

R E P O R T
OF THE
SUPERINTENDENT OF EDUCATION
FOR
LOWER CANADA.
FOR
1855.

Translated from the French, and Printed by order of the Legislative Assembly.



T O R O N T O :
PRINTED BY JOHN LOVELL, CORNER OF YONGE AND MELINDA STREETS.

1856.

REPORT
ON
PUBLIC EDUCATION
IN
LOWER CANADA,
FOR
1855.

EDUCATION OFFICE,

MONTREAL, 28th February, 1856.

Honorable G. E. Cartier,
Provincial Secretary, &c., &c.,
Toronto.

SIR,—I have the honor to transmit you my Report to the three branches of the Legislature for the year one thousand eight hundred and fifty-five.

I have appended to it several statistical tables, and copies and extracts from the Reports of the School Inspectors. These last documents may, perhaps, be looked upon as too voluminous, but I trust it will be taken into consideration that it would have been very difficult indeed to have condensed them more than they are; and that the detailed information which they contain, although not very interesting to the majority of readers, yet, in the different portions respecting particular municipalities, will be so in a high degree, to those to whom they respectively relate; and the award of praise and blame, contained in these Reports, is moreover a powerful stimulant to the functionaries entrusted with the execution of the law.

It should also be observed that the Superintendent of Education for Lower Canada has no journal at his disposal, and that the publication of his own Report and those of the School Inspectors, is the only means which he has of diffusing information, and pressing his own views on the community. I am also of opinion that every teacher should receive a copy of the Report,—for which purpose I would require a thousand numbers additional.

I avail myself of this opportunity of expressing, the very high opinion I have formed of the Clerks in my office, who for a comparatively small remuneration, have performed an amount of work not surpassed, if it be equalled, in any other department of the public service. I owe this acknowledgment particularly to Mr. Giard, the Secretary, who, from circumstances mentioned in my Report, had, during the first months of my appointment, frequent occasion to act as my deputy.

I have the honor to be,

Sir,

Your most obedient servant,

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

EDUCATION OFFICE,

MONTREAL, 25th February, 1856.

Honorable G. E. Cartier,
Provincial Secretary, &c., &c.

INTRODUCTION.

SIR,—In submitting to the three branches of the Legislature my first Annual Report on the state of public instruction in Lower Canada, I feel how much I stand in need of indulgence, and owe it to myself not to pass over in silence occurrences which will, I trust, obtain it.

When, on the second of July last, I accepted, after much hesitation, impressed, more than I can tell, by the responsibility attaching to it, and the difficulties which surround it, the office which I now hold, I found myself obliged to ask for a delay of a few weeks before commencing the exercise of my new functions. The painful family afflictions which had obliged me to make this request, continuing beyond that period, I was compelled to enter on the duties of my office under somewhat adverse circumstances. Being under the necessity of leaving my family at Quebec, while my presence was required at Montreal, to attend to the department, I had to make frequent journeys from one city to the other, until, on the occurrence of the calamity which had been threatening me, I left at Quebec the remains of a beloved daughter, and brought up with me the rest of my family to Montreal. So it is only during the last three months that I have been able to devote myself entirely to the duties of my office, and that time I have been obliged to employ in familiarising myself with the working of the department, and making myself, as far as possible, acquainted with the details of a system far more complicated than it ought to be, at the same time not neglecting to draw up the following remarks on the reforms which appeared to me to be requisite.

I should also add, that the greater number of the School Inspectors sent in their Reports and Tables only a few days before the 15th of January, and even at that date several of these documents were still wanting.

The present state of public instruction in Lower Canada was perfectly described by my worthy and zealous predecessor in his last Report, where he says : "The law now in force was perhaps suitable to the times in which it was passed, but now several modifications are necessary, in order to give to the system its full development, to place it in harmony with the progress since made, and to give to public instruction that high degree of utility and perfection to which every system of national education should tend."

No person, however much inclined to view things in their worst light, can fail to admit that most important results have been obtained, not only in the establishment over the whole Province of a regular system of primary instruction, but also in the progressive development of the system, made evident from year to year by the statistics published by the department.

One might be inclined not to estimate at its proper value what we have, if he were to compare it with what every one wishes to see established ; but a more impartial view of the case would be to compare what has been achieved with the obstacles to be overcome and the means of surmounting them. At the time of the passing of the first law which embodied a principle of compulsion, people would have been happy to be assured that at this date that law would be everywhere carried out by the very persons whom it was designed to coërcé, nor would they have been at all surprised to hear that after a few years all would not yet be perfect, in an order of things established under circumstances so difficult.

To say what constant and persevering efforts, what surpassing patience, my predecessor must have required, to succeed even in bringing into operation a law,

at the time of its passing unfortunately unpopular, would subject me to a task almost as painful as the trials which it would record. It is only astonishing that the success which crowned his efforts, (however limited it may appear to some,) did not render him, who was so much better able to estimate its proper value, incapable of discovering in his work all its inevitable defects, and omissions difficult to remedy; there is nevertheless hardly any important reform demanded to day by public opinion, which has not been proposed and even urgently called for by the former Superintendent in his Reports.

PART FIRST.—EXAMINATION OF THE PROPOSED REFORMS.

It is evident from the documents published by this department, the investigations of the Committee of the Legislative Assembly in 1852, the frequent discussions in Parliament and in the Press, that all are agreed as to the nature of the principal reforms which are required; and their general character has been clearly enunciated by my predecessor in the extract already cited.

The differences as to the urgency of these reforms, the want of funds necessary to accomplish them, and important questions of detail undecided, are the only obstacles to their immediate realisation.

The points upon which public opinion is most decided are :

1. Improvement of the body of teachers ;
2. Uniformity of school books ;
3. Centralization of authority, and as a consequence, better and more vigorous discipline through the whole department of public instruction.
4. The establishment, in every county or division of county, of at least one of the schools to which our Legislature has given the name of Academy, and of a Model Primary School in each municipality.

The necessity of improvement in the body of teachers is too keenly felt for it to need any demonstration from me.

The establishment of Normal Schools on some plan or other is admitted by every one to be the first and principal remedy. The amelioration of the position of the teacher is also considered as so inseparable from the improvement of the body, that many hold it to be a condition precedent to any attempt at normal instruction. It is however true, that the immediate consequence of normal instruction is an augmentation of salary in favor of the higher class of teachers which it produces. The municipalities rival each other in their efforts to obtain such teachers, and the notorious incapacity of a great part of the masters has been here so often alledged as a sufficient excuse for the smallness of their remuneration, that they could not with a good grace refuse a sufficient salary to those who should present themselves with a certificate of having gone through a special course of study.

In Upper Canada, while the average of teachers' salaries is for men £75 and for women £50, the salaries of teachers holding diplomas from the Normal Schools, and left to the competition of the municipalities, are as follows :

	Male teachers.		Female teachers.	
First class diploma,	£100	to £125	£75	to £100
Second class,	75	to 100	62 10s.	to 75
Third class,	62 10s.	to 75	50	to 62 10s.
Some of these teachers obtain in cities from £200 to £300.				

In the United States, the neighbouring provinces, in fact wherever Normal Schools have been established, an increase of salary has been the immediate consequence.

In Lower Canada, there are several teachers who receive from £100 to £130.

The Professors of the College of *St. Michel*, situated about five leagues below

Quebec, have for the last two years given a course of normal instruction to such (not only of their own pupils but also of those of the Girls' Academy established in the same parish) as choose to avail themselves of it; they have already brought out seven masters, one of whom has a salary of £75, another £60, a third £55, three £50, and the last £40, and also fourteen female teachers, of whom three have £40 and the others from £25 to £30.

The Normal School established at Montreal by the Colonial Church and School Society has within the last two years given diplomas to seven male teachers, of whom two are now in receipt of salaries of £90, one £85, one £80, one £75, and two £60, five female teachers, of whom four have £50, and the other £30. From £10 to £20 of these salaries is the premium granted by the Society; the rest is paid by the parents of the scholars.

In England the Government, with a view to encourage them, grants an annual premium to teachers who have completed their studies at the Normal Schools; upon this subject some very interesting statements will be found in the Report of Mr. Bruce, one of the School Inspectors. Relying upon this precedent, Mr. Bruce suggests a scale of progressive prizes proportionate to the length of the services of each teacher, and the class of diploma obtained; Mr. Tanguay, another of the Inspectors, has also several times, in his Reports and other writings, recommended the adoption of such a measure, and also the formation of a fund to provide pensions for aged and invalid teachers, similar to that now established in Upper Canada. I consider it my duty to say that both these projects should be carried out with as little delay as possible.

And in truth it would be dangerous here to trust entirely to the natural increase of salaries. The social condition of the two sections of the province is far from being the same; Upper Canada moreover, where the system of local taxation is carried out and extended with astonishing and admirable rapidity, already raises by special assessment £118,250 for teachers' salaries. In Lower Canada we cannot hope to obtain such a result for several years to come.

It would be almost useless to think of recruiting lay teachers from amongst the students of our colleges, at least from amongst those who have completed their course with success. The liberal professions must necessarily attract the ambitious; and notwithstanding the number of those who from their *début* are left to vegetate, the brilliant example of those who succeed will long fascinate the most of the aspirants, while the chance of obtaining some subordinate situation in case of failure will justify, in their own estimation, the risk they are running. On the other hand the ecclesiastical body, the only class of instructors who have been honored as they ought to be in this country, absorbs almost all those who from a spirit of abnegation might have been induced to devote themselves to the instruction of their fellow men.

There are, however, particularly in the District of Montreal, (and they are in general the best teachers,) a considerable number of young men who, having finished their course of studies, become schoolmasters; and, in the formation of a Normal School, it would be advisable to afford them special encouragement. But in general this class of persons adopt teaching merely as a temporary resource, while waiting for something better.

We can hope to draw pupils for the Normal Schools from amongst those students only who, without having failed in their studies, have left without completing their course, such for example as have gone on so far with success, and leave in their *Belles-Lettres* or in Rhetoric. Their number is not at all proportionate to the multiplied wants of society, there are so many chances of obtaining situations which although not very lucrative are yet better than that of a teacher; and a spirit of adventure has of late years become so prevalent that to induce a sufficient

number of these young men to become schoolmasters, they would require to be assured of proper remuneration.

Besides the progressive scale of annual prizes, and the fund for pensions to aged or infirm schoolmasters, there are several means which might and ought to be employed to improve the condition of the teacher. And even if the premium and pension should not at first be as high as might be desirable, young men who have a vocation for teaching, but not for the Church, should not on that account be discouraged, but on the contrary should take into consideration the movement in favor of elementary education, which is now so rapidly extending over the civilized world, and bear in mind that in this country that sympathy and marked respect which elsewhere are extended by all well minded persons to those who, under God, mould the hearts and the intellects of generations of men, have begun to manifest themselves and will soon produce those material benefits which may be expected from them.

Several Inspectors amongst others, Messrs. Bruce, Dorval and Tanguay, have described in the most graphic manner the fate of the teacher, as it is and as it ought to be; and the publication of their writings will, I hope, tend to dispel the sad reality, and replace it by what has hitherto been a mere utopia.

The moral means indicated by those gentlemen, such as the consideration with which influential men of each locality should treat him who is in truth a second father to their children, those means, the most powerful of all, are within the reach of every reasonable man, and require no funds, and no sacrifice except that of prejudices unknown to antiquity and which society will hereafter be unable to comprehend.

Whatever is against the teacher is against education, judiciously observes Mr. Dorval, and thereupon he takes occasion to suggest several improvements in the construction of school houses, which ought all to be built so as to make a pleasant and comfortable residence for the teacher, *a home with which he will be pleased*. He gives a lively picture of the schoolmaster in the position which he ought to occupy, growing old amidst the generations whose youth he moulded, guiding by his advice in their maturer years those whom in their childhood he led by the hand, and forming the centre of a little circle of literary amusement and intellectual and moral progress.

However well suited to captivate persons of contemplative minds and placid temperament, however noble in the eyes of philosophy and religion, such a prospect would not perhaps allure all whom it would be desirable to enlist in the ranks of teachers. The cultivation of a garden round the school house, the esteem of the neighbours and the scholars whom he has educated, would not perhaps, as a permanent destiny, have sufficient attraction for a great many well qualified young men.

It would nevertheless be, at the present time, extremely important to enlist in the army of teachers characters of energy sufficient to wrestle with the obstacles which will yet long oppose the progress of public instruction. For such spirits, ambitious by their very nature, it would be well to open a wider field, and not to restrict by too narrow limits the aspiration of youth, who naturally retain something of the adventurous character of their ancestors.

The important office of School Inspector is already in some districts filled by teachers who had already distinguished themselves in their profession, and it is but just to say that they now hold, as was to be expected, the first rank for zeal and ability. This situation, (which I hope will soon be better remunerated,) as new vacancies occur, ought to be given as of right to teachers, provided, amongst those applying, there be any qualified to discharge its duties.

The professorships of Normal Schools, as well as those of Secondary Lay Schools, which, following the example of the College of *St. Michel*, conducted by

four preceptors who have themselves served an apprenticeship while teaching Elementary Schools, will not fail to spring up soon; the different offices of the Department of Public Instruction, including that of Superintendent, ought to be so many objects to excite the ambition and emulation of the teachers. Nothing adds more to the strength of any body than a well regulated hierarchy, provided no other obstacles encumber the steps, no other barrier stop the road, than those which nature herself has imposed, those limits which she has placed on the faculties and exertions of every individual, and nothing else intervene between the aspirant in the commencement of his career, to prevent him from rising, without violence or injustice, to the highest situation. The disparity of the different situations ceases to be a subject of jealousy; every one, feeling himself a member of one great body, accepts the share which may fall to himself in the honors of the various grades to which he is allowed to aspire.

The associations and conferences justly mentioned by Inspector Bruce as having accomplished so much good in other countries, are not only means of improvement for the teacher, but also, by placing him on a more elevated stage, give him an importance which is perhaps more properly due, but is not awarded, to his more humble daily labors.

Such associations are not unknown in Lower Canada: they have sprung up spontaneously at Quebec, Montreal and L'Islet. That of Quebec in particular has shown such efficiency, that it has obtained a permanent grant on the Budget. At its meetings several teachers became conspicuous for their ability, and have since obtained situations as Professors or Inspectors, and its library now contains five hundred extremely well selected volumes.

The question of salaries, the importance of which cannot be disguised, as affecting not only the improvement of the material condition of the teacher, but also the respect which he ought to enjoy, has so engaged public attention, that it has been several times proposed to establish for the municipalities, a *minimum* of remuneration.

This is perhaps one of the points most difficult to settle. It would seem more in accordance with the general spirit of our system, to leave the initiative in the selection and remuneration of teachers to the competition of the municipalities. It moreover appears difficult to prevent a law establishing a *minimum* from being eluded. It is even to be feared that in many localities the proposed subsidies would be deducted from the ordinary salaries of the teachers to whom they might be awarded, and thus the teachers derive no advantage from them. This occurs sometimes in England, as I find in a periodical collection entitled "Papers for the Schoolmasters."

On the other hand, however, it is certain that in a great many municipalities, the establishment of a *minimum* salary would have a good effect. Although in some places the law might be eluded, yet a great many Commissioners would then give, for a good master, a salary which they would not otherwise pay; and it would besides furnish an excellent reason for opposing any excessive subdivision of municipalities. This measure ought therefore to be tried, and it is probable that, in conjunction with the progressive annual subsidies, it would in time produce the desired effect. It is unnecessary to say that each municipality must at the same time be granted authority to assess itself for more than the amount required by law, and this should be followed as soon as possible by an increase of the Government grant.

