

A summary of the statistical tables is embodied in the report, showing that the number of pupils of the faculties of the universities and of the superior schools had been 552; pupils of classical colleges, 2,781; of the industrial colleges, 2,333; of the academies for boys, and mixed, 6,210; and of the academies for girls, 14,817. The whole number of pupils of these institutions, adding thereto the number of pupils of the Normal Schools, was 26,921. In 1860 there were 3,264 public educational institutions in Lower Canada as compared with 2,352 in 1853; 172,155 pupils, against 168,148, \$503,859, against \$498,436. The progress made by the pupils in the different branches taught had been most satisfactory. The total number of schools in operation under the control of the commissioners and trustees had been 2,730, being an increase of 53 over 1859. Primary schools, both under control and independent, 3,076; pupils, 144,905; increase, 3,372. Within five years there had been an increase of 211 per cent. in the number of teachers holding diplomas; while the number unprovided with diplomas had decreased 107 per cent.

With regard to salaries, the number of male teachers receiving less than \$100 was 39; in 1859 it was 97. Teachers receiving from \$100 to \$200, this year, 478; last year, 187. From \$200 to \$400, this year, 327; last year, 341. Teachers receiving \$400 and over, this year, 65; last year, 51. The salaries of the female teachers had been increased in proportion. An effectual protection had been afforded to teachers by the law giving them an indemnity against the department when unjustly dismissed by the school commissioners. To satisfy such claims, the sum of \$363 had during the year 1860 been withheld from the local funds of the municipalities. The object and effect of this regulation had been to put a stop to the practice of reducing the salaries of teachers at the last moment, by compelling them to make engagements on terms which would be accepted by ill qualified competitors; in many cases having no diplomas.

To see the struggles yet to be made before public instruction should have attained the full development indispensable in a country enjoying a representative government and the immense resources possessed by Canada, it was only necessary to compare the statistics of the Lower with those of the Upper Province. One of the obstacles in the way of that result was the elective system as applied to the appointment of school commissioners. Nevertheless, what had been accomplished under it was already so important that it was out of the question to think of renouncing it; and the obstacles would diminish in proportion as the generation receiving elementary education grew up. Above all, in the efforts of the clergy and the educational institutions, powerful auxiliaries have been found for overcoming the resistance offered by avarice and ignorance, aided by evil counsels. On all hands, it is now admitted that public schools were a necessity.

The peculiar manner of dividing the back settlements, together with the severity of the climate and the poverty of many localities, prevented a school attendance in Lower Canada equal to the Western Province or the State of Massachusetts; but the proportion was greater than that in either England or France.—Still, it was evident that a greater number might attend and ought to attend; and the levying of the monthly fees in regard to children who did not attend the schools equally with those who did go, was looked upon as a powerful means of inducing parents to send them punctually.

Viewing the report as a whole, it gives cause for congratulation that our brethren in Lower Canada are steadily, surely, and not slowly, advancing in education, as well as in numbers, wealth, and influence.

(From the Montreal Herald.)

Reports of the Superintendents of Education for Upper and Lower Canada.

We have had lying on our desk for some time past these two reports of the condition and movements of our school system for the year 1860. Both reports show a very considerable extension of the desire for education on the part of the people. Comparing the two, one may say that absolutely Upper Canada is the most advanced; but that Lower Canada is most rapidly advancing. In the first, public schools have been long established and long appreciated; in the second, with a high standard before them, the people are struggling hard to cover the ground which still lies between them and their competitors, who made an earlier and better start. The money raised in the two sections for educational purposes, considered relatively to the population, seems to have been larger in

Lower Canada than in Upper, being in the first \$1,124,575, and in the second \$1,448,448; but the distribution of the money among various classes of educational establishments was very strikingly different. Out of the \$1,448,448 raised in Upper Canada, we find paid to grammar school-masters, erection and repairs of grammar schools, and for colleges and private academies, only \$338,874; leaving for the ordinary schools no less than \$1,159,574. Indeed, the colleges in Upper Canada received only the inconsiderable subvention of \$128,550, so that the deduction from the fund applicable to the preparation of the great mass of the people for the ordinary business of life is hardly appreciable. On the other hand, out of the \$1,124,575 of Lower Canada, no less than \$504,716 was expended for Universities, Colleges, Academies and Normal Schools. This presents a large balance of advantages against that part of population of Lower Canada, who do not expect to make use of the classics and the mathematics, and who cannot spare the time to acquire them. In another particular, the population actually making use of the schools in Lower Canada is much less favourably situated than in Upper Canada, for whereas in the last named section only \$91,508 was taken in the shape of fees for attendance, in Lower Canada \$249,717 were thus received. Of course the balances were made up by public assessments, which were evidently much more liberal in the West than the East. It may well be a question, and we know that it has been much debated, whether it is right as a matter of justice, or wise as a matter of policy, to make public education too cheap, at the expense of that portion of the community not directly interested in it. This is not the place to enter into that discussion; but the fact is plain, that taking into account the small comparative portion of the whole school fund allotted to primary schools, and the large proportion of it which is paid as fees by the children in attendance, the cost of instruction in reading, writing, and arithmetic—the Trinity which the celebrated Alderman Curtis toasted as the three R's—is much higher here than in Upper Canada. The number of educational establishments of all kinds in Lower Canada in 1860 was 3,264,—in Upper Canada, 4,379. But the increase was much more rapid in Lower than in Upper Canada; being in the first 65 over 1859, and 279 over 1858, and in the last only 7 over 1859, and 121 over 1858. On the other hand, in the more essential element of pupils, Upper Canada carries the palm far aloft, for her pupils had increased in 1860 by 14,593 over 1859, and by 22,213 over 1858, while the Lower Canadian increase was the somewhat scant one of 4007 over 1859, and 15,283 over 1858. Perhaps the relative success of the two systems in point of augmentation in the number of scholars may be traced not remotely to the difference in the treatment of the poorer classes who furnish the multitude of school children everywhere, which we have noted above. In Lower Canada the numbers receiving instruction are as 1 to 6½ of the population—in Upper Canada as 1 to 4½ of the population. The following is a comparison of several States of the Union with Upper and Lower Canada, showing the numbers per head of the population who attend primary schools:—

Upper Canada.....	22.65
New-York.....	22.52
Pennsylvania.....	20.13
Massachusetts.....	20.60
Lower Canada.....	13.26

As to teachers the following facts may be interesting:—Upper Canada: numbers employed 4,281—increase since last year, 46. Lower Canada: numbers employed 3,315—increase 210. The lowest salary to a male teacher in Upper Canada was \$96, the highest \$1,300—average with board \$188, or without, \$157. For females the average with board, was \$124, and without \$242. In Lower Canada 39 male teachers received less than \$100; but there has been a great improvement in this respect, for in 1859 there were 97 thus poorly paid. Those receiving over \$400 were 65 against 51 in 1857. This shows at any rate an increasing appreciation of a teacher's office. Of female teachers receiving less than \$100, the number was 989; 1,207 received between \$100 and \$250; 109 between \$200 and \$400; and only 1 over \$400.

The number of Roman Catholic Separate Schools reported in Upper Canada was 115; increase, 10. The amount of Legislative grant apportioned to them was \$7,119; amount of Trustees' local assessments or rate, \$14,305; increase, \$1,374; amount of local subscriptions and other revenues, \$9,408; decrease, 458; number of pupils, 14,708; increase, 1,714.