schools and Collegiate Institutes, \$837.

In Public Schools the average salary for male teachers was \$424; one dollar less than that for the previous year. The average salary for female teachers was the same for both years, \$292. While discussing the educational estimates at the last session of the Legislature, Mr. Meredith drew attention to the condition of the teaching profession in our Public Schools, and said he had reason to fear that a number of very young, and, perhaps, not very competent teachers were employed. Mr. Meredith's fear is far from groundless, and how can it be otherwise when nothing but the very faintest attempt is made to weed out the incapables from those who attend either the Normal or County Model Schools. Mr. Ross, in the course of his reply to Mr. Meredith, said, that teachers were giving more for what they got than they did years ago. The figures above quoted show that in the case

of male teachers at least he is right. He said further, that the great thing was to try and get the ratepayers to pay the teachers larger salaries. If the ratepayers are getting more out of teachers for the same money than they did years ago, by what means are they to be induced to spend more money in paying larger salaries? Mr. Meredith suggested a very effective means, quite under the control of the Minister, which is, to make the Legislative grant to a greater extent than at present, dependent on what a locality itself does in getting a better class of teachers. Mr. Ross might also set a slight example to trustees by paying his own teachers in the Provincial Model Schools salaries commensurate with the important position which these schools hold in the Province. It is to be feared that the Minister of Education too often mistakes niggardliness for statesmanship in managing the educational affairs of the Province. Mr. Harcourt, in the course of the discussion, showed another means by which the proficiency of teachers might be increased. He said, that the term for student teachers at the Model Schools should be lengthened. If this were done, and increased opportunities were given to these students to learn the art of teaching by practising it, and greater care were taken to exclude those that show themselves incompetent, and the plan that Mr. Meredith recommended were adopted, what our legislators are agreed are greatly needed, both efficiency and permanency in the profession, would be secured.

OVER-CROWDING THE PROFESSIONS.

WHY, when our young men and boys get a certain amount of education, will they not "take their coats off" and work at trades, such as