

Agricultural College at \$500. One of those teaching at the lowest salaries is in Rigaud College; another in the second grade in Huntingdon Academy. In both these cases we presume they have accepted very subordinate positions. Four of the others in the second grade, with salaries less than \$300, hold model school diplomas, and are teaching model schools, enjoying the enhanced allowance accorded to them. Here are the topmost French Canadian teachers of the Elementary and Model Schools, who besides acquiring an ordinary education have given up two years to hard study to acquire peculiar aptitude for their work; and 10 out of 15 of them are working for less than \$350 per annum, all but one for less than \$400. Is the teacher of youth, then, worth so much less than a shop-keeper's assistant? Is it well to keep down those who must exercise so great an influence upon the minds of the youth of the country to this condition? It is quite true, it may be said, that beginning thus at low salaries, they may rise, if competent, to fill more lucrative places in the colleges, in the department of education, or in the Normal Schools. That is one gleam of hope, and we are glad Dr. Chauveau again holds it out to those under him, and insists on it as a duty, in his report to the Government; but why starve the poor fellows meanwhile? Turning to Laval, we find the case still worse. Out of returns from 28 male teachers trained, only 4 have salaries of \$350, and upwards; only four more exceed \$300; one gets less than \$160, and one actually less than \$100. Of those receiving less than \$300, one was teaching an academy, one engaged in a college, and no less than twelve teaching Model schools. If trained teachers, fortified with a Normal School diploma, only receive these pittance, what becomes of those who can boast no such claim to a good salary? There is this cold comfort, that these best-salaried men cannot affect the average much, so as to indicate any great falling below it by those least paid. But turn we the leaf for the salaries of female teachers, and we find, out of 47 returns, not one receiving a salary over \$300, but four receiving less than \$100, and twenty-eight more, less than \$160. Of these twenty-eight, five taught Model Schools!

III.

In our previous comments on the data furnished in Dr. Chauveau's report for forming an estimate of the progress of education in Lower Canada, we marked it as a hopeful sign that the average payment for the support of schools was so largely increased since 1853. The returns shew, in as far as mere figures can, that something more is also being obtained in the way of education for this money, though scarcely in a due proportion. The numbers reading well in 1853 were only set down at 27,367 out of 108,284 pupils in the schools, or little over 25 per cent. In 1860, 67,753 out of a total of 172,155 can do this, or about 40 per cent. In writing unfortunately the progress is almost null, only having risen from 46 to something over 49 per cent. But the proportion learning simple arithmetic has risen from 18,281 in 1853 to 63,341, or from 16 per cent. to 36 per cent., but in compound arithmetic the increase has not been so great. There were no pupils returned as studying book-keeping in 1853. In 1854 they stood at 799, in 1860 at 7319, or more than nine times as many. Geography shows an increase of learners from 12,185 to 48,462—from 11 to 28 per cent. The learners of history show a still further increase, having been in 1853 but 6,738, and rising to 46,324 last year—from 6½ to 26 per cent. The students of French grammar were but 14 per cent. in '53: they had risen to nearly 31½. The students of English Grammar rose from 6½ per cent. to a little over 15 per cent., and parsing was taught to ten times as many as in '53. The small increase in the pupils learning writing will be, in part, accounted for by the fact that nearly twice the number had begun writing in 1853 as could read well. In 1854 there was an absolute falling off in numbers. In 1860 there are only 13,491 more writing than those returned as reading well. But giving the education system the advantage of these extra members, we arrive at a result which is a very lamentable one. Less than half the pupils in all these schools are employed at lessons not strictly belonging to the infant school. We have not the reports of the inspectors before us, or the returns of the ages of the pupils in attendance, but we must infer that too many of the schools are mere shams, mere infant schools of the poorest sort, where some half-taught girl teaches very little children their letters and the catechism, at the lowest possible figure which a human being can live upon. Not 40 per cent. of the children in all the schools have learned to read well; not 50 per cent. have begun to learn to write! Dr. Chauveau seems to be doing what he can to amend this, but if parents will refuse their children the benefits of schooling beyond their very infancy, and Commissioners will gratify them by keeping down taxes and underpaying teachers, he cannot hope to work any very sudden reformation, so

long as the work is left so much in the hands of those who appreciate education least.

One cause of complaint, we are very glad to see, is being, year by year, faithfully rooted out. There are three grades of teachers employed, viz.—those trained in the Normal Schools, of whom we have already spoken; those who have passed examinations before boards of examiners; and those with no diplomas at all. It is clear that no one without a diploma or certificate of examination of some sort, should be allowed to teach in a school receiving a government grant. And the superintendent is gradually, but firmly, we are glad to learn, enforcing this legal and reasonable rule. In 1856 there were only 752 teachers with diplomas, against 2,018 without. In 1860 there were 2,344 with diplomas, and only 971 without. The former have increased 280 during the past year, the latter decreased 180. This is not nearly enough, but it is something done in the right direction. On this subject we conclude by quoting the remarks of the Superintendent:—

(From the *Toronto Leader*.)

Educational Statistics of Lower Canada.

Mr. Chauveau's report for 1860, on the state of public education in Lower Canada, has just been distributed. It contains a mass of valuable statistics and many interesting facts relating to the progress of the schools within the Eastern part of the Province during the past year. Of these we purpose taking a cursory review.

The report sets out with the cheering statement that the advancement made, considering the importance of the subjects which had presented themselves to the Council, had been as great as could have been hoped for. In the choice of school manuals due considerations had been given to the recommendations of Protestants and Catholics alike. The sum of \$800 given by the Prince of Wales for distribution as prizes, had been placed out at interest, and the proceeds appropriated to the purpose for which they were designed. The normal schools were eagerly sought out by the youth of the community; but a regret is expressed that on account of the insufficiency of the public grants to the Laval and Jacques Cartier schools, a considerable increase had been required in the tuition fees. In this connection a complaint is lodged against the school municipalities, the Superintendent remarking that were they "to do their duty, by striving to secure good teachers and offering them suitable salaries, there would be no difficulty in increasing the number of pupils." Such an increase was much needed, the number being insufficient to meet the demand. There had, however, been a considerable addition to the roll of school teachers trained in the three schools—Jacques Cartier, McGill, and Laval—as was shown by a comparison of the returns of 1857 and 1860 respectively; those in the former year being 70, and in the latter, 228. The Normal School diplomas granted in the same institutions were—4 for academies; 134 for model schools; and 181 for elementary schools. The number of normal school pupils being but 212, it would thus be seen that many of them obtained three diplomas for successive courses.

Leaving these details, we have to deal with broader and more general facts. And one of the first and most interesting is that presented by figures, showing the operations of the voluntary system in Lower Canada. The following results are obtained from the tabular form setting forth the sums levied for primary education in the different school municipalities:—Assessment or voluntary contribution to equal amount of grant, \$114,424. Comparing this item with the returns for 1859, there is indicated a falling off of \$1,368. On the other hand, the amount of assessment levied over and above the amount required to equal the grant, and of special assessments for the payment of debts, was \$123,939, against \$109,151 in 1859—an increase of \$14,788. From these statistics the important fact is deduced that the amount raised by voluntary contributions in Lower Canada during 1860 more than doubled the Government grant of \$116,000. Before this gratifying result could be gained, much 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 assessment for buildings—from 1856 to 1860—the total in the former year being \$406,776, and in the latter, \$503,859. In the assessments for buildings there had been a decrease of some \$6000, 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.