It has also been proposed to deprive the School Commissioners of the right of dismissing the teachers without permission from the Superintendent. Inspector Dorval mentions a municipality which, in order to get teachers at the lowest rate, has changed every year; and it is thought that the proposed restriction would

put a stop to such abuses. It would nevertheless be very difficult to oblige Commissioners to retain a teacher against their own wishes. Holding the power that they do, it would always be easy for them to make the place untenable. By the common law, the teacher has an action of damages, whenever he is, without just cause, discharged before the termination of his engagement. But few of them like to involve themselves in such lawsuits, and besides care is generally taken to make the engagement for a period so short that a teacher can be promptly got rid of by not renewing it. The best mode of protecting the teachers would be to fix also a *minimum* period of engagement, and to allow the Superintendent to determine, and, out of the share of the public grant allotted to the municipality, pay an indemnity to the teacher dismissed without just cause before the expiration of his term. If there be raised too strong objections against this method, then the best way is to let things take their natural course.

I cannot too often repeat, that normal instruction, well directed, will soon bring things to a proper level. The Normal Schools will contribute not only to produce teachers but also directly to improve their position. Having equal acquirements, they will be able to compete with professional men for some of the municipal offices to which salaries are attached. Vocal and instrumental music, which are taught in all well conducted Normal Schools, will enable them to add something to their income, as every parish vestry devotes a certain sum to procure music for public worship.

In France, Germany, Belgium, and in many other places, the schoolmaster is all that I have stated, and in Germany, where the schoolmaster's wife is generally a teacher also, he has an influence over the population which subsists even after the emigration of whole communities to this Continent.

To undertake to enumerate all the advantages which would result from normal instruction would be an endless task. The Reports of Inspectors Bardy, Bruce and Roney will convince any who may still doubt its necessity, and inform those who may be ignorant of the fact, that to be master of a subject is one thing, to be able to teach it, another. This point, however, is hardly controverted; what is unceasingly repeated is that so long as the position of the teacher remains unimproved, it is useless to have Normal Schools. But to me it seems that, on the one hand, to wait for an improvement in the condition of the teacher, while on the other the municipalities say that they are waiting to raise the salaries until we provide them good teachers, is to travel in a vicious circle, so much the more to be regretted that the two reforms should be carried forward *pari passu*, and by their mutual reaction each would necessarily contribute to the success of the other.

And here begin these important questions of detail, of a character so grave as to have caused, even in men best qualified to decide them, a hesitation which may be easily understood. It will not be straying from this subject to observe that the Act of 14 and 15 Victoria, cap. 97, now in force, mentions only one Normal School for the whole of Lower Canada, makes an annual appropriation of only £1050 for its support, and of £200 for the encouragement of the pupils. Both these allowances, but more especially the last, are insufficient.

The plan adopted in Upper Canada, of having only one Normal School under the immediate direction of the Superintendent of Public Instruction, has so far produced excellent results. This method has also been successfully followed in several of the adjoining Provinces and States. There are, however, other systems which so much the more merit our attention that Lower Canada is in many respects in an exceptional position.

In England, where it is true the action of the state in taking the lead in any intellectual or benevolent movement is more restricted than in any other

country, the establishment of Normal Schools was tardily thought of, and what has taken place there may perhaps account for some of the obstacles which our own Government has had to encounter.

In 1835 the House of Commons voted £10,000 for the establishment of Normal and Model Schools ; and in 1839 that sum, as well as what had been subsequently voted, was, by an order in council, appropriated in equal portions to the encouragement of the schools under the control of the National Society and the Society of British and Foreign Schools.

"The Lords of the Committee recommend, says the Order in Council, that the sum of ten thousand pounds granted by Parliament in 1855 towards the erection of Normal or Model Schools, be given in equal proportions to the National Society and the British and Foreign School Society ; that the remainder of the subsequent grants of the years 1837 and 1838, yet unappropriated, and any grant that may be voted in the present year, be chiefly applied in aid of subscriptions for buildings, and in particular cases for the support of schools connected with these Societies, but that the principle of apportioning the largest amount where the largest proportion is subscribed be not invariably adhered to, should applications be made from very poor and populous districts where subscriptions to a sufficient amount cannot be obtained.

"The Committee are of opinion that the most useful application of any sums voted by Parliament would consist in the employment of those monies in the establishment of a Normal School under the direction of the state, and not placed under the management of a voluntary society. The Committee, however, experience so much difficulty in reconciling conflicting views respecting the provisions which they are desirous to make in furtherance of Your Majesty's wish that the children and teachers instructed in these schools should be duly trained in the principles of the Christian religion, while the rights of conscience should be respected, that it is not in the power of the Committee to mature a plan for the accomplishment of this design without further consideration ; and they therefore postpone taking any steps for the purpose until greater concurrence of opinion is found to prevail."

There is not at the present time one Normal School in England under the control of the state. That of Kneller Hall, established by the Government in 1851, at great expense, for the purpose of educating teachers for the schools called " Union Schools," which are attached to the work houses, has just been abandoned. Its want of success has by some been attributed to the repugnance felt for that particular career to which its scholars were destined.

The Government at present grants, in accordance with a plan of distribution very analogous to that recommended by the order in council, subsidies to particular societies who have opened Normal Schools in various localities. The National School Society has three, at Westminster, at Battersea and at Chelsea ; the Wesleyans have one at Westminster ; the Society of British and Foreign Schools has one at Southwark ; the English and Colonial Society one at London, and the Established Church supports one in each diocese. The Government grants an annual premium, as I have already stated, to the teacher who has graduated at any of these various schools ; and the Board of Education of the Privy Council is actively engaged in framing rules for the examination of teachers, and the questions which ought to be put to them.

To those who can not perceive the analogy between the state of affairs above described, and that existing in Lower Canada the failure of the attempt which was made here by our former Legislature may perhaps appear a stronger motive for the doubts which I consider myself bound to express as to the efficiency of a single school.

I will not here undertake to argue the question of Separate Schools. The Legislation of Lower Canada was the first to sanction the principle; and if they be still a subject of discussion to the Protestants of Upper Canada, the same thing cannot be said of this section of the Province, for there are here 42 boards of dissentient trustees, (of which 4 only are Catholic,) having 73 schools under their control. I should also add that the demands of the Protestant inhabitants for Separate Schools are every year becoming more and more numerous. In Upper Canada there are 42 Separate Catholic Schools for a population of 167,696 souls. The non-Catholic population of Lower Canada amounts to 143,395 souls.

No man of sense would wish to set himself in opposition to facts of which, however differently they may be estimated, the importance and the bearing cannot be denied. The success of public instruction should take precedence of every other consideration, and when ideas which, viewed in the most favorable light, are still only a theory of perfection, threaten to prevent the establishment of an institution, it is surely not requiring too great a sacrifice from those who are sincerely desirous of seeing it in operation, to ask them to consent to the trial of a system less perfect in their view, but which has at all events the advantage of being practicable; if it were otherwise there would be occasion to say that to insist on perfection is to be the enemy of improvement, according to the French saying: "*Le mieux est l'ennemi du bien.*"

I am, however, far from recommending that the state which here has to a much greater extent than has been done in England, taken the control of primary instruction, and has in so liberal a manner encouraged collegiate and university education, should content itself with placing at the disposal of the various sects funds sufficient to enable them to provide normal instruction. So many subdivisions would jeopardize the success of the undertaking, and the want of unity of authority would frustrate the principal object of the institution, namely the securing, at least on some points, a uniform system of teaching.

But I think that in establishing under, the active and incessant superintendence of this department, several Normal Schools, means might be found of affording to the principal sections of our population, heterogenous in language and religion, guarantees which, without the odium of a system of exclusion, would induce each individual to go to that institution which he would expect to find most suited to his own views.

Independently of the considerations already briefly stated, the geographical configuration of Lower Canada presents another objection to the establishment of a single Normal School.

It has been frequently suggested that the institutions destined for normal tuition should be situated in the midst of a rural population. The utility, as well to the children entrusted to his care as to the master himself, of the agricultural and horticultural knowledge which he might acquire, the assimilation of his tastes and habits with those of the people amongst whom he is destined to pass his life, the advantages in point of economy and morality, all these, I must admit, combine to render the project both plausible and seductive.

When nevertheless, we consider that within the immediate vicinity of the large cities, can be found all the space necessary for horticultural purposes, as well as better practical instruction than can be obtained elsewhere; that in the Primary Schools it would be impossible for the teacher to give the pupils any thorough knowledge of agriculture, and that he could do little more than recommend a few ameliorations, and assist by his advice in doing away with some pernicious practices, and by a suitable course of lectures inculcate a proper taste and respect for the noble calling of agriculturist; that any extensive reform of our agricultural system will more probably result from the successful operation of the model farms, which should be carried on in connection with the Academies or Model Schools, in each

county or division of county; we will perhaps cease to impose, as a condition essential to success, that the situation of every Normal School should be in the country.

The shortness of the normal course, the multiplicity of the subjects taught, the teaching exercises in the Model School, the frequency of the lessons occupying the whole day and a part of the evening, the innocent and instructive amusement which the pupils will derive from visiting, under the guidance of their professors, the scientific institutions, manufactories, workshops, and all the other objects so fruitful in instruction to be found in large cities, their self interest which will prescribe strict morality as a condition essential to success in their profession, and, above all, frequent and serious religious instruction, form all together considerations which, if justly estimated, may perhaps counter-balance the very natural apprehensions which the residence of the young teachers in the towns is calculated to inspire. It is true that opportunities for dissipation will be found there for these young men as well as for others; but from the well regulated distribution and employment of their time, the temptations will be less frequent; and he who sincerely and earnestly desires to qualify himself for the serious I shall even venture to call them the religious functions of teacher, will be less exposed than seems to be apprehended. Moreover, any marked immorality, any known act of debauchery or intemperance, or even suspicious conduct or habits, must be followed by certain expulsion.

If I insist so much upon these points, it is because the central position of our cities, the much greater facilities which they afford for that species of instruction which is derived from external objects, and which as it were rises up from the centre where we stand, the vicinity of the high collegiate institutions which they contain, the prestige which they enjoy over less populous localities, seem to me advantages worthy of the most attentive consideration.

Nor should it be lost sight of that the progress of improvement in the mechanical and useful arts is much more easily followed in cities than in villages; a subject of great importance, particularly now that Lower Canada, thanks to the enfranchisement of her industry by the abolishment of the seigniorial tenure, may become what nature has intended, a manufacturing as well as an agricultural country.

I shall not go further into questions of detail which I am far from wishing to decide in any positive manner, and in the solution of which the Legislature may perhaps leave a considerable latitude to the Government, whose action has been hitherto trammelled by too precise legislation. I am not ignorant of the not very encouraging predictions of many persons of standing and intelligence, with respect to the establishment of Normal Schools, for which every one has his own plan, without which he sincerely believes there is no chance of success.

Whatever precautions we may take, we may possibly be disappointed in our expectations, be perhaps obliged to retrace our steps, and change our system, after an unsuccessful trial. But the worst plan to adopt, is to adopt none, and to do nothing, for fear of doing wrong. The subject has long engaged the attention of the public; the necessity of normal instruction is generally admitted, and prompt and decided action seems to me most urgently required.

It would be well to remember that in such matters much depends on their proper execution, that systems apparently the best sometimes fail in practise, and those against which the most objections are raised, if we frankly assist to develope and improve them, produce the most happy results, and that to persist by sinister predictions in discouraging the establishment of an institution the success of which mainly depends on public confidence, because it does not in its proposed arrangements embody our own ideas, or realise our own views, would be to show but little solicitude for the good of the country.

Another point not less important in the reform of the body of teachers is the improvement of the present schoolmasters. Few if any of them will abandon their schools to attend the normal course; nevertheless, as the Normal schools must depend for the greater part of their pupils on the Academies and Model Schools, some time must elapse before they can furnish any considerable number of teachers.

The associations and conferences of which I have already spoken are an excellent means of arriving at this end. It would therefore be advisable to encourage their formation in every district.

But there are also other means equally effectual which I shall now proceed to notice.

The easiest and most important would be the publication, under the direction of this department, of a journal of public instruction. The influence of such a journal would extend not only to teachers, but also to every person entrusted with the administration of the law, raise up a multitude of defenders of our system of compulsory taxation, and would contribute more than anything else to inspire our population with that active zeal without which all the efforts of the Government would always be more or less ineffectual. It would relieve the department of a vast amount of correspondence, the multiplicity of which engrosses a large share of time which might be much more usefully employed, and would spread abroad notices and instructions not easily diffused by other means. It would afford the teacher means of publicity, which is an actual necessity to the educated man of our times; and while the meetings of the associations would be his *forum*, the Journal of public instruction would be his own press, the organ of the whole body of teachers.

In France, notwithstanding the existence of the "*Journal*" and of "*La Revue de l'Instruction Publique*," and of a number of other publications of the same character, "*Le Bulletin de l'Instruction Primaire*," which, in the style of its management, approaches more nearly to the American Journals of Education, was in 1854 established under the auspices of the Minister of Public Instruction.

The important benefits obtained in other countries from similar publications, more particularly nearer home, at Nova Scotia and Upper Canada, are well known, and induced my predecessor to make the suggestion which I now repeat.

The Journal of Education for Lower Canada ought to be distributed gratuitously to all teachers, as well as to the several Boards of School Commissioners. Should it be desired to recover part of the expenses of publication, it would require not to be limited exclusively to articles on public instruction, but to be made a regular Family Journal, which, under an agreeable form and small price, would spread useful knowledge through the country, and inspire the youth with a taste for sound reading, and would be the auxiliary and the complement of the parish libraries. Almost all the magazines of this character have adopted this method, which in this country would be nearly an absolute condition of success.

The third means to be adopted for improving the present class of teachers would be to institute at the Normal Schools, during the vacation of the Primary Schools, a special course of lectures. There is nothing to prevent the present teachers, after having gone through this course, from being admitted to share according to the ability which they have displayed, their experience in teaching being taken liberally into account, in the advantages granted to the graduated students of the Normal School.

A fourth means would be to distribute to the teachers some manuals of instruction in teaching, which they would be bound to remit in good order to their successor, and which besides the library of the parish and scholars, would form a small library for the teacher. Inspector Bruce has already conceived this happy idea,

and with a generosity which does him honor, has at his own expense distributed to the teachers of his district several works, which have already effected a great deal of good.

Lastly we might try a species of encouragement which has been adopted in England. At each of his visits the Inspector subjects the pupils about to leave the school to a particular examination, and according to the proficiency which they exhibit, grants certificates of different degrees, of which he gives duplicates to the master, who receives from the Government a small reward graduated according to the class and number of his certificates. There is in France a regular distribution of medals of different classes to the teachers, male and female, who distinguish themselves in teaching, and lists of these prizes are published in all the official journals, and in all those devoted to public instruction. Such means of inspiring emulation would be as effectual in Lower Canada as they are in France, and ought not to be neglected.

The second reform required is uniformity in the school books. The Inspectors in their Reports constantly complain of the great variety of those in use. The choice of books is practically left to the teacher, and as each one has his own particular habits and predilections, a change of books generally accompanies a change of teacher, and this as we know takes place too frequently. There is nothing more likely to retard the progress of the children, and disgust the parents than the useless expense thus imposed upon them. But, what is still worse in many schools, the teachers are weak enough, or perhaps are forced by the poverty of the parents, and the parsimony of the Commissioners, to allow each child to use the grammar, the geography or the reader, which chance may have placed in his hands; I leave it to be imagined what confusion this must produce.

