

with the Jesuits' estates and by grants from the Crown lands. Bishop Hubert opposed the plan, whilst his coadjutor, Bishop Bailly, supported it; and ultimately it was dropped by the Government. In 1801, the Royal Institution for the Advancement of Learning was created; but the members of the Board being composed of men with whom the great majority of the people had no sympathies, and the teachers being mostly imported from the United Kingdom, and without any knowledge of the French language, it was a decided failure. After twenty years of existence, it had 37 schools and 1048 pupils. It reached a maximum 84 schools and 3675 pupils. In 1824, the Legislature passed an Act entitled, "An Act for the Encouragement and Endowment of Elementary schools in the Parishes." That Act provided for the establishment of one school in each parish, through the agency of the *fabriques*, which are corporate bodies, instituted under the old laws of France, consisting of the *curé* or rector, and of the *marguilliers* or churchwardens. It provided that whenever the parish would number more than two hundred families, a second school could be opened. The *fabrique* was authorized to acquire and possess one acre of land whereon to build a new schoolhouse, and to apply one fourth of its revenues to the maintenance of the schools.

In 1829 an Act was passed providing for the election of school trustees in each parish or township—for the payment of a salary of twenty pounds to each teacher whose school would number twenty pupils, with an addition of ten shillings for each pupil belonging to any poor family taught free in the school. The same statute provided also that the Government was to pay one half of the building of school-houses, under certain conditions; the whole amount not to exceed £2000 per annum. Several Acts were subsequently passed amending and extending those previous Acts. They contain provisions for aid to colleges and girls' academies, and various sums voted to Mr. Perrault and to the Quebec Education society for the introduction of the Lancasterian system. A deaf and dumb institute at Quebec was also provided for, and under the auspices of Mr. Ronald Macdonald, who had been instructed by Mr. Leclerc, himself a disciple of the Abbé de Lépée, it realized every expectation.

Various wise enactments for collecting statistics, for visiting schools by Members of Parliament, and for the distribution of prize-books, were made. One of the statutes provided also for the erection of a Normal School; and the Rev. John Holmes, principal of the Seminary of Quebec, was sent to Europe with a view of visiting the normal schools of the old world, and of procuring professors, books, apparatus, and collections of natural history. He returned towards the end of 1833, with Mr. Regnaud, the director of a Normal school in France, and Mr. Findlater from Scotland. A Normal school was opened in Montreal; but the troubles having broken out a short time after, and the Constitution having been suspended, the school had to be given up. Mr. Findlater went back to Scotland, and Mr. Regnaud, finding employment here as a land surveyor, remained in the country, and is now a professor in the Jacques Cartier Normal School.

The provisions for the maintenance of the Common Schools having been allowed to fall through by the Legislative Council, during its quarrels with the House of Assembly, the system which had been gradually maturing itself was destroyed. This was the second great blow aimed at the educational institutions of Lower Canada. The first was the confiscation of the Jesuits' and Franciscans' estates, shortly after the Conquest. When the second calamity befell us, there was under the operation of the law 1600 schools, wherein 40,000 children were taught; most of which had to be closed. In the meantime, however, several colleges had been erected and were in a most flourishing condition. When Lord Durham came here, with all the powers and attributes of vice-royalty, he found, as he had stated, Lower Canada in the anomalous position of a country where superior education was amply provided for, while nothing almost was done for elementary education. In his Report, however, he paid to our classical institutions a just tribute of praise.

After the Union of the Provinces, the Legislature passed, in 1841, a law for the establishment and maintenance of public schools. It provided for the appointment of a Superintendent of Education for the whole Province, and appropriated a sum of £50,000 for the

support of common schools, to be apportioned between the several municipal districts in proportion to the number of children of school age in each of them. The Hon. Mr. Jamieson was appointed Superintendent under this law; but to meet the wants of the two sections of the Province, the Rev. Mr. Murray and Dr. Meilleur were also appointed Superintendents, the former for Upper and the latter for Lower Canada. Dr. Meilleur had been a member of the Provincial Parliament of Lower Canada for several years, and had published various elementary works. He had also been one of the founders and directors of the College of L'Assomption. In 1845 another law was passed, applying chiefly to Lower Canada, and providing for the appointment of a Superintendent for each section, and containing a great many new regulations that had been omitted in the first law. This was again superseded by the law of 1846, which is the foundation of the several laws now in force. One of its most important features was that it made the assessment compulsory, and did away with the voluntary contributions. That important step was however altered in 1849, when a law containing various amendments, most of which, giving to the Superintendent powers of a quasi judicial nature in matters controverted between the parties to the school law, restored the voluntary contribution, which however, at present, in most of the Municipalities, the good sense of the people has set aside for the legal assessment. It also contained new provisions concerning the monthly fees and the powers of the Boards of Examiners. Another law passed in 1851, provided for the establishment of a Normal School and for the appointment of School Inspectors. In 1855, Dr. Meilleur resigned his office, and was appointed to that of postmaster at Montreal. He left a name untarnished for his assiduity, perseverance, and integrity, and considering the great difficulties he had to contend with, by the violent opposition to school assessment, made in several parts of the country by contemptible seekers of popular fame, justly branded with the French name of *cleigneurs*, he may be said to have been generally successful in his administration. Dr. Meilleur is now without a situation, and his claims on the Government for a pension are strongly urged by all the friends of education. He was succeeded by the Hon. Pierre J. O. Chauveau, who had been a Member of Parliament for the County of Quebec during eleven years, and had filled successively the offices of Solicitor General for Lower Canada and of Secretary of the Province.

In his first report, Mr. Chauveau recommended various reforms; and for the accomplishment of most of them, two laws were passed in the session of 1856. One of them chiefly relates to superior, the other to elementary education. The most important features of this new legislation consisted in providing for the distribution through the Superintendent, and on his report, of the annual grants to Universities, Colleges, Academies, and Model Schools; the creation of several Normal Schools instead of one; the publication of Journals of Education; the appointment of a Council of Public Instruction, and the creation of a teachers' pension fund, on the same principle as that of Upper Canada. These measures have all been carried into effect. There are now published two Journals of Education, one in French and the other in English. They are issued alternately every fortnight, are conducted by the Superintendent with an assistant for each of them, and, with the exception of the official notices, the articles and selections are different in each. The price of subscription is one dollar for each. Teachers are allowed a copy of both, or two copies of either for the same price. It is sent free to public institutions, and to the School Commissioners for their use and that of teachers unable to subscribe. Each number contains one or more illustrations. The issue of the *Journal de l'Instruction Publique* is 4,000 copies, that of the *Journal of Education* 2,000. The former has nearly 1100 paying subscribers, the latter about 400. Both Journals have been mentioned in the most flattering terms in the report of the Jury of the London Exhibition of 1862 on the Educational department, and a first class medal has been granted to their editor. These will enter on their eighteenth volume on the 1st January 1864.

The Jacques Cartier and McGill Normal Schools were inaugurated in Montreal on the 2nd of March, 1857. The Laval Normal School was opened at Quebec on the 15th of May of the same year. The McGill Normal