

had to be accomplished in the way of convincing and overcoming the prejudices of the people, who, when the suggestion was first made that the municipalities should have the power of doubling the assessment, cried out loudly against the proposal, declaring that there was no possibility of compelling them to do so, and that they would not voluntarily do it. Yet they did it; and nearly \$100,000 were added to their contributions—inclusive of monthly fees and assessments for buildings—from 1856 to 1860,—the total in the former year being \$406,776, and in the latter, \$503,859. In the assessment for buildings there had been a decrease of some \$6,000, instead of an increase, as on the other items, and this decrease, it was urged, showed the necessity of making a special grant for building purposes.

The following table shows the scale of progression of all species of assessment for these last five years:—

	1856.	1857.	1858.	1859.	1860.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessment to equal grant ...	113884 87	113887 08	115185 09	115792 51	114424 76
Do. over and above do.	93887 90	78791 17	88473 69	109151 96	123939 64
Monthly fees	173488 98	208602 37	231192 63	251408 44	249717 10
Assessment for buildings	25483 80	22923 63	24646 22	22083 57	15778 23
Total	406776 55	424209 25	459396 65	498436 48	503859 73

A summary of the statistical tables is embodied in the report, showing that the number of pupils of the faculties of the universities and of the superior schools had been 552; pupils of classical colleges, 2,781; of the industrial colleges, 2,333; of the academies for boys, and mixed, 6,210; and of the academies for girls, 14,817. The whole number of pupils of these institutions, adding thereto the number of pupils of the normal schools, was 26,921.

The following table exhibits the progress of Public Instruction in Lower Canada, since 1853:

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.
Institutions...	2332	2793	2868	2919	2946	2985	3199	3264
Pupils	108284	119738	127038	143141	148798	156873	168148	172155
Contributions...	\$165848	238032	249136	406764	424208	459396	498436	503859

The progress made by the pupils in the different branches taught, had been most satisfactory. The total number of schools in operation under the control of the commissioners and trustees, had been 2,730, being an increase of 53 over the year 1859. Primary schools, both under control and independent, 3,076; pupils, 144,905; increase, 3,372. Within five years there had been an increase of 211 per cent. in the number of teachers holding diplomas; while the number unprovided with diplomas had decreased 107 per cent.

With regard to salaries, the number of male teachers receiving less than \$100, was 39; in 1859 it was 97. Teachers receiving from \$100 to \$200, this year, 478; last year, 487; from \$200 to \$400, this year, 327; last year, 341; \$400 and over this year, 65; last year, 51. The salaries of the female teachers had been increased in proportion. An effectual protection had been afforded to teachers by the law giving them an indemnity against the department when unjustly dismissed by the School Commissioners. To satisfy such claims, the sum of \$363 had during the year 1860 been withheld from the local funds of the municipalities. The object and effect of this regulation had been to put a stop to the practice of reducing the salaries of teachers at the last moment, by compelling them to make engagements on terms which would be accepted by ill-qualified competitors, in many cases having no diplomas.

Mr. Chauveau, at the conclusion of his report, makes the following observations: "It is only necessary to compare our statistics with those of Upper Canada, to see the struggles we have yet to make before public instruction shall have attained at its basis, that is to say, in the primary schools, the full development indispensable in a country enjoying a representative government—a country with such vast material resources, and whose prosperity might receive so mighty an impulse from the general diffusion of useful knowledge and a sound practical education.

"It cannot be denied that the elective system, as applied to the appointment of school commissioners, has hitherto been, and is still daily, a source of great obstacles in the way of progress. These obstacles will, however, diminish in proportion as the generation which has received elementary education grows up; for our system of public instruction has hardly been more than ten or twelve years established in the country, and the very first group of the generations which have been enabled to avail themselves of it, has not yet reached an age to take part in the business of life, in most of the municipalities. Nevertheless, what has been accomplished under the elective system, is already so important that it is out of the question to think of renouncing it. Indeed it will one day be a

subject of pride for the people of Lower Canada, to have created with their own hands—at a period when elementary education was so little diffused, and almost entirely without the aid of coercive measures—a vast body of schools, gradually advancing in number, in organization, and in efficiency. Such a result could have been attained, in the absence of school instruction, only amongst a people who possessed an excellent domestic education, combined with strong and pure traditions; and, in fact, the morality of the people of Lower Canada, as established by the criminal statistics of this continent, shews that this has been the case.