In Appendix G a table of the books in use in the schools is given.

It is greatly to be regretted that many of the School Corporations have neglected to furnish, or have furnished only very incomplete information on a subject of such importance. I have thought it my duty to have new blanks for reports, printed containing, amongst other improvements, a column, for this particular purpose. The Commissioners are to indicate clearly the name of the author of each book, the edition, the use made of it, that is to say whether it be used merely for reading, or whether the scholar commits it to memory or explains its contents; and also the number of schools in which each book is in use. These new blanks are to be distributed gratuitously to the Commissioners, and will I hope produce more regularity in their Reports.

Although, owing to its incompleteness, the adjoined table does not give a proper statement of the great variety of school books in use, it there appears that four different French grammars are used; but under the general name of French grammar, to my knowledge, four others are almost as widely spread, making altogether eight. It is the same thing with regard to English grammar: besides the five indicated, there are four others, making all together nine in use.

There are three French treatises on arithmetic entered in the table, besides two others which are used, making all together five. Of English, there are seven separately named besides those of the *Brothers of the Christian Schools* and those of the Irish National Schools, making nine. In French, the word Geography in the table includes, besides that of the *Brothers*, four different works which I know to be widely spread, making five. In English, besides those of the *Brothers* and the "National School Books," five are entered, making all together seven in use.

A graduated course of reading seems hardly thought of, and every book coming into hand seems to be indiscriminately used. Besides the twenty-nine French books entered under this head in the tables, I know more than ten others in use, making altogether at least thirty-nine. The table indicates twenty-eight English

readers ; there are thirteen readers which are only used in one municipality. The "*Devoir du Chrétien*," compiled by the Brothers of the Christian Schools, appears to be read in 193 municipalities ; it is the book most in use.

Two Latin books, the Psalter and the Epitome, are read in fifty-three municipalities. From those who profess the Catholic religion, the worship of their Church requires a certain knowledge of the Latin language ; and an able teacher would take advantage of that circumstance to impart to the children etymological instructions which it would otherwise be difficult to communicate.

The Old Testament is read in French in thirty-four, and in English in fourteen municipalities ; the New in French in forty-two and in English in eleven. The Bible is read in English in ten municipalities, and an abridgment entitled "*Histoire Sacrée*" is read in French in ninety-four municipalities.

The compilation and revision of a systematic series of school books adapted to the country ought to be one of the first cares of every people desirous of organizing public instruction on a solid and rational basis. There are already several well known series, and four in particular enjoy a great reputation : these are, in French, the Books of the Christian Brothers, and those of the *Abbé Gauthier* ; in English, the books of the Irish National Schools, and Parley's. The latter are very generally used in the schools of the New England States. The Books of the Christian Brothers are now published in English. The complete series of Irish National School Books, which has been adopted in Upper Canada, seems to be in use in sixty-seven municipalities of Lower Canada, and the books of the Christian Brothers in twenty-five. And both have already effected a great deal of good. In both collections the parts treating of the exact sciences, book keeping and drawing, are excellent.

The abridgment of Christian Doctrine, in the Spelling Book, and the first chapters of the "*Devoir du Chrétien*," in the Brothers' collection, are veritable master-pieces of analysis, written with a touching simplicity well calculated, to engrave in the hearts of the children truths and precepts whereof the fruits will grow with their growth.

The geography of the same collection has the rare merit of being correct with respect to the United States and Canada ; it holds a middle rank between the excellent treatise of Mr. Holmes, intended for the higher schools, and the little catechisms of geography which ought to be used in all the Elementary Schools. The geography of the Irish collection has the advantage of being, like most American geographies, illustrated with vignettes and small maps in the text.

The manuscript used in the Brothers' Schools forms a little encyclopedia of arts and trades and modern inventions, well calculated to develop the intelligence of the children in a direction conformable to the spirit of progress of our age. There is, however, something wanting in several passages of the edition of 1851.

The article on agriculture is as well written as it is wisely conceived, and ought to be read and committed to memory in all our country schools, in order to imbue the sons of our agriculturists with that high opinion, in which they are sometimes wanting, of the noble profession of their fathers.

The French grammar in the collection is, in the opinion of several teachers and Inspectors, too complicated and scientific for the Primary Schools, and some prefer to it the old grammar of Lhomond.

The orthographical dicta contain copious extracts from the best authors.

The graduated course of reading of the Irish National Books justly enjoys the highest reputation. As it also consists of selections from the best authors, it would be temerity to undertake a translation.

It is in a graduated course of reading, history and geography, that the utility of a compilation made and revised for the country is most manifest.

We might make use of a great part of the materials collected for the other compilations, and choose from amongst the plans which have been most successful. Articles, specially written for our children, on the history of Canada, the resources of this beautiful country, on the history of the ancient as well as of the new mother country, would create a truly national spirit, form the new generation, to the calm and intelligent exercise of the power conferred by representative Government, and would, at a given day, give to public opinion an irresistible and salutary impulse.

The Department of Public Instruction ought to be entrusted with this task, and for this and many other reasons, the number of its clerks ought to be increased. The books might be printed at the expense of the Government, and distributed to the municipalities as a part of their share in the grant.

As this is a work which would necessarily require some time, the Department ought to be exclusively entrusted with the choice of books for all schools subject to its control; many of those now in use might be allowed, for the mean time, or perhaps, with some modification, might form part of the national collection. It has given me great pleasure to learn that our able historian, Mr. Garneau, is preparing an abridgment of his history intended for the use of schools; and if his work answer our well founded hopes, as I have no doubt it will, we will have ready made to our hand one of the most important books of the series.

The department ought also to take charge, as is done in Upper Canada, of furnishing maps, globes, orreries, and similar articles. The poorest Elementary School ought to have at least a black board, a map of the world, and a mural map of Canada.

The third reform which I mentioned leads me to the consideration of the entire organization of this department, and of some of the defects of the present Act, which I shall review as briefly as possible.

On reading the Reports of the Schools Inspectors, for this and the preceding years, it is easily seen that almost all the obstacles arise from the improper choice of Commissioners in numerous localities.

Wherever the office of Commissioner is held by zealous and educated men, very great progress is remarked; and we can never too highly estimate the good which is done by some praise-worthy citizens holding that arduous and onerous situation.

It has been proposed, upon the very reasonable principle that the interests of education should not be entrusted to those who are themselves destitute of it, to require from these officers a literary qualification. In present circumstances it would be extremely difficult to define such a qualification, unless it were to be limited to reading and writing. It is true that these rudiments of human knowledge always presuppose a certain idea of the necessity of instruction, and would be an assurance of good will, except in a few cases where, from interested motives, persons who can read and write have shown themselves hostile to the system of forced taxation. I regret, however, to say that I do not think that we can for the present insist on even so modest a qualification; to do so in an absolute manner, leaving no discretionary power to the department, would be to run the risk of entirely stopping the operation of the law in some municipalities, and in others causing great difficulties. Hereafter, when the Inspectors shall have continued for a long time to distribute certificates of proficiency to the pupils of Primary Schools, it will be easier, by this means and some others which already exist, not only to require from candidates for the office of School Commissioners the necessary acquirements, but also to regulate in this respect eligibility to the different civil offices.

In the mean time it would be advisable to consider the expediency of fixing

a period after which every functionary, whether provincial or municipal, should be obliged to read and write with his own hand the oath of office, before receiving his commission or certificate of appointment. There is no doubt that the prospect of such a state of things would greatly stimulate the zeal of parents for the education of their children.

There is, however, another reform which it seems to me would be easily effected, and is urgently required.

The Committee of the Legislative Assembly of 1852 has said with reason: "A Superintendent having only the right of advising is, in Lower Canada, an anomaly and an absurdity; he should have the power of enforcing whatever he advises in accordance with the law." This opinion was founded upon the answers given by several well educated men to the questions submitted by the Committee. Amongst others, Mr. Cremazie had expressed himself in the following terms: "To what is the power of the Superintendent reduced? What control has he over the method of teaching, over the ability and other qualifications of the teachers, over their course of study; in fine, over anything whatever connected with public instruction? None. He is simply a machine for receiving and distributing the monies voted for public instruction. Without any control whatever over the acts of the Commissioners, whom the law has invested with powers unprecedented, powers which acknowledge as superior to their own no authority save that of the Legislature, the Superintendent, and the Inspectors, his deputies or representatives, are left entirely powerless."

Farther on, Mr. Cremazie, who has studied the question closely, and has filled important offices under the various educational laws heretofore in force, goes on to say, that, "in order to establish and consolidate a good system of public instruction, it is *necessary, indispensably so, to confer*, for some years, on its minister *dictatorial powers*."

Mr. Hubert, one of the most active and devoted Inspectors, in his Report for this year, puts the case in the following plain terms:

"The primary cause of the imperfect working of the system is the inversion of the proper order of the administrative powers of the department, too much discretionary authority allowed to the School Commissioners, too little control over them on the part of the Chief of the department, and his deputies, the School Inspectors."

All the other Inspectors express themselves to the same effect.

The fixing of a minimum of salary for masters, the obligation which would be laid on every female teacher to obtain a diploma, (for it is in a great measure the competition of female teachers without diplomas which injures the masters and favours the avarice of some municipalities,) the power which would be conferred on Inspectors,—subject to appeal to the Superintendent or to the Council of Public Instruction;—to dismiss masters, though furnished with diplomas, who should deserve expulsion for negligence or bad conduct; lastly, the choice of school books, which should be left exclusively to the department: all these important restrictions which ought to be laid on the unlimited power of the School Commissioners would form a remedy for many abuses. The law has given to those assessed the right of appeal in the case of special cotisation for the construction of school houses, the location of schools, the division of municipalities into districts, or their reunion, and for all the difficulties which might arise respecting the accounts to be rendered by the Secretary Treasurers to the Commissioners, and by them to the rate-payers; but it would be necessary to provide more efficiently for the carrying into execution the decisions of the Superintendent in all those cases, and the putting in force his orders in general.

The only efficient means actually in my hands is one which, with the appro-

val of Government, my predecessor had adopted, to retain in his possession the part of the grant accruing to the municipality which obstinately refused to conform to his injunctions, and finally to restore it to the unclaimed balance appropriated by the Legislature to other objects. In many cases, where the majority of the assessed felt the importance of education, this means must have succeeded, and without doubt it is a power with which the Superintendent ought to be armed; but there are scholastic municipalities who may make light of such a mode of compulsion, and even be very well content with it: in such cases the punishment intended for the refractory Commissioners would fall on the teachers, the children of the district, and the whole community.

It is true that the 52nd clause of 9 Vic., cap. 27, might be construed as authorizing the punishment of many faults and neglects; but we must have something more explicit, must impose heavy fines for every act of resistance to the injunctions of the department relative to what falls under its control. The action should be instituted by the Superintendent, and a sufficient sum should be every year placed at his disposal for this purpose.

As soon as there are resident judges in each county, a summary and exclusive jurisdiction in everything pertaining to school affairs should be given to them.

In spite of all the improvements which I have now suggested, it will still be difficult, not to say impossible, for the Legislature to foresee all the cases in which the action of the department might be paralysed by the ill-will of the School Commissioners.

The Superintendent or the Council of Public Instruction ought to have the power to make all necessary regulations for the internal government and the good management of schools, and to meet all the difficulties which the law has been unable to provide against. These regulations, approved by the Governor in Council, and duly promulgated, ought to have the force of law, and every infraction of them ought to be punished in the manner I have just suggested.

Besides this, it is to be hoped that the people themselves will very soon make a better choice of School Commissioners than they have done. The public lectures delivered by some of the School Inspectors in their own districts have had, in this particular, a good effect; it has been easy for them to demonstrate, by examples only too numerous, that ignorant Commissioners and schoolmasters are found in the end to be the most costly, and that an excellent education might be procured with the very sums spent in law-suits to impede its progress.

Unfortunately, however, there are but few of the Inspectors who have fulfilled this important part of their duties.

It cannot be denied that one of the most useful officers in our system is the Secretary Treasurer. For that important trust we require a man honest, intelligent and zealous, and if the office be filled by one lacking these qualifications, his failure will render the efforts of all the other officers unavailing. It is without doubt for this reason that the Legislature has raised the remuneration of the Secretary Treasurer from $2\frac{1}{2}$ to 4 per cent. on the monies received. This remuneration is still regarded, by the boards of School Commissioners, and especially by the Secretary Treasurers themselves, as insufficient. The contests which take place among them, the expedients to which they resort, give a great deal of trouble to the department, and tend to introduce, if not absolute fraud, a degree of cunning which borders on it. It would be better to raise their salaries, making them sufficient to cover any remuneration to which they would have been entitled, for drawing out the cotisation roll, for all contingent expenses, in fact, for all services whatever. The law in its origin had this intention, but the salary allowed was so slender that in a manner it justified exceptions which have opened the door to abuse.

The School Inspectors, established in virtue of the Act 14 and 15 Vic., cap

97, are in fact so many deputies to whom it has been customary to send all the complaints and all the appeals submitted to the Superintendent, which they on their part inquire into, and upon which they report. They share with him the responsibility of the direction of public instruction, and have virtually a delegation of all his powers, or, if we are to believe the Committee of the Legislative Assembly, of all his impotence.

I regret to say that numerous and serious complaints are every day made respecting the manner in which many of these officers perform their duties. They have, even till now, had an excuse sufficiently plausible, in the immense extent of their circuits, the insufficiency of their salaries, on account of the travelling expenses they must incur, and the necessity they are under to devote a great part of their time to other occupations as a means of existence.

On this point the Legislature has to choose between two opposite systems. That followed in Upper Canada is founded on the supposition that the Local Superintendents, as they are termed, fulfill the duties of their office, as do many other public officers, in a measure gratuitously. It is rather an indemnification than a salary that they receive. In 1854 their number amounted to 270. Their circuits, though varying much in extent, are generally small. They are appointed, and the limits of the circuits they have to inspect marked out by the Municipal Council of each county; some of those circuits do not extend beyond a village or a township, while others may include a whole county. In France, on the other hand, the Inspectors, who form part of the staff of the *Université* have large districts under their care; they are allowed proportionate salaries, and are obliged to devote the whole of their time exclusively to the task. This latter system seems to me to suit best the social condition of Lower Canada, and the actual state of tuition.

It would be difficult, in order to remunerate more amply the School Inspectors, to extend their circuits, and diminish their numbers. It is necessary rather to divide some districts which are immense. Those of Mr. Tanguay and of Mr. Beland cover a vast extent of territory, and would form on the map of Europe principalities of no mean importance. There are some which, though they appear less extended or more thinly peopled, yet could not, on account of their geographical configuration and of their isolation, be united to others. There are, however, some districts which might with advantage be dismembered, and perhaps we may thus find means to carry out in part the proposed reform.

The table marked H, in the Appendix, will give to all those who are even slightly acquainted with the topography of Lower Canada, a correct idea of the position of the Inspectors. I ought to add that the four visits and reports which the law demanded every year, have been by my predecessor reduced to two, with the approbation of the Executive, who, on my suggestion, have likewise extended to School Inspectors the 25 per cent. augmentation of salary which the Legislature had allowed to be given to some public servants. Whatever decision we may come to with regard to an ulterior augmentation of the salaries of Inspectors, there are several amongst them who will have to choose frankly between the punctual fulfilment of their duties and the relinquishment of an employment which may to them seem too burdensome.

