

The Council of Public Instruction is at present composed as follows:

Hon. Sir Etienne Paschal Taché, Knight, M.C., President; the Right Reverend Joseph Laroque, Bishop of St. Hyacinthe; Honorable Louis Victor Sleotte; Honorable Thomas Jean-Jacques Loranger; Christopher Dunkin, Esq., M.P.P.; the Reverend Patrick Dowd; the Reverend John Cook, D.D.; the Reverend Elzéar Alexandre Taschereau, D.C.L.; Côme Séraphin Cher-

rier, LL.D.; Jacques Crémazie, LL.D.; Hon. A. T. Galt; Louis L. Desaulniers, Cyrille Delagrave, Reverend William T. Leach, D.C.L.; and the Hon. Pierre J. O. Chauveau, LL.D., member *ex-officio*. Louis Giard Esq., recording Secretary.

The Superintendent in his report published in 1863, gives the following statement of the general progress of education in Lower Canada since 1854.

	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	Inc. over 1861.	Inc. over 1855.	Inc. over 1853.
Institutions .....	2795	2868	2919	2946	2985	3199	3264	3345	3501	656	633	1149
Pupils .....	119733	127058	133141	148798	156872	168148	172155	180945	188635	7790	61577	80351
Contributions .....	238032	249136	406764	424208	459396	498436	508859	526219	542728	16509	293592	376880

"The increase in the number of institutions, which was 81 in 1861, is 156 in 1862.

"The increase in the number of pupils is 7,790. In contributions \$16,509; in 1862, it was \$22,360 over the previous year.

"The number of primary schools receiving aid, as well as independent, is 3,278 this year; and the number of their pupils, which was 151,272 in 1861, is 158,465 in 1862.

"This again proves that primary schools have increased in greater proportion than secondary schools."

COMPARATIVE TABLE of the number of Children learning each branch since 1854.

Pupils	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	Inc. over 1861.	Inc. over 1855.	Inc. over 1853.
Who read well .....	32861	43407	46940	48833	52699	64372	67753	75236	77108	1872	33701	49741
Who write well .....	47014	58933	69086	61943	65404	80152	81244	87115	92572	5457	34530	42500
Simple arithmetic .....	22897	30631	48359	52845	55847	63514	63341	69519	74518	4999	43887	56237
Compound arithmetic .....	18073	22586	23431	26343	28196	30919	31758	41812	44357	2545	11771	31929
Book-keeping .....	799	1976	5012	5500	6689	7135	7319	9347	9614	267	7638	9614
Geography .....	13826	17700	30134	33906	37847	45393	40492	55071	56392	1321	39632	44207
History .....	11486	15520	17580	26147	42316	45997	46324	51095	54461	3365	38941	48123
French grammar .....	17852	23269	39328	39067	43307	53452	54214	60426	61314	888	38054	45961
English grammar .....	7097	9004	11824	12674	15318	19773	25973	27904	28462	558	19458	21396
Grammatical analysis .....	9283	16439	26310	34064	40733	44466	46872	49460	50893	1443	34454	46481

The system of inspection followed in Lower Canada has been frequently objected to, and the Superintendent has been directed to make a special report on the subject. In that document, published by order of Parliament, the Superintendent strives first to establish the importance of other countries, and quotes the authority of statesmen of other countries. Among others the following passage from Mr. Guizot's Memoirs is to be found in the said report:—

"Another plan, unforeseen and difficult of execution, appeared to me necessary in order to establish relations with the teachers dispersed throughout France, to know them really and to act upon them in other ways than by casual and empty words. One month after the promulgation of the new law, I ordered a general inspection of all the elementary schools in the kingdom, public or private. I desired not only to verify the external and material facts which usually form the object of statistical inquiries on the question of primary instruction,—such as the number of schools and scholars, their classification, their age, and the incidental expenses of the service,—but I particularly directed the inspector to study the interior economy of the schools, the aptitude, zeal, and conduct of the teachers, their relations with the pupils, the families, and the local authorities, civil and religious; in a word, the moral state of that branch of education, and its results. Facts of this nature cannot be ascertained at a distance, by means of correspondence, or descriptions. Special visits, personal communication, and a close examination of men and things, are indispensable to this just estimate and understanding. Four hundred and ninety persons, the greater number of whom were functionaries of every order in the university, gave themselves up during four months to this arduous investigation. Thirty-three thousand four hundred and fifty-six schools were actually visited, and minutely described in the Reports addressed to me by the Inspectors. One amongst the number, with whose rare ability and indefatigable zeal I had long been familiar, Mr. Lorain, now an honorary rector, drew up from these collected Reports a table of elementary instructions in France in 1833, even more remarkable for the moral and practicable views therein developed, than for the number and variety of the facts comprised. This

laborious undertaking not only had the effect of giving me a more complete and precise knowledge of the condition and real necessities of elementary instruction, but it furnished the public, in the most remote corners of the country, with a living instance of the active solicitude of the Government for popular education. At the same time it powerfully stimulated the teachers, by impressing on them a sense of the interest attached to their office, and of the vigilance with which they were overlooked.

"Two years later, on my proposition, a Royal decree transformed this casual and single inspection of the Elementary Schools into a permanent arrangement. In every district an Inspector was appointed to visit the schools at stated periods, and to communicate fully to the Minister, the Rectors, the Prefects, and the General and Municipal Councils their condition and wants.

"Since that time, and throughout repeated debates, whether in the Chambers or in the Local and Elective Councils, the utility of this institution has become so apparent, that, at the request of a majority of the councils, an Inspector has been established in every district, and the periodical inspection of Elementary Schools has taken its place in the administration of public instruction as one of the most effective guarantees of their sufficiency and progress."

The Superintendent thus concludes.

"I recapitulate as follows:—I should prefer some improvement of the present system to any actual change, as I have shown at the close of the first section of this report; 2. The reduction of the number of inspectors, so as to increase the amount of remuneration and yet to diminish the actual expenditure, seems to me very difficult to be effected. Assuming such a reduction, I should recommend the plan set forth in table B. Twelve districts, instead of ten laid down in the table, would seem preferable, and afford room to diminish the extent of Districts 3, 6, and 7. But in that case it would be requisite either to lower the proposed rates of salaries, or otherwise to give up the hope of any saving. With twelve inspectors and the following scale of salaries, \$1,200, \$1,400, and \$1,600, we should reach \$16,300, and effect a saving of rather more than \$600. I fear the above rates of salary would be too