

mended have been adopted in compiling the Report, that we feel confident that the Minister of Education needs only to have his attention directed to this one to adopt it. The Legislative Grant to Public Schools was 6.5 per cent. of their whole income; to Separate Schools it was 7.2 per cent., while to High Schools it was 19 per cent. It appears from these figures that the schools which have the best right, some contend the only right, to the support of the Government get the smallest proportionate allowance.

STATISTICS OF TEACHERS.

In Public Schools, number of teachers was 6,765; number of pupils to each teacher in registered attendance, 66; number of pupils to each teacher in average attendance, 31; in Separate Schools were 453, 61, 34; in High Schools, 365, 39, 22 respectively. These figures show an increase of 107 Public School, 26 Separate School, and 7 High School teachers, over those of the preceding year.

AVERAGE SALARIES OF TEACHERS.

In Public Schools, males, \$427; females, \$281; both, \$344; in Separate Schools, males, \$358; females, \$190; both, \$221; in High Schools, both, \$806. There was an increase of one dollar in the salaries of male, and two dollars in those of female teachers in Public Schools, while in Separate Schools the increase was seven and two dollars respectively. In the case of High Schools the increase was sixteen dollars. The highest salary paid in Public Schools was \$1,200, and in High Schools \$2,350.

Of the teachers in the Public and Separate Schools about two-thirds are females; 254 hold First Class Certificates; 2,358, Second Class; 3,592 Third Class; while 1,014, or fourteen per cent. of the whole number, hold what are called temporary certificates.

If the holders of these were in every instance competent in management, and efficient in the performance of their duty, no one would complain, but too often certificates of this kind are given through fear or favour, and become premiums upon inefficiency. It would be interesting to know how many properly qualified teachers are kept out of situations through them. One of the reforms teachers were assured of when Mr. Ross took the control of the Education Department was the gradual decrease, if not abolition, of these certificates; but, instead of decreasing, they have actually increased since he came into power. In 1882 the number of temporary certificates was 981; while in 1885 it was 1,014. We are glad to observe, however, that this number shows a decrease from 1884, when it was 1,193. Let us hope that Mr. Ross has begun at last to redeem his promise, and that there will now be a gradual decrease.

The statistics of the Normal Schools are, as usual, meagre and unsatisfactory, so much so, indeed, that we do not care to trouble our readers with them. Were we able to give not only the number of students, but the percentage of those who passed the examination, and the cost of each student to the Province, we would be giving useful and interesting information; but we are unable to do this from the statistics supplied. Year after year we have urged to have the report of the Normal Schools kept separate from that of the Provincial Model Schools, and proper statistics given to enable an ordinary reader to form an intelligent idea of the working of these institutions, and of their expense to the country; but, either through carelessness or design, the statistics of both Normal and Model Schools are so mixed up that for any useful purpose which they serve they might as well be omitted.