In their relations with the Commissioners, the Inspectors have often to encounter a great deal of ill-will, and serious inconveniences result from the former evading meeting with them in their visits. This is another point of discipline which the department ought to have the power of regulating.

Among the measures which might be adopted to augment the good effects of my visits and those of my deputies, there is one which it seemed to me I ought to recommend, and which has met the immediate approbation of the Government. I have obtained permission to distribute, myself, and to give for distribution to the Inspectors, instructive books as a reward to the scholars who

should merit them by their assiduity, their good conduct and their success in any particular branch. This will be an excellent means of stimulating the development of those studies which seem to be neglected. I have for this object obtained from Government the 200 remaining copies of the *Essays on Canada*, published by the Committee of the Universal Exhibition, and 400 copies of a treatise on Flemish Agriculture which the Minister of Agriculture has just got re-printed. With a sum which has been placed at my disposal I have been able to purchase a part of the *Conversations on Agriculture* published by Mr. Ossaye, under the title of "*Veillées Canadiennes*," and I have been enabled to make choice of the most instructive books for the use of youth, published in France and in England.

I hope to be able by spring to send to each of the Inspectors a case of assorted books, appropriate to the wants of his district, with precise instructions as to the manner of their distribution. Several advantages will result from this measure : it will provide an excellent substitute for the too numerous holidays, the only favors which the visitors had it in their power to accord ; excellent books will be put into circulation, to the great advantage not only of the children, but of their parents also ; the visits and advice of the Inspectors will be agreeably impressed on the memories of the children, and it will also make up for the deficiencies of the public distribution of prizes, which, in consequence of the excessive desire of teachers and Commissioners to please the parents, considered with respect to the merit of the works presented, or as a means of exciting emulation, have dwindled almost to insignificance.

With regard to the Inspectors themselves, the want of books and journals treating specially of public instruction had been keenly felt ; but the Government, with a liberality and enlightened benevolence which, in this as well as the former instance I feel great pleasure in recording, has permitted me to appropriate a certain sum, out of the amount allowed for the contingent expenses of the office, for the purpose of forming a library for the department. I have already succeeded in collecting about one hundred volumes, of which I stood myself in the greatest need. I expect more this spring, and with my next circular I trust I shall be able to enclose to the Inspectors a list of works, which they as well as all other friends of education shall be welcome to consult.

The fourth reform required is the establishment of an Academy in each county or division of county, and of a Model School in each municipality.

With regard to the first object, by means of the annual votes of the Legislature, of which I shall have to speak in another part of this Report, it is already nearly attained.

I must insist more strongly on the establishment of a Model, or, if we choose to call it so, of a Superior Primary School in each municipality. This is a matter not merely of improvement, but of absolute necessity ; it is simply saying that there must be one really good school in each parish or township, and that is surely not more than is required.

This is another of those measures which ought to be withdrawn from the too slow action of the Commissioners, and confided to the department. The present law permits each municipality to put aside £20 for that purpose ; but the Commissioners, far from seeking to avail themselves of that clause, sometimes, in consequence of the jealousy of the other school districts, even go so far as to deny the name to Model Schools really existing. Here again, the Superintendent and his deputies can interfere only by advice, a position which the Committee of 1852, with reason, calls an anomaly and an absurdity. A sum, variable in proportion to its wants and resources, ought to be deducted by the Superintendent for a Model School from the share of each municipality in the grant ; this would

moreover be a certain means of repressing the inclination of the Commissioners to subdivide their parishes into too many districts, and of ensuring sufficient salaries to a great number of masters.

There is in the present law an anomaly which I have already noted : it is this, that the municipalities are not allowed to tax themselves for any amount beyond a sum equal to their share in the grant. There was, it is true, a time when the legislator had to make that the limit of his greatest hopes. I am happy to say that several Commissioners have complained of this restriction, which, I have no doubt, will be abrogated without delay.

If we reflect that the assessment is based upon the grant, that the monthly remuneration amounts to a sum not much larger than each of these two sources of income, we may see how small are the means at the disposal of some of the municipalities.

Thus, on consulting the Appendix D, it will be seen that ninety-two municipalities do not receive more than £25 a year from the Government. It may be affirmed that with the cotisation and monthly fees, supposing that both be entirely collected, which rarely happens, these municipalities have annually not more than £75 at their disposal. Can such a sum, I ask, suffice to maintain for a whole year from three to four and sometimes even eight or nine schools? Is it not true that it would hardly be sufficient to pay the salary of one good teacher?

Nineteen municipalities receive only £12 10s. each, and some others not much more than half that amount. The rule which apportions everything to the population may, like any other, if it be absolutely inflexible, under a deceitful appearance of equality, cause very great injustice. The Education Office of the Privy Council, as shown in the Report from which I have already cited, had felt the necessity of providing a remedy for similar evils.

There are some poor and isolated municipalities which the law, on their producing a certificate of poverty, and showing that they have done all in their power to put the Act into operation, has permitted to draw their share of the grant without having assessed themselves for the whole amount required by the statute. This indulgence is founded on the principle which exempts the indigent from all taxation, and gives their children gratuitous admission to the schools, on the maxim, so truly Christian, that the state owes to the children of the poor the education necessary to fit them for honest citizens, a maxim no less utilitarian, in as much as it saves from the cost of repressing crime more than it spends in works of charity. But what is the utility of offering to a municipality, unable to double it, a sum of from £6 to £8 per annum?

The Superintendent ought therefore to have the power of making special allowances to municipalities whose share of the grant, based on their population, would be too small to be useful; and an additional sum should be put at his disposal for this purpose. It would be equally important that he should also have the power of imposing special assessments for the liquidation of lawful debts contracted by the Boards of Commissioners, and which their ordinary annual revenues would not allow them to discharge without closing, or at least seriously impairing, their schools. When these debts, as often happens, have been contracted by a municipality which has subsequently been divided into several, or whose limits have been changed, it should be equally in his power to apportion equitably between the different corporations liable for the debt, the amount to be paid.

PART SECOND.—REMARKS ON THE STATISTICS OF 1855.

Having considered the principal reforms to be effected, I must now make some remarks on the statistical tables which accompany this Report, in so far as they establish the progress made during the past year.

If we reflect on the penury which, in consequence of the depression of trade, has been felt over the whole of this part of the Province, we will not be surprised to find that in some respects the progress made is not so great as it was the year before. I have even heard with pain that, in a few localities, the new Municipal Bill has been made the occasion of a renewed opposition to the school taxes. Inspector Hume mentions the existence of this disposition, not only among the inhabitants of French origin in his district, but even in a stronger degree amongst those of British birth or origin.

Public opinion, without distinction of party or origin, would, I am certain, heartily approve of the energetic means of repressing such opposition, which the Government would be obliged to adopt, should it break out into lawless violence.

The amount of progress made during the three last years in the number of all sorts of Educational Institutions, in the number of the scholars of all these Institutions united, and in the sums levied from the tax payers for the Common Schools, may be thus stated :

	1853	1854	1855	Increase over 1854.	Increase over 1853.
*Institutions,.....	2352	2795	2869	74	517
*Pupils,	108284	119737	126677	6940	18393
Contributions,.....	£41462	£59508	£62284	£2776	£20822

A similar statement for Upper Canada, during the same period, shows a progress numerically almost double ; but the difference in the annual progress is not so great against Lower Canada, which, on the other hand, has the advantage with respect to higher and secondary education : there is nothing humiliating in the comparison I have made ; it is always well to examine our position coolly, and endeavour rather to overcome than to disguise its difficulties, and to look the evil in the face in order to know and combat it.

The advantages which Upper Canada enjoys in comparison with us may be stated as follows :

	1853	1854	1855	Increase over 1854.	Increase over 1853.
Institutions,.....	3391	3515	3600	85	209
Pupils,	203986	217356	228000	10644	24014
Contributions,.....	£139178	£166486	£180000	£13514	£40822

The following table gives in detail the progress made in Lower Canada, and shows that it is greater in the middle and superior classes of education. The number of Academies, of the higher class of Girls Schools, of the Convents devoted to teaching and of their pupils, has more than quadrupled ; that of Colleges and their students has increased by one half. The number of Model Schools and their pupils (perhaps the most important point of all) has more than doubled. It is to the suppression of several school districts, for the purpose of establishing better schools, the development of the higher order of institutions, as well as to the general penury, that we must attribute the slower rate of progress for this year, compared with last, of the Elementary Schools.

* The table F gives the total of Institutions as 2888, and of pupils 132,769. I have reason to believe that these figures come nearer the truth. There is in Appendix A an apparent anomaly in the result of the addition of the three classes into which the pupils are divided, with respect to reading, compared to the total number of those frequenting the schools. This probably arises from the Inspectors having classified only those who were present at the time of their visits.

	Number of Schools and Pupils in			Increase in 1854.	Increase in 1855.	Increase over 1853, in 1855.
	1853	1854	1855			
Elementary Sch'ls.	2114	2352	2518	238, or 11 p. c.	161, or 6 p. c.	399, or 18 p. c.
Pupils,.....	92275	97310	100168	5035, or 5 p. c.	2858, or 3 p. c.	7893, or 8 p. c.
Model Schools....	67	154	152	87, or 129 p. c.	—	85, or 126 p. c.
Pupils,.....	3524	6747	8194	3223, or 91 p. c.	1447, or 20 p. c.	4670, or 132 p. c.
Girls High Schools,	53	67	78	14, or 26 p. c.	11, or 16 p. c.	25, or 47 p. c.
Pupils,.....	3041	3171	4348	130, or 4 p. c.	1177, or 37 p. c.	1307, or 43 p. c.
Academies,	19	23	40	4	17	21
Pupils,.....	1169	1272	3856	103, or 9 p. c.	2584, or 203 p. c.	2687, or 229 p. c.
Convents devoted to teaching,....	44	46	52	2	6	8
Pupils,.....	2796	6104	8530	3308, or 118 p. c.	2426, or 39 p. c.	5734, or 205 p. c.]
Colleges,.....	14	16	21	2	5	7
Students,.....	2110	2515	3325	405, or 19 p. c.	810, or 32 p. c.	1215, or 57 p. c.

I am happy to state that the few bad symptoms which I have pointed out are far from being general, but on the contrary the facts and figures which I will now rapidly assemble prove a continual progress.

One proof of that progress is the almost general abandonment of the system of voluntary contribution, and the adoption of that of assessment. It will be seen, by Appendix C, that 384 municipalities take the most simple, the most economical, all things considered, and, at all events, the most equitable and certain method, that of assessment; 45 only have had recourse to voluntary contributions, and they are principally municipalities in which they are only beginning to have schools: the practical good sense of our people is every where condemning the latter mode.

Notwithstanding the extreme misery which has prevailed in many districts, only five municipalities have availed themselves of the clause in favor of indigent townships; there is every where manifested a noble repugnance to taking advantage of that provision. Ten municipalities appear on the table as giving no sign of intellectual life. With the exception of St. Michel d'Yamaska, these are very poor and isolated settlements: Mann and Newport in the District of Gaspé, Valcartier, St. Féréol, Ste. Sophie and Cranbourne in the District of Quebec, Ely in the District of St. Francis, St. Columban in the District of Montreal, and Grenville in the District of Ottawa. Since receiving the Report, of the Inspectors, I have ascertained that there have been steps taken by the inhabitants of Valcartier, St. Columban, and St. Féréol, which justify me in saying that the law is now carried out there; the last mentioned parish has had a school since the month of July. There are therefore in reality only seven municipalities where the law is not in operation; and it is to be observed, to the honour of the Districts of Kamouraska and Montreal, that not one of these dark spots is found within their limits.

Taking the total number of pupils attending Colleges, Academies, and Model Schools, we have 15,215 boys receiving instruction of various grades above

elementary education. The total number of pupils attending Convents and schools of the higher class for girls gives 12,788 girls receiving a superior education. If to this we add one half of the pupils of the Elementary Schools, we shall have 75,782 children receiving a good education.

The statistics of the Colleges, Academies, and Grammar Schools of Upper Canada, for the last three years, show the following result :

	1853.	1854.	1855.	Increase over 1854.	Increase over 1853.
Colleges,.....	8	9	9	0	1
Pupils,.....	756	806	850	44	94
Grammar Schools and Academies,.....	79	84	88	4	11
Pupils,.....	5089	5153	5300	147	261*

In this respect, the numbers for Lower Canada are more than double, as is also the annual progress; and he, who would not admit that many of our educational Institutions are not inferior to those of any part of this continent, must either be very much prejudiced or know very little of what is passing around him.

I should have remarked that, besides the numerous superior and secondary educational Institutions which the Catholic Clergy of Lower Canada have founded, the country owes to them the two Institutions for the deaf and dumb, the only ones which we have. That for females, situated at Long Point, near Montreal, has about twenty pupils; that for boys, at St. Laurent, has lately added to the number of its Professors two Clerks of St. Viator, one of whom, Mr. Young, is himself deaf and dumb, and was educated at the Institute of Nancy in France.

It should be remembered that a sum of £30,000 is at the disposal of the Government, for the establishment of such schools. Having had, while occupying a different position, to examine this subject, I would be happy to give any information, or make any suggestions, which might be desired, at least as far as Lower Canada is concerned.

There is nothing better calculated than the following table to establish the substantial character of the progress accomplished. It will be seen that the proportion of the pupils of our Model and Common Schools, studying the most important branches of practical education, increases every year. The number of those studying compound arithmetic and book-keeping has doubled in two years; that of those learning geography has increased by more than half; students of history have doubled, of grammar have increased more than half, and of parsing have more than quadrupled.

	1853	1854	1855	Increase in 1854	Increase in 1855	Increase of 1855 over 1853
Pupils read'g well	27367	32861	43407	5494, or 20 p. c.	10546, or 30 p. c.	16040, or 57 p. c.
Writing	50072	47014	58033	11019, or 30 p. c.	11019, or 30 p. c.	7961, or 15 p. c.
Simple Arithmetic	18281	22897	30631	4616, or 25 p. c.	7734, or 33 p. c.	12350, or 67 p. c.
Compound "	12448	18073	22586	5626, or 45 p. c.	4513, or 24 p. c.	10138, or 81 p. c.
Book-keeping		799	1976		1177, or 147 p. c.	
Geography	12185	13826	17700	1641, or 13 p. c.	3874, or 20 p. c.	5515, or 45 p. c.
History	6738	11486	15520	4748, or 70 p. c.	4034, or 34 p. c.	8782, or 130 p. c.
French Grammar	15353	17852	23260	2499, or 13 p. c.	5408, or 30 p. c.	7907, or 51 p. c.
English "	7066	7097	9004	31	1907, or 27 p. c.	2938, or 41 p. c.
Parsing	4412	9283	16439	4871, or 65 p. c.	9156, or 125 p. c.	12027, or 272 p. c.

* I owe these approximative figures for the year 1855 to Mr. Hodgins, Deputy Superintendent for Upper Canada, who very obligingly furnished me with every information I required.

In Appendix A we will find, on consulting it, other very encouraging facts not included in this table

Dictation or orthographical exercises which did not figure at all in the Report for 1853, were practised in 1854 by 20,346 pupils, whose numbers this year amount to 32,512.

