

cent. of the registered attendance. This is gratifying, though our average comes very far short of that of most European countries. An analysis of the statistics before us shows that 56 per cent. in rural districts, 37 per cent. in towns, and 37 per cent. in cities attended not more than 100 days in the whole year of 208 days. In the counties the average attendance was 46; in towns, 60; and in cities, 62 per cent. Oxford takes the lead among the counties with 56; Listowel among the towns with 72; and Hamilton leads the cities with 67 per cent. It is only fair to remind our readers that these figures slightly underestimate the average attendance, because the Education Department uses as a divisor the legal and not the actual number of teaching days. If, for example, a school has been kept open only 200 days, the Department does not use that number as a divisor, but the legal number 208. Of the pupils in registered attendance 39 per cent. were in the First Book; 20 in the Second; 22 in the Third; 17 in the Fourth; and 2.08 in the Fifth, or High School Reader. These figures show that more than one half the pupils were in the First and Second Books, and that less than 20 per cent. were in the Fourth and Fifth. It is pleasing, however, to notice that in spite of the short-sighted policy of Mr. Ross to make Fourth Book work the limit of the public school course, the number in the Fifth Book increased from 8,031 in 1886, to 10,238 in 1887. This was an increase of over 25 per cent. The number of teachers was 7,594, this was 230 more than the number for 1886. Of these, 2,718 were males, and 4,876 were females. In regard to their qualifications, 3,865 had only Third Class Certificates; 2,553 had Second; and 252 had First; the remainder had old County Board, Temporary, or other certificates. We are glad that the Minister of Education is able to show

a decrease in the number of temporary and extended Third Class Certificates issued in 1888. The average salary for male teachers throughout the province in 1887 was \$425, for female teachers, \$292—an increase of \$1 in the former, and \$2 in the latter, over those paid in the previous year. Of the 5,549 school-houses in 1887, 2,047 were brick, 525 stone, 2,386 frame, and 591 log. The brick school houses are gradually increasing, and those built of logs gradually decreasing. The total income was \$4,331,357.42. Of this the Legislature contributed 6.21 per cent., the municipalities, 71.21 per cent., and the Clergy Reserves, etc., 22.58 per cent. Of the expenditure, which was \$589,252.86 less than the income, 65.71 went for teachers' salaries, the rest for sites and buildings and maintenance.

#### ROMAN CATHOLIC SEPARATE SCHOOLS.

The number of pupils in these schools was 30,373; the average attendance was 16,866; the percentage of average attendance was 55; the number of school-houses, 229; total receipts, \$229,848.41; total expenditure, \$211,223.19. The most noteworthy fact about these schools is their rapid increase, as compared with that of the public schools during the eleven years between 1877 and 1887, which the following figures will show: Increase of Public Schools in pupils,  $\frac{1}{2}$  per cent.; in school-houses, 6 per cent.; in teachers, 17 per cent. Increase of Separate Schools in pupils, 22 per cent.; in school-houses, 31 per cent.; in teachers, 47 per cent.

#### HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

There was an increase of 3 High Schools during the year, bringing the number up to 112. Of these, 23 were Collegiate Institutes, and 89 High Schools. To take charge of these there were 398 teachers—an in-