"Above all, the efforts of the clergy and the educational institutions, both independent and subsidized, which they have multiplied throughout the country, have given the impetus; the friends of education found in these powerful auxiliaries the means of overcoming the resistance offered by avarice and ignorance, aided by evil counsels. This resistance has not, however, completely disappeared, but has changed its ground. It is now admitted on all hands that schools are a necessity; and while there is hardly a single locality willing to do without them, while in fact the withdrawal of the grant is found to be dreaded as one of the greatest punishments which the law can inflict for a violation of its other provisions and of the bye-laws of the department; on the other hand, it is very certain that the raising of the teachers' salaries and the different reforms required in the system of teaching, still encounter much opposition. They are, nevertheless, matters of the highest importance, even as regards the more general diffusion of elementary education throughout the country.

"The apathy of parents, their neglect of sending their children regularly to school, will be best overcome by the good results of the education received by the children who attend. Now, the results obtained by inferior schools, inefficiently conducted, by ill-remunerated teachers, can never have this effect. The best means, therefore, of increasing the number of pupils, is to improve the school, and consequently to improve the condition of the teacher. It is for the attainment of this object that those who have already struggled with so much courage, and those who would follow in their footsteps, must struggle to-day. It is quite true, that owing to the peculiar manner in which our back settlements are divided, the distance between the houses, and the length of the ranges or concessions, owing also to the severity of the climate and the poverty of many localities, it will never be possible to obtain a school attendance on the part of our children equal in proportion to that of Upper Canada or the State of Massachusetts; but we must not rest satisfied because our proportion is already greater than that of other countries,—such for instance as England and France,—for it is evident (and this is admitted by all) that a far greater number might and ought to attend; it is certain that a great evil exists, and that every possible effort should be made to remedy it.

"In Upper Canada, notwithstanding that the reports of the Superintendents shew that a large proportion of the children attend the schools, divers means of compelling parents to send them with more regularity, are being discussed. Fines, and even imprisonment, are resorted to in some of the States of Europe; but apart from the fact that the application of such a remedy would be difficult in this country, and repugnant to our institutions, I am in hopes that those which I have already pointed out will suffice. As this reform is one which claims the united good will and efforts of all, public attention cannot be too much drawn to it."

Viewing the report as a whole, it gives cause for congratulation that our brethren in Lower Canada are steadily, surely, and not slowly, advancing in education, as well as in numbers, wealth, and influence.—*Altered from the Leader.*

II. EDUCATION IN CANADA.

Our people would need to keep a sharp look out on educational matters, or their Canadian neighbours will out-distance them in the race of intellectual improvement. From reports lately published we learn that the amount paid for educational purposes, during 1860, in Upper Canada, was \$1,448,448, and in Lower Canada, \$1,124,575. Of the former sum, \$895,591 was paid for teachers' salaries in common schools; for erection and repairs of schools, libraries, &c., \$164,183; making a total for common schools of \$1,159,774. In Lower Canada the whole amount paid for this class of schools was only \$619,859—little over half the sum expended in the Upper Province; the remainder going to universities, colleges, academies, and normal schools.

The same difference exists as to the sources from which those sums were raised. In Upper Canada \$835,376 was by assessment, against \$254,142 in the Lower. From fees Upper Canada paid \$91,508, against \$249,717 in the Lower Province. The Legislative grant was (for both) \$116,000. The total number of educational institutions in Lower Canada was 3,264—an increase of 65 over 1859, and of 279 over 1858. The number of pupils was 172,155,