Some branches which had never been noticed in the tables for preceding years, appear there for the first time this year, and are represented by very respectable figures. Thus there are 430 pupils studying literature and epistolary composition; agriculture and horticulture, 199; mathematics and geometry, 777; surveying and mensuration, 836; lineary drawing, 1272; singing, 5013, and instrumental music, 1032. As was to be expected, the Academies and Model Schools claim the greatest part of these developments.

The progress in some inspection districts is truly astonishing. The following table, compiled and abridged from the Report of Inspector Beland, is so much the more remarkable that the Counties of Lotbinière, Beauce, Dorchester, and Levi, forming that circuit, contain the only *éteignoirs* (as they are popularly called) in the District of Quebec, who, have ever assumed a hostile attitude. Nothing proves better the happy spirit of imitation possessed by our people. When the impulse is once given, with us it may truly be said that it is only the first step that is difficult,—*ce n'est que le premier pas qui coûte*.

	1852	1855	Increase from 1852 to 1855.	Proportion of Increase.
Common Schools under control.....	177	214	37	or 20 per cent.
Number of Pupils.....	5724	7167	1443	25
Model Schools,.....	4	6	2	
Pupils,.....	116	253	137	108
Superior Schools for Girls, ..	1	7	6	
Pupils,.....	50	346	295	
Pupils reading well,.....	2872	3089	217	7
Pupils studying Grammar, ..	1043	1882	839	80
“ “ Orthography,.....	827	1169	342	41
“ “ Simple Rules,.....	992	1702	710	81
“ “ Compound “.....	427	939	512	119
“ “ Geography,.....	282	752	470	177
“ “ Writing,.....	836	3169	2333	305
“ “ English,.....	119	135	16	16
“ “ History,.....	579	1064	485	93
“ “ Parsing and Inductive Grammar,.....	269	1169	900	334
School house property of the municipality,.....	55	74	19	102
Schools having geographical maps,.....	20	48	28	110

The district of Inspector Archambault, containing a population of only 60,589 souls, and including only 24 municipalities, possesses one College, 4 Academies, 12 Superior and Convent Schools for girls, 10 Model and 99 Elementary Schools. The example of the County of Vercheres, which forms part of this circuit, has had a good effect on the neighbouring county of Yamaska, celebrated for its obstinate resistance to the law; and two of the three last rebellious parishes have this year given signs of rapid progress. St. David has collected assessments in arrear and even those imposed for the construction of school houses, and St. Aimé in the County of Richelieu, going still farther, has, in imitation of the neighbouring parish of St. Hugues, erected a handsome building for a Convent. Active steps have been taken by the department with respect to St. Michel, and

that parish will show a great deal of obstinacy if it do not follow the example of St. David and St. Zephirin, to which parishes, in order to encourage them, and by special favor, very large arrears have been allowed and paid.

I consider it my duty to call the particular attention of the reader to Table B of the Appendix, independently of the large Synoptical Table A, and the subsequent detailed tables. That table shows the proportion attending schools compared to the whole number of children of an age to attend them, and to the whole population. These proportions are indicated for each inspection district, and these have also been grouped by judicial districts, in order, if possible, to increase the emulation of the different sections of the country. The judicial districts, according to the order of their proportion stand as follows: St. Francis 68,* Quebec 59, Montreal 51, Kamouraska 50, Three Rivers 45, Gaspé 45, and Ottawa 41 per cent.

The inspection district which gives the highest proportion is that of Mr. Child, 90, and the lowest is that of Mr. Lesperance, 15. The proportion for Lower Canada is 53 per cent., being more than the half of the children of an age to attend school, that is to say, children, of from five to sixteen. This would give a great deal more than the half of the children from seven to fourteen, who are by law required to attend school. The next census should contain a particular column for these two classes. The number to be taken into consideration is rather that of children from seven to fourteen; in the country it is difficult, on account of the rigour of the climate, to send children under seven to school, while those over fourteen are generally too useful to their parents for them to dispense with their services, unless they have determined to give them a liberal education, in which case they are sent to college. I am morally certain that if the census on the one hand, and on the other the school statistics, as they have been hitherto taken, furnished the means of establishing the proportion of children from seven to fourteen attending school, it would be equal to two-thirds.

The fact that nearly one half of the children from five to sixteen receive no instruction is nevertheless of very grave import, especially when we reflect that in Upper Canada nearly three-fourths of the children between these ages, and in Nova Scotia *two thirds* of those from four to fifteen, attend school. We must however make allowance, as my predecessor has done, for the asperity of the climate, greater than in any part of America, and also for the long distance which some children have to travel, in the new districts, where besides, poverty furnishes an unanswerable excuse.

I ought to add further that our statistics are generally far below the real number. I shall cite two facts. In 1853, Mr. DeCourcy, in a work accompanied with statistics collected by Mr. Jacques Viger, showed that our Convent Schools had 10429 pupils.

That same year the Report of the Superintendent set them down as only 2796, and 3041 in the higher schools for girls, under which denomination it is true were comprised many of these institutions. Still the two numbers united give little more than half of that in the statement of Mr. Viger, whose information was drawn from a correct source. It is very probable that this year there is a similar deficiency.

In the Report of Inspector Valade for this year, the whole number of children attending the Catholic Institutions of the City of Montreal is stated to be 5480. Exact information, which I have been able to procure, and which will be found

* This large proportion is due in great part to the inspection district of Mr. Child; as it is certain that the development of that part of the country is progressing much more rapidly than the rest, it is probable that the increase in the number of children from five to sixteen is still greater than has been supposed; I therefore put down this figure under reserve.

in appendix E, makes the amount 6612; of this number 2295 belong to the Schools of the Christian Brothers, and 2286 to those of the Nuns of the Congregation of *Notre Dame*, supported in a great measure by the liberality of the Seminary of Montreal.*

Among the improvements to be noticed is that which the parish libraries have made. It is well known that, only three years have elapsed since their commencement. They amount to ninety, and contain 47,703 volumes, not to speak of many public libraries in the large Cities of Montreal and Quebec, which are omitted in our Reports.

Those intended for the use of the poorer classes of Montreal, and under the care of the Catholic Clergy are composed of more than 12,000 volumes.

From all quarters I receive demands for aid and offers to contribute, in case the Legislature would make a new grant for parish libraries. It is the same with respect to the building of school-houses. The offers and the demands of the municipalities become every day more numerous.

Some of those, however, who had made applications at the time of the first grant, have even till now neglected to conform to the conditions imposed on them. I have, with the approbation of Government, informed them, that if they do not fulfil their obligations before the 1st of April, their allotted part of the grant will be confiscated, and bestowed on localities more diligent.

A great part of the last Report of my predecessor has been devoted to collegiate institutions; this exempts me from the necessity of going at great length into the subject. I have been enabled, by the help of information transmitted to the Government, in virtue of an act of last session, and by means of that which I myself procured, to compile tables both of superior and of secondary schools. These tables indicate the vigour and the increasing progress of our higher seminaries of education. The establishment of numerous academies will supply a deficiency in our system, but I take the liberty of dissenting from the opinion of those who believe that all our colleges should lower their course of study, and, in truth, bring down the standard of university education to the level of primary instruction.

“Our college courses,” very properly says the Principal of McGill College, “must not attempt to gain support by descending to the level of the schools, but “must depend on that portion of the young men of our country who desire a higher “and more extended course of instruction, and are willing to devote a few years “to this object.”†

His Grace the Archbishop of Quebec, in his pastoral charge respecting the erection of the Laval University expresses, himself still more strongly to the same effect, but adds: “There are already in our educational institutions far too many “of those young men who ought to have contented themselves with the education given in a good Elementary School, in order to return to the occupations of their “fathers. These students destitute of ability occasion their families useless expense, “lose at college much of their most precious time, and besides retard the progress of “their classmates; and this is but one part of the evil, for after spending at college “some unprofitable years they get disgusted with their fruitless toil, and abandon “their studies, often drawing away with them students gifted with superior talents. “Both the untalented and the gifted, considering themselves as above, and entitled to

*For these statistics I owe my acknowledgments to the Rev. Mr. Villeneuve. I am also under obligations to the Rev. Mr. Casault, Grand Vicar and Rector of the Laval University; to Professor Dawson, Principal of McGill College; to Mr. Hicks, Principal of the Normal English School; to Mr. Toussaint, Principal of the College of St. Michel; to Mr. Hutton, Secretary of the Board of Agriculture and of Statistics; to Mr. Juneau, Secretary of the Association of Teachers at Quebec, for the important information which they have furnished me often even on subjects not connected with their respective institutions.

† Inaugural Discourse for 1855 by Professor Dawson of McGill College.

“despise agriculture and all other sorts of manual labour, throw themselves into some of the learned professions, place themselves behind a counter, or besiege the public offices to obtain some meagre situation : it is to this cause we must attribute the deplorable overloading of all the learned professions, and the frightful displacement of a crowd of young men, who abandon the humble but useful vocation of their fathers to become a burden to society in a position which they often disgrace.”

The results of such a state of things, and the consequences it will have on our community, are shown and brought out strongly and at great length in the Report of Inspector Bardy. It is in reality towards the perfecting of our system of primary instruction, by the amelioration of the body of teachers and by a more powerful and more concentrated control, that all our attention ought to be given ; it is to attain this, (and thereby avert the impending evil,) that we ought to strike promptly, forcibly, and with unerring aim.

The Table F will show with what rapidity our system of superior and secondary instruction has developed itself in the course of a few years. Down to the year 1804, when Mr. Brassard founded the College of Nicolet, two venerable collegiate institutions, the Seminary for Foreign Missions established at Quebec by Bishop Laval in 1663, and that of St. Sulpice founded at Montreal in 1773, were all that we possessed. Between the founding of the College of Quebec and that of the College of Montreal a whole age had elapsed. More than a quarter of a century had passed between the establishment of the College of Montreal and the founding of that of Nicolet. It was therefore at that time the task of a century, at the present time it is the work of a year, we might even say of a day ; and the Archbishop of Quebec has with profound wisdom advised his Clergy against increasing too rapidly the number of these establishments. Since 1804, colleges have sprung up in every direction, till their number amounts to more than twenty.

The Committee of the Legislative Assembly, appointed in 1849 to inquire into the causes of emigration to the United States, gave with respect to educated youth, among other reasons, the want of practical instruction in our colleges ; but they also added that these institutions had made and were every day making considerable progress in that direction.

In the six years which have since passed, not only have the Colleges done all that could possibly be expected of them in this respect, but there have arisen and are every day rising new intermediate establishments, in sufficient numbers to prevent us from thoughtlessly running the risk of lowering the standard of classical studies in the establishments originally devoted to that purpose.

It would be the height of ingratitude to pass unacknowledged the services which these institutions, especially the more ancient, have rendered in preserving here a centre of light, when but for them the greatest obscurity must have prevailed, light which beams forth and reflects itself to-day in a manner so brilliant. The Laval University, which figures so honorably in our table, is, for the ancient population of Lower Canada, the completion of the whole edifice of public instruction. McGill College, to which the Protestant youth give the preference, has within the last few years, made progress important and of good omen.

I have endeavoured, in the classification in the tables of Appendix F, of the different educational institutions, to keep as close as possible to the divisions adopted by the minister of public instruction in France ; and, that I might be equally intelligible at home and abroad, I have added the names recognized by our own Legislature.

There are three grand divisions, viz : of Superior, of Secondary, and of Primary Schools. The first class is subdivided into Universities and Special Schools ; the second, 1st, into Colleges, or properly so called Secondary Schools ;

2ndly, into Academies, or Secondary Preparatory Schools; 3rdly, into Convents or Academies for girls; and 4thly, into Special Secondary Schools. The third division comprehends the Superior Primary or Model Schools, and lastly the Elementary Schools.

The data on which these divisions are based are still very imperfect; and we must not be surprised if there have crept in some errors and anomalies. Their statistics differ considerably from those of the large Table A, from which were compiled the small tables that have just been reviewed. These discrepancies are all in our favor, and (except in some instances where they are explained by the fact that a different classification has been followed in the two tables,) go to establish what I have already said respecting the deficiencies of the statistics collected by the Inspectors. As some uncertainty exists upon this point, it has been impossible for me to correct from Appendix F the figures of Appendix A. I need hardly add that next year the tables published by the department will be in strict accordance with one another.

The recapitulation of the three divisions of Appendix F gives the following results:

Divisions.	Number of Schools.	Professors and Teachers.	Number of Pupils.
Superior Schools,.....	12	54	331
Secondary ".....	140	767	20245
Primary ".....	2736	2850	112198
Grand total,.....	2888	3671	132769*

We have two Universities with five Faculties organized, and seven special Superior Schools, making altogether twelve Superior Schools, namely: five Theological Schools, of which there are four Catholic and one Protestant; two Faculties and one School of Law, two Faculties and one School of Medicine, and one Faculty of Arts.

There are 13 professors and 143 students of Theology; 10 professors and 46 students in the Faculty of Law; 25 professors and 105 students of Medicine, and 6 professors and 37 students in the Faculty of Arts, of McGill College. The Faculty of Arts of the University of Laval is not yet organized; but several students from the College of Quebec are now in the highest educational institutions of Europe, preparing themselves for professorships, and their return is awaited for the opening of that important department of the institution.

The united libraries of the Superior Schools and Colleges give a total of 78,300 volumes. The cost of the museums, and of the apparatus for the classes of natural philosophy comes up to £12,750.

The value of the buildings belonging to these institutions would appear to be £155,500, a figure which I am sure is much below the reality; and it will be seen that the greater part of these edifices has been erected within the last few years. I have been unable to obtain satisfactory information as to the value of the buildings for Academies and Convents. It is also to be regretted that the information furnished to the Government respecting Superior and Secondary Schools does not

* This total of 132,769 pupils makes a proportion of 56 per cent. of the children from five to sixteen years old, instead of 53, as given by the number 126,677 of Table B. The proportion for Upper Canada is 76, and for the United States 66.

The same figure from Table F gives a proportion of more than one-sixth of the whole population according to the Census of 1852, even after making allowance for the omissions mentioned in the note at the foot of Table B.

The following data, with the exception of what refers to Lower Canada, are taken from an article recently published by Mr. Hodgins in the American Journal of Education:

Number of persons to one pupil: Maine, 3; Upper Canada, 4, 4; Denmark, 4, 6; United States, 5, 6; Sweden, 5, 6; Saxony, 6; Prussia, 6, 2; Lower Canada, 6, 7; Norway, 7; Great Britain, 7, 5; Belgium, 8, 3; France, 10, 5; Austria 13, 7; Holland, 14, 3; Ireland, 14, 5; Greece, 18; Russia, 50; Spain, 65; Portugal, 81, 7.

enable me to state with certainty the whole amount paid every year by the inhabitants of Lower Canada, as well under the designation of board for their children, at Colleges, Academies and Convents, as by voluntary contributions for the erection of the buildings occupied by such institutions. There are also voluntary contributions for the support of Common Schools, of which no Report has been made, and extra assessments for the construction of school houses, the amount of which is not known. From approximate calculations, I may say, without fear of error, that the people of Lower Canada have for the last five years contributed in this manner over one hundred thousand pounds currency per annum. This sum should be added to the £63,000 produced by the ordinary legal assessments; and this would in fact give an amount nearly as high as that raised in Upper Canada for purposes of education.

The first section of the second division shows 24 Colleges, with a total of 252 Professors and Directors, and 4089 students. In six of these institutions the dead languages are not taught, but in consequence of the length of their course of study, and the number of their students, I have thought it right to continue to extend to them the title of College, which they had themselves assumed.

