

terian; 1,662 to the Methodists; 298 to the Baptists; 34 to Christians and Disciples; 44 reported as Protestants; 14 Unitarians; 66 Congregationalists; 15 Lutherans; 19 Quakers; 37 other persuasions. Of the 623 Teachers belonging to the Catholic Church, 374 are employed in the Public Schools and 249 in Catholic Separate Schools.

In 900 of the schools, the Teacher was changed during the year. On this head the Chief Superintendent speaks the opinion of those conversant with the true advancement of primary education and the evil results arising from frequent change of teachers. He says,—“I cannot but regret this growing tendency on the part of trustees to change their teachers. Such a change, cannot as a general rule be beneficial to the pupils. It has the effect of rendering the instruction desultory, and without any continuity, and weakens the tie which should exist between pupil and teacher.”

The highest salary paid to a male teacher in a *County*, \$825—the lowest, \$100 (!); the highest in a *City*, \$1000—the lowest, \$400; highest in a *Town*, \$1000—the lowest, \$260; in an *Incorporated Village*, the highest, \$600—the lowest, \$240. The average salary of male teachers in *Counties* was \$254; of female teachers, \$182; in *Cities* the average of male teachers, \$629—of female teachers, \$236; in *Towns*, of male teachers, \$453—of female teachers, \$225; in *Incorporated Village*, of male teachers, \$419, of female teachers, \$186. On the salaries of teachers, the Chief Superintendent says;—“While the increase in the number of Schools reported is 14, and the increase in the number of teachers employed is 141, the increase in the number of pupils is 2,545, there is no increase in the largest salaries paid teachers, except in cities, towns or villages. Amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim is to get what they mis-call a “*Cheap teacher*,” and who seek to haggle down the teacher’s remuneration to as near starvation point as possible, though in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give higher wages for good labourers, than to give lower wages to poor labourers. Good teachers cannot be got for inferior salaries.”

The number of Catholic Separate Schools is 160. The amount apportioned and paid by the Chief Superintendent from the Legislative Grant was \$9,081. The amount apportioned and paid for the purchase of maps, prize books and libraries, an equal sum being provided from local sources, was \$574. The amount of School rates from the supporters of separate Schools, was \$34,865.

The amount subscribed by supporters of Separate Schools, and from other sources, was \$25,347,—total amount received from all sources was \$69,818. The number of pupils reported as attending the separate schools, was 21,203,—average attendance, 10,371.

The amount received by the High School Boards from Legislative Grant for the salaries of teachers, was \$65,536—increase \$10,841. The amount of Legislative Grant apportioned for Maps, Prize Books, &c., was \$1,268. The amount of *Municipal Grants* in support of High Schools, was \$50,674—increase, \$7,076. Amount received as pupils’ fees \$18,895. Balances of preceding year and other sources, \$19,074, total receipts \$163,579—increase \$17,972.

Total expenditure for the year 1871, \$152,880—increase, \$15,314. Number of pupils, 7,490;—number of Schools, 102.

#### Report of the Minister of Public Instruction for the Province of Quebec, for the year 1870 and in part for 1871.

We have the pleasure of acknowledging the receipt of the above volume, forwarded to us by the Hon. P. J. O. Chauveau, Minister of Public Instruction for the Province of Quebec. It is a Blue-Book of good magnitude, containing a variety of information, statistical and otherwise, relative to the educational progress of the province to which it refers. It bears

ample evidence of the skill and care exercised by the Gentleman under whose supervision it is issued, with regard to the important duties committed to his charge.

It is gratifying to be able to note that, in spite of many obstacles, education in Quebec is making steady progress. The number of schools of all classes in operation during the year 1870, was 4,028, of pupils attending them 217,504, while the local contributions for all educational purposes for the same year amounted to 976,788 dollars. All these figures mark an increase over the preceding year, and this increase has been progressively sustained since 1853. In the important tables giving the number of pupils learning the various school branches, a corresponding improvement is exhibited. We cannot but gather from the Report before us, however, one fact which sadly mars the gratification which every lover of educational advancement must derive from the preceding account, and this fault is, that whatever improvement has been effected is due mainly to the Canadian Educational Department itself. We are led to this conclusion not from any statement to this effect in the volume under consideration, but from many facts and data given incidentally. The defects which still exist are due principally to the want of sufficient co-operation on the part of the local bodies, the municipalities to which the Canadian law leaves a large share of the work of education. What may be termed the School-Boards of the province too often exhibit those qualities which detract from their usefulness. The great cause of education, that which more than any other circumstance prevents progress, namely, the insufficient salaries of the teachers, prevails in Canada to a large extent. The municipalities too frequently sacrifice efficiency to parsimony, and we see instances in the Report where they part with a good teacher because another offers to do the work at a cheaper rate. Hence most of the schools are conducted by females, and teachers trained in Normal schools are not employed because they insist on something approaching to respectable salaries. It appears, too, that in some instances where additional schools are required, the municipalities contrive to get them without additional expense, and that by a simple process, namely, by reducing the salaries of the old teachers. It seems to us, judging from the attendances, that there are too many schools, though we dare say the sparseness of the population is the cause of the low average in many instances. But we must add that many municipalities unite heartily with the Inspectors and the Central Department in the work of Education. The local examining boards, to whom the power of granting diplomas is confided, are too lax in most instances; and the consequence is that incompetent teachers predominate, and enter into a competition with those better qualified; and the result is what might be expected.

We read with much interest the detailed reports of the Inspectors. Some give more flourishing accounts than others, and the names of the teachers (which are generally given), are sufficient evidence of the various nationalities which compose the present population of Lower Canada. From the one page we select the following:—Miss Arsilie Lafontaine; Miss Alice Kelly, Miss Rose Gravel, Miss Elizabeth McCallum, Miss Catherine Caxaden, Miss Susanna McClellan, Miss Christiana Busby, and Miss Virginie A. Férent Bonne. Of the sterner sex we note Mr. H. Hume, Mr. Patrick Clancy, Mr. Z. O. H. Lamarche, and Mr. Celestin Gareau, all in tolerably close proximity. Names which denote French origin predominate, as is natural; but we do not know to which nationality we should refer Miss Philomène O’Donoughue, and Mr. Napoleon Nolin likewise puzzles us.—*The Irish Teachers’ Journal*.

#### Education in Lower Canada.

The Minister of Public Instruction for the Province of Quebec has issued his Report for the year 1870 and, in part, for the year 1871. The work must be seen to give a correct idea of the task of preparing it, the care, and wonderful accuracy and completeness with which it has been accomplished, and of the skill which has brought its vast masses of information, on so many topics, within easy reach of any one requiring to consult its pages. The whole Province of Quebec had to be embraced in this report, and its “Districts of Inspection” are twenty-eight in number. The magnitude of the one item alone, of reporting the condition of all the schools in all these districts, may be