

normal and model schools for the training of teachers; (3) statistics of secondary schools so far as they are separately given; (4) the amount of receipts and expenditure for public education under the school law of each province and (5) the average annual salaries of teachers by provinces.

In Table 1 the number of schools, teachers and pupils in the three Atlantic provinces (Prince Edward Island, Nova Scotia and New Brunswick) includes both elementary and secondary schools or grades; in Nova Scotia the term "school" has a technical signification, being applied to a class with one teacher, irrespective of the number of classes in a school building. In Quebec and Ontario the statistics in Table 1 apply only to elementary schools; but again in the Prairie Provinces and in British Columbia no line is drawn between the elementary and secondary grades. In Manitoba the sex of the pupils is not separately distinguished. Statistics of secondary education are separately available for Quebec and Ontario and partially so for Saskatchewan. They are given in Tables 3, 4 and 6. The academies of Quebec are generally similar to the collegiate institutes and high schools in Ontario, and the Quebec model schools are intermediate between the elementary school and the academy.

**Growth of Expenditure on Public Education.**—Probably the most remarkable feature of these statistics is the extraordinary growth during the present century of the expenditure upon public education. In 1901, the first year of the century, the total expenditure for the purposes of public education in Canada was \$11,751,625; in 1917, the latest year for which complete figures for all the provinces are available, it was \$56,327,297, an increase of \$44,575,672, or 379 p.c.

**Statistics of Higher Education.**—In Tables 10–15 are presented statistical particulars relating to the universities and colleges of Canada, which are summarized from information furnished by each of the institutions mentioned. Tables 10 and 13 give the dates of foundation, the affiliation, the faculties and degrees; Tables 11 and 14, the number of teaching staff and students and Tables 12 and 15, statistics of property, income and expenditure. For fourteen of the universities in Table 12 the total value of the endowments is \$21,902,475, and for eighteen of the universities the total value of property in land and buildings amounts to \$28,793,711. For the seventeen universities the total income amounts to \$3,389,885, of which \$817,800 are derived from investments, \$1,432,577 from government grants, \$707,314 from fees and \$432,194 from other sources. The total expenditure of the same universities amounts to \$3,396,067.