The Seminaries of Quebec and Montreal, the two most ancient of our establishments receive no assistance from the state. Their property consists principally in donations and ancient endowments. Their libraries, their cabinets of natural philosophy, and their museums, do them the greatest honor. One of these institutions, the Seminary of Quebec alone, possesses in its three divisions, that is to say, in the University of Laval and the greater and lesser Seminaries, 22,700 volumes. Its museum and cabinet of natural philosophy have cost over £5000. Not to speak of the value of the greater and lesser Seminaries, the country seats of Mézerets and St. Joachim, where professors and students may, during the holidays and vacations, rest from the fatigue of their classes, the University of Laval has already spent over £24,000 in the building of the vast edifices now in process of erection, and the total cost of which will amount to at least £50,000.

There are 12 Professors of the University, 4 of the greater Seminary or School of Theology, 26 of the College,—making 42 altogether.

The two Faculties in actual operation, those of medicine and of law, have both together 36 students; the Theological School, has 42, and the College 400,—making altogether 478.

The Seminary of St. Sulpice has several libraries, which united would amount to more than 12,000 volumes. One of its collections of minerals, consisting of more than a thousand specimens, is a present from the celebrated Haüy, and was assorted and classified by himself. The Rev. Mr. Villeneuve has collected such a great number of geological and mineralogical specimens, that they have not yet been completely classified; these collections and the cabinet of natural philosophy have cost over £3000.

The professors of the greater Seminary or Theological School are 5 in number, and 18 are attached to the College,—making 23 altogether; of pupils, 60 attend the Theological School, and 256 the College,—making altogether 316. Besides this, the Seminary maintains a great many schools, and defrays the expense of rearing 129 orphans under the care of the Sisters of Charity. This institution annually expends £7,500 in education, and through its means 5000 children receive a Christian Education.

The revenue from the farms of the Island of Montreal is specially destined to the establishment of a model farm, on which vast agricultural works, which will soon prove to our farmers what the earth can produce, when cultivated with energy and intelligence, are already commenced.

The University of McGill College, which has lately suffered by fire a loss that no friend of education will fail to regret, succeeded however in saving nearly the whole of its library, comprising 3700 volumes. The value of its buildings is about £17,000 currency. In the three Faculties there are 20 professors and 109 students, and 9 masters, and 213 pupils at the High School or College in connection with the establishment,—giving altogether 29 professors and 322 pupils. Besides its regular classes this institution has commenced a course of popular lectures which are delivered in the evening, and promise to be very successful.

The Colleges of Nicolet, St. Hyacinthe, Ste. Thérèse de Blainville, of Ste. Anne de la Pocatière, of L'Assomption and of St. Mary at Montreal, are rapidly following in the traces of the two institutions of Montreal and Quebec, as may be seen by the details of their course of studies, and other statistics given in Table F. With respect to the institutions of more recent foundation, it is astonishing, considering how numerous they are, that they manage to support themselves, and nevertheless it will be seen that they not only do so, but also make considerable progress. Two new Colleges not mentioned in the table, one at Côteau-du-Lac and the other at Rimouski, are in process of construction and will soon be opened.

In eight of these institutions the mathematical course is as full as possible, and comprehends of differential and integral calculus. In eight others it stops at conic sections, and in the remaining eight goes no farther than algebra and elementary geometry.

In twenty-one Colleges mechanics and astronomy are taught, in fifteen chemistry, and in seventeen natural history. In some establishments meteorological observations are regularly made. It would be very desirable that they should be generally extended, according to some system similar to that already adopted in Upper Canada. Dr. Smallwood, who has for a long time successfully prosecuted these investigations, has favoured me with suggestions of which I will not fail to avail myself as soon as possible, more especially with respect to Academies and Model Schools under the direction of the department.

Hebrew is taught to a few students in three establishments; Greek forms part of the course of fifteen Colleges, and Latin of eighteen. The elements of these two languages are also taught in several Academies.

English and French are also taught every where. In Colleges where French is the language of the classes, two methods have of late years been adopted to insure the progress of the pupils in the acquirement of the English language. The first is to teach some particular branch in that language, the second to devote every week a certain number of the hours of recreation to English conversation. The two languages spoken in the country should not in fact be studied as dead languages, but ought on the contrary to be classed amongst things indispensable, and it would be very important that the Lyceums or Academies, where English is the language of the school, should adopt in the study of French some such method as the one I have just mentioned. Italian and German are taught only in the High Schools of Quebec and Montreal.

Belles-Lettres are every where taught, as are also geography and history. The History of Canada and that of the United States have for the last few years received more attention than they used to.

In nineteen Colleges rhetoric, in eighteen metaphysics and moral philosophy form part of the course of study.

The fine arts, music, vocal and instrumental, drawing, and painting in water colours, appear in all the programmes. Lineary drawing, and the art of making plans and surveying, figure also. It is to be regretted that none of them mention fencing, swimming, horsemanship, or gymnastic exercises.

Eight Colleges have a commercial course separate from the classical; in fifteen others book-keeping is taught as an integral part of the ordinary course.

Thirteen of these institutions have commenced practical courses on agriculture and horticulture, and in ten are taught the elements of jurisprudence and constitutional law, which also form part of the programme of several Academies.

Religious instruction is given in all the Colleges. At the High School of the University of McGill College, and at the College of St. Francis at Richmond, that instruction appears to be what it has been agreed to call "of a non-sectarian nature."

The number of boys' or mixed Academies is 43, with a total of 150 teachers, male and female, and 4472 pupils. It will be noticed that the institutions where boys and girls attend together are almost all in the Eastern Townships. The Convent Schools and girls' Academies, forming the third section of the division of Secondary Schools, are 71 in number, and are attended by 11,639 pupils.

In most of the Convents and young ladies' Boarding Schools, the boarders and day boarders are taught history, geography, parsing, compound arithmetic, *Belles-Lettres*, the elements of astronomy, of mechanics, of chemistry, and of natural history, drawing, painting, music, vocal and instrumental, and all those sorts of needle work which form part of a complete feminine education of the highest order. The number of pupils, boarders and day boarders, who study all these branches, amounts to 4139.

A considerable number of Catholic and even of Protestant pupils at these Convents, as well as at our Colleges, come from Upper Canada, and from the neighbouring Provinces and States.*

The establishments of the Canadian order of the Congregation of Notre Dame of Montreal, several of which, as may be seen by the table in appendix F, are of ancient foundation, kept up through the country, even in our worst days, a certain amount of education amongst the women of Lower Canada. It is to this that the French Canadian owes in a great measure that excellent domestic education which makes him particularly distinguished for the mildness of his character and the urbanity of his manners, not the least important amongst the elements of true civilization.

In making a comparison between this and other countries, we should never lose sight of the long suppression of the Order of Jesuits, the principal and most numerous body of teachers in existence at the time of the conquest, the re-union of their property to the domain of the Crown, the rejection by the Legislative Council, under the old constitution, of several Bills on the subject of public instruction, which had passed the House of Assembly, and lastly the state of isolation in which the Colony remained for so long a time after its cession by France. French books and French journals, the only ones that the people could read at a time when nobody knew English, were rare and high priced. This circumstance must have considerably retarded the intellectual progress of the country. Books and journals are the complement of the school, and when those who have received some education, have very few opportunities of developing and improving their knowledge, it cannot reasonably be expected that they will make the exertions necessary to disseminate information, and accelerate the progress of public instruction.

Happily, the greater facility of intercourse with France, and the knowledge of the English language, becoming more and more general amongst us, have produced and are day by day developing a very different state of things.

* It has been impossible for me to ascertain the number of volumes contained in the libraries of these establishments, but it must be considerable, if I may judge from the fact that the Convent of the Congregation of Notre Dame at Montreal, which is the parent institution of that order has for its own share more than 9000.

The Legislature has wisely abolished the duty on books; but there existed until very recently a rate of postage equivalent to a prohibition, on reviews, pamphlets and periodical publications from the Continent of Europe. It will be seen with pleasure on reading the correspondence (Appendix I) between this Department and the Post Office, that very important modifications have lately been made in the rate of postage between this country and France. It is by carrying into the consideration of every measure which may arise, a due sense of the great and paramount interests of national instruction, that our Legislators will succeed in developing and perfecting the whole system. It is by not neglecting any reform which may be suggested, however unimportant it may appear in itself, that they will give it on the one hand, that theoretical excellence and, on the other, that practical utility which are equally necessary for the accomplishment of that high destiny which awaits our posterity.

THIRD PART.—REMARKS ON THE FINANCES OF THE DEPARTMENT.

For the numerous improvements which I have thought it my duty to recommend, it is evident that there will be required, as soon as the resources of the country will permit, an increase of the Budget of Public Instruction, and above all things that its amount be fixed, and that there be not every year more promised than is paid; that the Superintendent be able to count upon a certain sum, and that that sum be in his hands in time, that the municipalities may not receive the monies allotted to them too late, for in this matter more than in any thing else, the adage applies that *bis dat, qui cito dat*.

The irregularity in the payments of the department, arising, on the one hand, from the tardiness of the municipalities, on the other, from defective legislation, is a bad example to set to the rate payers. The state has undertaken to support the expenses of public instruction, so to say, in partnership with the rate payers. The amount of its investment must not be left uncertain, nor should the payment of the amount be delayed from day to day.

Above all, says Mr. Roselly de Lorgues, the Budget of Public Instruction should be sufficient and invariable.

But the method of division adopted between the two sections of the Province has produced a Budget which has neither one nor the other of the qualities required by that learned writer. Up to 1850, the Legislative grant for the Common Schools was divided in the proportion of £29,000 for Lower and £21,000 for Upper Canada, which was in accordance with the law granting £50,000 for the whole Province, to be distributed amongst the municipalities according to their respective population. At that period, an equal division was made, and the share of Lower Canada thus reduced from £29,000 to £25,000, the population of each section being then considered equal. In 1852, her population being the lesser, Lower Canada beheld her share again reduced from £25,000 to £24,162, 2s. 8d.

This diminution of the allowance, thus necessitated by the unequal progress of population, if it were not remedied by an annual addition to the grant, would be productive of the most serious consequences. In the first place, contrary to all natural and logical order, in proportion as the population increases, (because it does not increase as fast as that of Upper Canada,) the funds destined for public instruction would diminish, that is to say, the provision would be in inverse ratio to the wants. Moreover, the law provides that the rate payers shall not be taxed for a sum greater than their annual share of the grant. To diminish the grant is therefore to invite to reduce the amount of their taxation those whom we have with so much difficulty induced to tax themselves for a higher amount. Such a state of things would be very deplorable, not only in a pecuniary point of view,

but still more from its moral effect; it would be making a retrograde movement, while every thing demands more and more energetic action.

There have therefore been added every year, to the total grant for public instruction, sums amounting progressively to £10,000, £15,000, and £25,000. In this manner the allowance to Upper Canada has been increased and that to Lower Canada kept up. But there have followed two consequences. The Legislature votes every year to Colleges and Academies, and other institutions of a similar character, considerable sums of money, to be taken first from the variable revenues of the Jesuit Estates, and secondly from the still more variable balance of the Common School Fund of Lower Canada, consisting of sums not claimed by the refractory or dilatory municipalities. This balance has moreover been charged with the salaries of Inspectors, aid to parish libraries, assistance in the building of school houses, in a word, for every expense for which there was no special fund. It is besides diminishing every year, as well from the progress of the system, the law being now almost every where in operation, as because it has been considered expedient, (in order not to discourage those who, after many efforts, had succeeded in collecting the arrears of assessments or voluntary contributions, in municipalities theretofore rebellious,) to pay to the Commissioners the amount which they claimed under such circumstances.

From all this arise complications which, it is true, may be remedied by increasing the additional sum, without taking the increase into account in the division of the grant; but this is nevertheless a false position, from which we ought to endeavour to relieve ourselves as soon as possible.

For this purpose, the sum for distribution, amongst the municipalities of Lower Canada, should form an invariable allowance, and that for Upper Canada should be of equal amount, with an additional sum proportioned to the excess of her population. Thus, if the grant for Lower Canada were permanently fixed at £30,000, when the population of Upper Canada became one-third greater, she would draw £40,000, without requiring to diminish the share of Lower Canada.

Besides this Budget which would belong to the municipalities, the Superintendent ought to have his own, destined to provide funds for various objects not to be left to the initiative of the municipalities. He would then cease to be what Mr. Crémazie calls a Machine for receiving Reports. He would have at his disposal a certain sum, by means of which he might himself give, to the whole system of public instruction, a powerful impetus.

The government might take advantage of the permanent grant to distribute to Academies and Colleges the sums annually voted to them. The present method excites, with or without reason, violent recriminations, and, however much the Legislature may be animated by a spirit of justice, it will always find great difficulty in making that distribution by a detailed annual vote, without occasioning numerous complaints.

"Without wishing to depreciate," says Inspector Parmelee, "the importance of High Schools or Academies, or questioning the utility of the grant made to them at the last Session of Parliament, I cannot forbear the expression of the opinion that more public good would have resulted, had the amount granted, been added to the Common School Fund. I think an Academy in each county, if properly endowed and conducted, would fully meet the wants of the public. From the tables it appears that the municipality of Shefford receives more Government aid for one Academy, attended during the past summer by 12 scholars, than for 18 Common Schools, attended during the same period of time by 407 scholars. The same is true of Farnham, with 28 scholars attending a High School and 292 attending Common Schools; of Granby, with 22 attending the Academy and 337 attending Common Schools; of Dunham, with 33 attending a High School and 533 attending Common Schools."

There is nothing in these results which need to astonish us ; and the Legislature would obviate all these inconveniences and also the financial embarrassments incident to the disposal by vote, of the balance of the Common School Fund, by leaving to the Department of Public Instruction and to the Executive the division of those funds, of which they would render account.

The annual allowance to be distributed to the municipalities ought to be paid to the Superintendent in equal parts, half yearly or quarterly. This would better correspond with the intention of Government to require all the departments to render their accounts half yearly or quarterly.

The present law requires that the funds should only be advanced to the Superintendent by the Receiver General, by little and little, according as the School Commissioners have, by fulfilling their obligations, acquired the right to demand from the department the payment of their part of the grant. Up to this day the department has been obliged to furnish, as the basis of the amount which it claims, a list of the municipalities who have sent in their Reports. The impossibility of sending in a Return every week makes it necessary to wait till a certain number of Reports be received ; this takes more than six weeks of each half year, for the first application. The time required to send in a list to the Government and receive a warrant, takes at least a fortnight longer. Sometimes the want of a quorum, occasioned by the absence of some of the Ministers, whose presence is required by public business in various parts of the Province, causes a further delay of more than four weeks.

The order for payment once received, the preparation of drafts for 200 or 250 municipalities, occupies five or six days more ; and these drafts cannot be prepared beforehand, for the list submitted to the Inspector General may be modified.

Thus, two months, sometimes more, pass on before the municipalities, even the most diligent, can receive their part of the grant. Even this period of two months is a time of difficulty and anxiety to the teachers ; but as to the more tardy municipalities, their teachers often see the second half year pass over, before they have received payment for the first. Besides, these known delays serve as a pretext to many of the Secretary Treasurers to retain in their own hands, after having received them, the salaries of the teachers.

It would be superfluous to enumerate the multitude of discontents and difficulties which such a state of things brings on ; a great part of the correspondence so burdensome to the office, has no other object than to defend the department from the accusations of negligence and even of malversation which the parties interested cannot refrain from bringing against it.

