

The Hon. the Superintendent of Education complimented Messrs. Gervais and Brault on their instructive and interesting essays, and gave valuable advice to the teachers, impressing upon them the duty of devoting themselves to the practical improvement of their schools; one of the best means to accomplish this end would be to hear from each teacher, at these meetings, details on his particular method of instruction and manner of managing his pupils so as to obtain the best results in the least possible time. He also invited the Inspectors to give similar details in their reports, reminding them that their remarks on these subjects were always published *in extenso*.

It was then resolved, on motion of Mr. Archambault, seconded by Mr. St. Hilaire, that the following question be postponed until next meeting, viz: Which grammar is to be preferred, Poitevin's or Chapsal's?

The names of Messrs. H. E. Martineau, A. Dulpé, H. Pesant, F. X. Manseau, M. Guérin and O. Lamarche were announced as those of the members chosen by the Council of the Association to prepare essays for the next meeting.

Mr. Inspector Valade also entered his name for a lecture.

The following subjects were then chosen for discussion:

1. Which grammar is preferable, Poitevin's or Chapsal's?—Debaters inscribed, Messrs. Boudrias and Cassegrain.

2. What is the best method of teaching the rules of Interest in arithmetic?—Debaters inscribed, Messrs. Bellerose and Emard.

The Convention then adjourned to the last Friday in January next, at 9 A. M.

Report on Public Instruction for 1864.

We publish in this number the Report proper, the appendices of which contain, No. 1, Special Reports on the Normal Schools, and the Inspection of Boards of Examiners; No. 2, Extracts from the Reports of the Inspectors of Schools; No. 3, Statistical Tables; No. 4, Financial Statements, in all 315 p. The table marked I is but the conclusion of table B, and ought to have followed the latter. This report is sent free to teachers, ministers, and school corporations. To other persons it is sold at 50 cts., and can be procured at the Education Office or at the booksellers.

Report of the Superintendent of Education for Lower Canada, for the Year 1864.

To the Honorable
The PROVINCIAL SECRETARY,
Quebec.

EDUCATION OFFICE,
Montreal, 14th March, 1865.

SIR,—I have the honor to submit my report on the state of public instruction in Lower Canada, for the year 1864.

This report is accompanied with the detailed statistical tables and extracts from the reports of the School Inspectors, which, in pursuance of the decision of the Committee on Printing, are to be published only every three years.

The reports of the Inspectors again refer to the obstacles to the working of the law and to the progress of primary instruction, which have so often been pointed out in my reports, and which have been, up to the present time, but partially remedied by the legislative and administrative measures adopted. I have also already indicated the steps to be taken to remedy this state of things, but other more pressing, if not more important, claims on their attention have, doubtless, hitherto prevented the Government and the Legislature from carrying out these suggestions, which I shall, nevertheless, again reiterate in the hope that, sooner or later, favorable circumstances may permit the accomplishment of another movement similar to that effected by the legislation of 1856, and by the administrative measures which were its result and development.

The most important points are:—

1st. The great difficulty still experienced in procuring school appliances, books, geographical maps, and all objects required in teaching.

2nd. The insufficiency of the majority of the school-houses, their contracted dimensions and disadvantageous interior distribution in respect of hygiene, and the promotion of public instruction.

3rd. The smallness of the salaries of the teachers, and their precarious position in consequence of frequent abuse of authority in relation to them on the part of the school commissioners.

The establishment of normal schools stands in the first rank among

the measures adopted with a view to increase the efficiency and improve the position of the teacher. In establishing these schools the same principle that obtained in the establishment of dissentient schools led to the granting of separate normal schools for the two great religious divisions of the population, the Catholics and the Protestants.

An almost necessary consequence of this division was the establishment of two Catholic normal schools, and one Protestant normal school; the great mass of the Protestant population of Lower Canada being located in the western section, it followed that the Protestant normal school must be established at Montreal. But as the Catholic population of the Montreal section is numerically, if not relatively, more considerable than that of the Quebec section, it was difficult to avoid placing a Catholic normal school at Montreal; while on the other hand it was evident that the geographical position of that city, by no means a central one as regards the rest of Lower Canada, did not entitle it to enjoy alone the advantage of possessing these institutions. If this arrangement was open to the objection of increasing the expenditure, it also afforded the advantage of disseminating the training of teachers over a larger surface, and in such a manner as to reach all classes of the population and all sections of the country. There is no doubt whatever but that the three normal schools have attracted a far larger number of pupils and popularised the new systems of teaching much more effectually than a single school would have done.

Among the objections made to the establishment of these institutions, the first was the small number of pupils they would have, and, at all events, it was said, the small number who would obtain diplomas, and, having obtained them, engage seriously in the work of teaching.

The following table of the total number of pupil-teachers who have attended the normal schools since their establishment is a sufficient proof that the first objection was unfounded. The number would have been much greater had not the insufficiency of the grant hitherto prevented the establishment of a female pupil teacher's department in the Jacques Cartier School.

TABLE of the number of pupils who have attended the normal schools:

School Year.	Jacques-Cartier School.	McGill Sch.			Laval Sch.			Number of Male Pupil-Teachers.	Number of Female Pupil-Teachers.	Grand total.
		Male Pupil-Teachers.	Female Pupil-Teachers.	Total.	Male Pupil-Teachers.	Female Pupil-Teachers.	Total.			
1st session, 1857.	18	5	25	30	22	22	45	25	70
1857-1858.	46	7	63	70	36	40	76	89	103	192
1858-1859.	50	7	76	83	34	52	86	91	128	219
1859-1860.	53	9	72	81	40	54	94	102	126	228
1860-1861.	52	5	56	61	41	53	94	98	109	207
1861-1862.	41	10	38	48	39	52	91	90	110	200
1862-1863.	57	8	72	80	39	52	91	104	124	228
1863-1864.	56	7	67	74	34	49	83	97	116	213

The following table shows the number of diplomas granted in each school and for each degree of teaching. The number, it will be seen, is 723 in all: but this figure represents more than the number of pupils who left with a diploma, for many of them received two and even three diplomas successively. The number of graduates is, therefore, less than the number of diplomas granted, and is divided as follows among the three schools:—

Jacques-Cartier School	106
Laval School	233
McGill School	236

575

This is more than one-third of the total number of pupils; and while, on the one hand, this proportion proves the severity of the examinations, on the other it establishes the success of these institutions.