If the Superintendent received half-yearly one half of the grant, it would be easy for him to pay as soon as the Reports reached him ; and if some such plan is not adopted, the necessity of rendering accounts every three months will be an increase of useless labour to the department. Of course, according to this plan, the balances remaining each quarter in the hands of the Superintendent, ought to be placed at interest for the benefit of the fund for public instruction.

The vote of an additional sum for all those objects which I have mentioned might, I believe, be made out of those very resources of which we are now disposing and a supplementary sum of which an equivalent should be given to Upper Canada for her superior schools, and for all those ameliorations of a higher order, which it is felt necessary to introduce into secondary instruction in that section of the Province, already so well provided with all that belongs to primary tuition.

Each section of the Province has a direct interest in the progress which education makes in the other. This interest is not merely of a moral kind ; it may be very easily demonstrated in a financial and utilitarian point of view.

The great public works in which our Government is engaged require the union of industrial and commercial activity as an indispensable condition of their success; that very activity is dependent on the diffusion of useful knowledge and the progress of primary instruction.

The law which would direct that all things should be equally and minutely divided, penny for penny, item for item, without regard to the diversity of wants which the two sections of the Province experience, would be a law jealous and unjust, under a specious appearance of equality. Nature has willed that every firm and solid union should be based on the difference of wants and of capabilities; and providence no doubt wills that the two fine and vigorous populations of Upper and Lower Canada should mutually improve each other, and lean on each other in order to advance in that career of improvement, and of prosperity in which their very debut, (even side by side with the gigantic development of our neighbours,) fixes on them so strongly to day the attention of Europe.

The question of Public Instruction seems, in Upper Canada as with us, to be entering into a new phase although in another point of view. The Superintendent, who has already acquired one of the highest reputations on this continent, still feels how important it is to complete his work by the development of science and letters, to adorn it by the culture of the fine arts and by all other ornaments of which it is susceptible. All his efforts are at present directed to elevate the character of Secondary, that is to say, Grammar Schools, the direction of which has just been confided to him, and to introduce everywhere a taste for letters and the fine arts. He would not trust entirely for the reputation of his country to the powerful utilitarian impulse given to primary instruction. He feels that letters, the fine arts, and moral philosophy, are indispensably required to impart to manners that refinement and polish which a merely practical education does not always produce. He agrees in the view taken by a distinguished prelate of the Church of England who has recently said: "There is something else required to make a nation truly great and her people happy besides coffers filled with dollars, or a people full of knowledge. A heathen poet would say, *"Quid leges sine moribus vanae proficiunt?"**

He would not that the traveller should one day say of his country: "Nations like the Phœnicians, Tyre, Sidon, and Carthage, commercial communities turning the whole earth to their profit, measuring the grandeur of their enterprises, solely by their material utility and their actual result, like Dante, I glance at and pass on!"

"Non ragionar di lor ma guarda e passa."

"Speak not of them. They have been rich and prosperous: there is the whole. They have laboured but for the present; with them the future has no concern. *Receperunt mercedem.*"†

Wants of another kind are felt amongst us, and those in each section of the Province who admit the urgency of our different wants should coalesce in order to obtain from the Provincial chest, liberally opened for so many years back for judicial institutions and public works, the necessary supplies.

We, in Lower Canada, have perhaps prematurely given our attention to the summit of the edifice; yet, insecure though it may be, it certainly must not be left to fall; but, on the contrary, while using our best endeavours to prop it up, we must, above all, labour to give it a broad and solid base.

* A Lecture delivered before the Members of the Mechanic's institute, by the Right Rev. the Lord Bishop of Montreal.

† Lamartine *"Voyage en Orient."*

CONCLUSION.

As the practical inference to be drawn from this Report, I shall now sum up in a few words some of the things most essential to be done. I think then that we ought:—

1st. To assure to Lower Canada a Budget for Public Instruction invariable as to its *minimum* amount;

2ndly. To provide a fund different from that destined for distribution amongst the boards of Schools Commissioners, to be placed at the disposal of the Superintendent, and by him, with the approbation of the Executive, devoted to the following objects: 1, Usual allowances to Colleges; 2, The establishment of *Academies* or Secondary Transitory Schools; 3, Establishment of Normal Schools; 4, Creation of bursaries for the poor children attending these schools; 5, The creation of bursaries for poor scholars for the Secondary Schools, to be from time to time selected by the Inspectors from amongst the pupils of the Primary Schools; 6, Annual progressive graduated premiums for teachers; 7, Creation of a fund for pensions to aged and infirm teachers; 8, Publication of a "Journal of Public Instruction;" 9, Purchase of maps, globes and similar articles, as also of books to be given as prizes; 10, Formation of parish libraries; 11, Aid in the construction of school houses; 12, Special allowances to municipalities whose share of the grant is too small; 13, Prosecutions to be carried on by the department, against officers in default; 14, Formation of a library for the department.

3rdly. To give the Superintendent the right: 1, Of discharging incapable, negligent or immoral teachers; 2, Of retaining out of the share of each municipality in the grant, a sum for the establishment of a Normal School; 3, Of dividing amongst the other school districts of a municipality the share of any district contributing nothing or scarcely any thing to the common fund; 4, The exclusive selection of books for all the schools under the control of the department.

4thly. To give to the Governor in Council the right, on the recommendation of the Superintendent: 1, To make all necessary rules for the establishment and government of Normal Schools; 2, To fix the *minimum* of salaries for male and female teachers; 3, To confiscate the share of any refractory municipality, and reunite it to the sums appropriated to other objects; 4, To make all the necessary rules for the internal government of schools, and the conduct of the various officers entrusted with the execution of the law, and, in general, for all cases for which the law has not provided; all these powers to be shared with the Council of Public Instruction, of which my predecessor has already recommended the establishment.

5thly. To give the municipalities authority to assess themselves for more than the amount of their share of the grant; to require from female as well as from male teachers certificates of qualification; to render executory the decisions of the Superintendent on appeals brought before him, and to impose heavy fines for all infractions of rules sanctioned by the Governor in Council.

6thly. To fix the pecuniary qualification of Commissioners, exempt the trustees of dissentient schools from swearing to their certificates, or else subject all the Commissioners to the same formality, raise the remuneration of Secretary Treasurers, and more accurately define their duties, and correct some other obscure and imperfect clauses in the present law.

7thly. To require that School Commissioners should read and write their oath of office, and give the Superintendent the power of replacing those who shall be found unable to do so, by persons of more ability, whenever for this reason he shall consider it expedient not to ratify the election; and to fix a period after which the same condition should be attached to the nomination and election to any office in this Province.

I am far from assuming the merit of the greater part of the preceding suggestions; I have already indicated, as far as I could, the sources from which they are drawn; some of them have been so often repeated that they may perhaps appear tiresome; but it was my duty frankly to express my opinion on each of them. I have reviewed them to the best of my ability, with an eclecticism, if not happy, at least conscientious, and have hazarded the proposal of those which have something of novelty, with a boldness which, seeing my short experience in the department, I should not have had, if I had not before, under other circumstances, given my attention to these matters.

I am far from imagining that all that I have recommended can, or ought to be done immediately; I merely invite the attention of the Government, the Legislature, and all the friends of education to the subject.

I have no need to stimulate the zeal of the one or the other: the cause of popular education is one which can take its own part.

If the people of Lower Canada required examples to encourage them to persevere in the direction which, under the guidance of my predecessor, they have so resolutely taken, such are not wanting around us.

In 1855, Upper Canada assessed itself for education, independently of the Legislative grant, to the amount of £220,000, and has paid in salaries to the teachers of its Model and Elementary Schools alone, £140,000; she possesses, besides a Normal School which has already granted diplomas to more than 700 students, 3300 Primary Schools, having 214,000 pupils, and 260 parish libraries containing 118,000 volumes.

Nova Scotia, a small Province compared to Lower Canada, whose population in 1851 was 276,117 souls, had, in 1853, 33,324 children attending school in summer, 31,901 in winter, out of 46,869 of an age to go; and the Superintendent distributed 12,541 school books and 893 geographical maps. She now possesses a Normal School and a Journal of Education.

In New Brunswick, with a population of 193,800 souls, in 1853, there were, 24,127 children attending 774 schools, and the Province is making rapid progress in the route of improvement. With respect to the New England States, it is from them principally that Upper Canada received the impetus.

Such examples cannot be lost on a people in whom emulation of great things has always been so powerful. The considerable progress already made, the zeal of the Clergy and of a great number of influential citizens, the daily improving spirit of the rural population, the great social reforms which religion and patriotism have within the last few years enabled us to accomplish, are so many guarantees of success, particularly if I, and those who share with me the grave responsibility which has devolved upon me, fail not to devote every instant of our time, and all the strength which Divine Providence shall grant us, to the accomplishment of our task.

I have the honor to be,

Sir,

Your obedient servant,

PIERRE J. O. CHAUVEAU,
Superintendent of Education
for Lower Canada.

LIST OF DOCUMENTS COMPOSING THE APPENDIX.

A. Large Synoptical Table giving a Summary of all the Statistics collected by the Inspectors, for the year 1855.

B. Small Synoptical Table showing the Number and Proportion of Children attending all Educational Institutions in each Judiciary District, and in each District of Inspection.

C. Detailed Table, showing the Number of Children attending School in each Municipality, compared to the Total Population, and indicating if the Law is carried out by means of Voluntary Contributions, of Assessments, or with Certificates of Poverty.

D. Detailed Table of the Apportionment of the Grant to each Municipality.

E. Statistics of the Catholic Schools of the City of Montreal.*

F. Synoptical Tables of Statistics collected respecting Superior and Secondary Schools.

G. Table of School Books in use.†

H. Table of the Inspection Districts, showing their Extent and Importance, and confronted with the Salaries of the Inspectors.

I. Correspondence between the Department of Public Instruction and the Department of the Post Office, on the subject of the Postal Relations between Canada and France.

J. Copies and Extracts from the Reports of the Inspectors of Schools.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

* There will be found, in the Report of Mr. Bruce, a Statistical Table of the Protestant Schools of Montreal and in the Reports of MM. Bardy and Pless statistics of the Catholic and Protestant schools of Quebec. The Report of Mr. Valade also contains information respecting the Catholic schools of Montreal.

† Twenty municipalities have made no returns of the books in use; and more than a hundred have made very incomplete returns.

APPENDIX A.

LARGE SYNOPTICAL TABLE giving a Summary of all

NAMES OF THE INSPECTORS.	Number of Municipalities.	Number of School Districts.	Nombre of School Houses.	Number of Schools under control in operation.	Number of Elementary Schools under control of the Commissioners.	Number of Pupils.	Number of Model Schools.	Number of Pupils.	Number of Dissident Schools.	Number of Pupils.	Number of Superior Schools for Girls.	Number of Pupils.	Number of Academies.	Number of Pupils.	Number of Colleges.	Number of Students.	Number of Convent Schools.	Number of Pupils.	Number of Independent Schools.	Number of Pupils.	Grand Total of Educational Institutions of every sort.
DISTRICT OF GASPÉ.																					
J. B. F. Painchaud.....	1	8	5	3	3	123			1	46											4
Jos. Meagher.....	20	65	40	31	31	1217															31
J. G. Lesperance.....	1	3	3	1	1	48															1
Total.....	22	76	48	35	35	1388			1	46											36
DISTRICTS OF QUEBEC AND KAMOURASKA.																					
P. M. Bardy.....	34	123	98	124	118	6667	5	510	3	78	5	510	3	227	1	329	7	1902	78	2980	220
Jean Crépault.....	18	111	39	128	113	5496	4	107			16	275			1	56			1	15	129
P. F. Beland.....	29	258	74	214	201	7217	6	253			7	345	1	12	1	250	2	314	3	74	221
Rév. R. G. Pless.....	1	5	1	35	17	784	8	356			3	98	3	171					4	222	35
G. Tanguay.....	26	152	56	150	136	5373	10	626			5	264		1	149	1	80	2	100	155	
C. Cimon.....	10	35	30	33	33	1183											1	65	3	42	37
John Hume.....	16	47	37	31	31	1335			3	127									1	30	35
Isidore Morin.....	5	15	7	15	15	342													3	49	18
Total.....	139	751	342	730	664	28327	33	1852	6	205	30	1492	7	413	4	784	11	2361	95	3512	850
DISTRICTS OF MONTREAL AND OTTAWA.																					
J. N. A. Archambault.....	24	112	96	120	99	4586	16	602	4	124	5	327	3	516	2	270	7	1214	1	29	131
John Bruce.....	15	151	142	202	147	7131	23	961	7		18	923	5	852	1	357			42	1115	243
M. Lanctot.....	19	133	143	111	133	6091	10	576	13	493	4	455				4	450	3	295	167	
F. X. Valade.....	40	116	66	116	81	2871	10	510	15	529	5	280	3	1145	3	460	11	2575	16	1796	144
J. J. Roney.....	23	96	68	86	82	2412			3	70			5	121				10	192	100	
C. Germain.....	39	104	86	114	100	4062	9	724	4	130	1	56			3	447	8	581	3	124	123
A. D. Dorval.....	34	130	120	134	132	5789	5	341	5	147	3	233	1	76	3	277	7	781	1	18	157
A. P. L. Consigny.....	22	135	121	127	124	5576	2	134			1	50			2	460	2	240	1	30	132
Total.....	216	971	812	1040	898	39418	69	3348	51	1493	37	2324	17	2734	14	2171	39	5841	77	3509	1203
DIST. OF THREE RIVERS.																					
G. A. Bourgeois.....	9	37	25	35	34	1260					1	40								35	
B. Maurault.....	16	98	58	95	85	3636	4	343			6	376			1	290	1	133		97	
P. Hubert.....	21	111	65	100	97	4211	3	133					1	50			1	195	4	77	106
Total.....	46	246	148	230	216	9107	7	476			7	416	1	50	1	290	2	328	4	77	238
DIST. OF ST. FRANCIS.																					
R. Parmelee.....	22	265	225	192	212	4289	10	1500	15	422			10	193					7	172	284
M. Child.....	25	257	240	245	245	8123	3	319			4	116	5	366	2	80				7	238
Total.....	47	522	465	437	457	12422	43	1819	15	422	4	116	15	559	2	80			7	172	543

RECAPITULATION.

District of Gaspé.....	22	76	48	35	35	1388			1	46											36
Districts of Quebec and Kamouraska.....	139	751	342	730	664	28397	33	1852	6	205	30	1492	7	413	4	784	11	2361	95	3512	850
Districts of Montreal and Ottawa.....	216	971	812	1040	898	39418	69	3348	51	1493	37	2324	17	2734	14	2171	39	5841	77	3509	1203
District of Three Rivers.....	46	246	148	230	216	9107	7	476			7	416	1	50	1	290	2	328	4	77	238
District of St. Francis.....	47	522	465	437	457	12422	43	1819	15	422	4	116	15	559	2	80			7	172	543
Grand Total.....	470	2566	1845	2472	2270	90732	152	7995	73	2166	78	4348	40	3756	21	3325	52	8530	183	7270	2869

Statistics collected by the Inspectors of Schools, for the year 1855.

Total Number of Pupils attending all the Educational Institutions.	Number of Pupils reading from A B Cupwards, but not fluently.	Number of Pupils able to read fluently.	Number of Pupils reading well.	Number of Pupils learning to write.	Number of Pupils learning Simple Arithmetic.	Number of Pupils learning Compound Arithmetic.	Number of Pupils learning Book-keeping.	Number of Pupils learning Orthography.	Number of Pupils learning Geography.	Pupils learning English Grammar.	Pupils learning French Grammar.	Number of Pupils studying Parsing and Inductive Grammar.	Learning Letter-writing.	Studying Horticulture or Agriculture.	Studying Mathematics.	Studying Mensuration.	Learning Linear Drawing.	Learning Singing.	Learning Instrumental Music.
169 1217 48	133 377 34	36 222 14	206 694 8	22 204 20	14 206 14	10 96	10 24 14	10 24 14	26 14 14	10 17 14	10 11	10 11							
1434	544	272	214	756	234	106	36	28	26	41	21	21							
12203 5949 8465 1034 6592 1290 1492 391	3845 1361 2369 297 2305 622 351 30	3572 1681 2101 422 1908 266 531 162	5993 2918 3089 747 2104 323 600 181	6500 3653 3169 1147 3661 866 677 132	3600 1796 1702 1197 1343 1053 241 299 61	1800 1345 939 698 1053 185 230 20	350 97 1169 67 2759 252 55	2120 1731 1169 1067 849 572 94 106	348 586 752 849 240 55	215 118 131 181 240 106	2850 1731 2269 312 1009 466 25	458 219 219 281 466 25	100 56 99 27 4	69 136 72 192 4	50 57 65 267 145	36 57 65 267 145	250 90 23 63 55	310 23 8 63 55	
39016	11180	10643	15955	19805	10239	6270	555	9398	3256	997	8934	6170	110	56	304	153	340	817	454
7662 11269 7795 10076 2795 6124 7662 6490	1207 2300 905 2839 1312 1867 1632 1536	2993 2375 5323 4261 2688 2064 1736 324	3437 3968 1587 2976 1000 2193 3520 1928	3601 6703 2453 3560 1400 2820 3007 2462	1626 3180 1825 1605 536 1422 1022 1653	1047 2860 870 295 564 1092 150 1042	152 325 67 295 104 123 150 37	322 2733 1349 4565 600 1107 948 1643	639 2946 830 1575 368 951 328 42	268 519 294 2993 602 328 1808 1585 1876	1367 1368 1317 1243 145 747 982 890 914	159 49 627 530 747 259 36 82 185	15 15 22 10 42 36 12 111 15	15 40 32 201 49 12 111 15	40 275 18 340 7 110 39 15	110 211 85 1210 22 78 132 3718	80 25 43 225 22 180 4 527	50 25 43 225 22 180 4 527	
59873	13598	21764	20589	25006	14944	10102	1253	12829	9852	6403	11320	7857	2590	143	413	605	899	3718	527
1300 4778 4666	694 1352 1311	306 1575 1169	300 1428 2210	339 1437 2097	208 952 1057	42 472 804	 31 122	 502 733	46 553 761	6 39 257	156 948 1244	12 661 880	12 57 261	 45 72	 6 19	 10 468	 10 16	 10 16	 10 16
10744	3557	3050	3938	3873	2217	1318	153	1325	1360	302	2348	1541	330	.....	45	78	19	478	26
6576 9034	2074 3468	2361 3995	2021 690	2313 6300	1043 1954	887 3903	* 15	850 8074	1071 2133	270 1006	580 37	850	.....	.....	15	.....	14	.....	25
15610	5542	6356	2711	8613	2997	4790	15	8924	3204	1276	617	850	.....	15	.....	14	.....	25	.....

RECAPITULATION.—(Continued.)

1434	544	272	214	736	234	106	.....	36	28	26	41	21	.....	.....	.....	.....	.....	.....	.....
39016	11180	10643	15955	19805	10239	6270	555	9398	3256	997	8934	6170	1110	56	304	153	340	817	454
59873	13598	21764	20589	25006	14944	10102	1253	12829	9852	6403	11320	7857	2590	143	413	605	899	3718	527
10744	3557	3050	3938	3873	2217	1318	153	1325	1360	302	2348	1541	330	.....	45	78	19	478	26
15610	5542	6356	2711	8613	2997	4790	15	8924	3204	1276	617	850	.....	15	.....	14	.....	25	.....
126677	34421	42085	43407	55033	30631	22586	1976	32512	17700	9064	23260	16439	4030	199	777	836	1272	5013	1032

* No Statistics.

LARGE SYNOPTICAL TABLE, &c.—(Continued.)

NAMES OF THE INSPECTORS.	Number of Pupils studying History.		Number of Teachers having Diplomas.		Number of Teachers not having Diplomas.		Total Number of Lay Teachers under control.		Number of Female Teachers holding Diplomas.		Number of Female Teachers not holding Diplomas.		Total Number of Female Lay Teachers under control.		Average of Male Teachers' Salaries.		Average of Females Teachers' Salaries.		Average Age of Teachers.		Number of Public Libraries.		Number of Volumes.		Amount Furnished by the Rate-payers.		Amount of Grant to Primary Schools.				
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
DISTRICT OF GASPE.																															
J. B. F. Painchaud.....	2	1	15	4	4	16	6	6																							
Jos. Meagher.....																															
J. G. Lesperance.....																															
Total.....	2	1	19	22			6	6																	1626	9	8	757	3	2	
DISTRICTS OF QUEBEC AND KAMOURASKA.																															
P. M. Barty.....	1343	34	23	57	4	71	75	150	@	25	60	@	18	30	@	40															
Jean Crépault.....	736	15	4	19	2	103	105	50	35	25	20	50																			
P. F. Bédard.....	1064	19	11	30	125	182	90	25	30	16	16	40	4	975	3075	16	4														
Rev. R. G. Flees.....	282	6	10	16	2	35	37							1	9500	2000	0	0													
G. Tanguay.....	589	18	16	34	2	112	112	75	27	30	15	15	40	11	6000	4200	5	6													
C. Cimon.....								50	35	25	20	50																			
John Hume.....	23							40	20	15	35	20	60																		
Isidore Morin.....								60	25	40	18	28	40																		
Total.....	4128	108	86	194	134	414	557							16	16275	18767	9	9							8902	9	7				
DISTRICTS OF MON- TREAL AND OTTAWA.																															
J. N. A. Archambault.....	1374	31	3	34	75	1	76	100	@	37-10	40	@	24	19	@	30	8	3510	4064	6	9										
John Bruce.....	3701	41	71	115	4	57	61	103	30	48	25	19	37	1	150	3588	4	7													
M. Lanctot.....	812	45	2	49	5	81	86	68	35	30	19	19	30	6	1030	4017	0	0													
F. X. Valade.....	1230	39	79	118		138	138	100	30	60	20	25	40	22	16550	3850	13	4													
J. J. Roney.....	147	5	80	85		31	31	49			24			2	750	1412	0	0													
C. Gervais.....	1247	25	18	43		87	87	65	20	45	15	17	59	7	1910	2257	17	8													
A. D. Dorval.....	926	53	17	70	5	78	83	70	20	34	14	18	60	8	1700	5936	12	8													
A. P. L. Cousigny.....	956	26	4	30		91	91	72	25	60	18																				
Total.....	10423	238	274	544	89	564	653							54	25600	27969	10	4							13471	13	6				
THREE RIVERS.																															
G. A. Bourgeois.....	29	2	3	5		31	31	37	@	30	30	@	10	19	@	22															
B. Maurault.....	446	9	3	12	68	13	81	60	20	26	15	17	60	2	400	1694	6	9													
P. Hubert.....	476	19	10	29	1	86	87	85	21	65	10	16	58	16	5328	2023	19	0													
Total.....	951	30	16	46	69	130	199							18	5728	4689	0	0							2997	13	1				
DIST. OF ST. FRANCIS.																															
R. Parmelee.....	16	21	7	28	151	43	194	40	@	25	20	@	31	2																	
M. Child.....		45		45	203		203	70	50	40	25																				
Total.....	16	66	7	73	354	43	397							2											9232	8	0	2865	11	10	

RECAPITULATION.—(Continued.)

District of Gaspé.....	2	1	19	22		6	6	...	...	...	...	...	...	...	...	...	1626	9	8	757	3	2
Districts of Quebec and Kamouraska.....	4128	108	86	194	134	414	557	...	...	...	...	...	...	...	16	16275	18767	9	9	8902	9	7
Districts of Montreal and Ottawa.....	10423	268	274	544	89	564	653	...	...	...	...	...	...	...	54	25600	27969	10	4	13471	13	6
District of Three Rivers.....	951	30	16	46	69	130	199	...	...	...	...	...	...	...	18	5728	4689	0	0	2997	13	1
District of St. Francis.....	16	66	7	73	354	43	397	...	...	...	...	...	...	...	2		9232	8	0	2865	11	10
Grand Total.....	15520	473	402	879	646	1157	1812	...	...	...	...	...	...	...	90	47603	62284	17	9	28994	11	2

APPENDIX B.

SMALL SYNOPTICAL TABLE showing the Proportion of Children attending School, compared with those of an age to do so, and with the total population.

Inspection District in each Judicial District.	Population ac- cording to the Census of 1852	Approximate Number of Children from five to sixteen years old.	Number of Children at- tending School	Proportion of Children at- tending School compared with the whole pop- ulation accord- ing to the Cen- sus of 1852.	Proportion of those attend- ing School com- pared with the approximate Number of Children from five to sixteen years old.
GASPÉ.					
Painchaud,	2202	600	169	7	28
Meagher,	18570	2312	1217	6	52
Lespérance,	966	269	48	4	18
Total,	21738	3181	1434	6	45
KAMOURASKA.					
Tanguay,	46638	13136	6592	14	50
QUEBEC.					
Bardy,	80673	20755	13203	16	64
Plees,	9118	2657	1634	17	61
Béland,	58135	15385	8465	15	53
Crépault,	36729	8805	5949	16	68
Hume,	16085	3899	1492	9	38
Cimon,	13012	4172	1290	9	31
Morin,	4951	1132	391	7	34
Total,	218703	56805	32424	15	59
THREE RIVERS.					
Bourgeois,	9305	3605	1300	13	36
Hubert,	41181	10861	4666	11	43
Maurault,	34650	9357	4778	13	51
Total,	85136	23823	10744	12	45
ST. FRANCIS.					
Parmelee,	43632	12006	6576	12	55
Child,	35848	11116	9034	25	90
Total,	79480	23122	15610	19	68
MONTREAL.					
Valade,	82559	20012	10076	12	51
Bruce,	48530	13906	11269	26	81
Archambault,	60889	16667	7662	12	46
Dorval,	64458	16949	7662	12	46
Lanctot,	55785	16386	7795	13	48
Germain,	46210	13398	6124	11	46
Consigny,	50889	13853	6490	13	47
Total,	409320	111171	57078	14	51
OTTAWA.					
Roney,	23164	6784	2795	14	41
Grand Total,	884179	238022	126677	14	53

N. B.—A great part of Mr. Bourgeois' Inspection District is included in the District of St. Francis.

The total population appears less than it does in the Census, because some settlements are not included in any school municipality.

APPENDIX C.

TABLE of each Inspection District, showing the Number of Children in each Municipality attending School, as compared with the Number of the Population, the Municipalities where Assessment is enforced, and those where the cotisation is voluntary, and those who have a certificate of poverty.

DISTRICT OF THREE-RIVERS.

	Popula- tion.		Children attending School.		Vol'nary cotisation	Cer'ficate of poverty.	Assess- ment.
G. A. BOURGEOIS.							
Upton.....	1689		182				1
Grantham.....	1924		253				1
Wickham.....	574		79				1
Aeton.....	425		78				1
Aston.....	212		97				1
Bulstrode and Warwick.....	950		124				1
St. Christophe.....	913		133		1		
St. Norbert.....	1200		142				1
Stanford.....	1418		212				1
		9305		1300			
P. HUBERT.							
Banlieue of Three Rivers.....	1107		88				1
Dumontier.....	2682		261				1
Fief St. Maurice.....	912		98		1		
Gatineau.....	1490		117				1
Maskinongé.....	3881		376				1
Pointe du Lac.....	1602		226				1
Rivière du Loup.....	3048		308				1
St. Didace.....	689		98				1
St. Paulin.....	767		129				1
St. Sévère.....	971		135				1
Ste. Ursule.....	2048		211				1
Three-Rivers.....	4936		636				1
Yamachiche.....	3152		382				1
Champlain.....	1923		200				1
Ste. Anne Lapérade.....	2481		275				1
Batiscau.....	956		104				1
Ste. Geneviève.....	2072		251				1
Cap de la Magdeleine.....	1123		70				1
St. Maurice.....	1648		258				1
St. Prosper.....	862		121				1
St. Stanislas.....	2832		322				1
		41181		4666			
B. MAURALT.							
Baie du Febvre.....	3086		453				1
St. Zéphyrin.....	1076		199				1
St. Thomas de Pierreville.....	2468		336				1
St. François.....	1471		352				1
Village St. François.....	500						1
St. David.....	3152		308				1
Yamaska.....	2569						1
Gentilly.....	2498		385				1
Blanford.....	392		40				1
Bécancour.....	3408		481				1
Ste. Gertrude.....	1106		193				1
St. Grégoire.....	3449		680				1
St. Célestin.....	902		133				1
Nicolet.....	3085		662				1
Ste. Monique, No. 1.....	2401						
“ No. 2.....	403		307		1		
St. Pierre les Becquets.....	2675		349		1		
		34650		4778			1
		85136		10744	4		43

DISTRICT OF MONTREAL.

	Popula- tion.		Children attending School.		Voluntary Cotisa- tion.	Certificate of Poverty.	Assess- ment.
F. X. VALADE.							
St. Anne.....	915		120				1
Ste. Geneviève.....	1899		220				1
Pointe Claire.....	1545		200				1
Lachine.....	2164		210				1
St. Laurent.....	2623		366				1
City, Catholics.....	41464		5480				1
Hochelaga.....	577		90				1
St. Henri.....	476		120				1
St. Pierre.....	820		90				1
Côte des Neiges.....	1687		170				1
Côteau St. Louis.....	995		130				1
Côte Visitation.....	383		70				1
Sault au Récollet.....	2241		240				1
Rivière des Prairies.....	1028		90				1
Pointe aux Trembles.....	1299		200				1
Longue Pointe.....	1014		150				1
Isle Perrot.....	891		49				1
Soulanges.....	2338		230				1
Côteau du Lac.....	2143		170				1
St. Zotique.....	1172		130				1
Côteau Landing.....	461		90				1
New Longueuil.....	4141		350				1
Newton.....	488		30				1
St. Clément.....	1257		150				1
Ste. Marthe.....	1466		190				1
Rigaud.....	3260		395				1
Vaudreuil.....	5812		346				1
		82559		10076			
JOHN BRUCE.							
Dundee.....	984		283				1
St. Anicet.....	2566		469				1
Godmanchester.....	2100		385				1
Elgin.....	1110		223				1
Huntingdon.....	679		210				1
Hinchinbrooke.....	2657		453				1
Hemmingford.....	4025		843				1
St. Jean Chrysostôme.....	3656		680				1
Orms town.....	3333		652				1
Montreal, Protestants.....	16252		5435				1
Argenteuil.....	2326		469				1
Jerusalem.....	2124		393				1
Gore.....	1292		269				1
Chatham.....	3167		500				1
Grenville.....	2259						1
		48530		11269			
J. N. A. ARCHAMBEAULT.							
Longueuil.....	4092		849				1
Boucherville.....	2764		289				1
St. Bruno.....	1842		162				1
Chambly.....	3924		489				1
St. Luc.....	1172		59				1
St. Jean.....	4708		597				1
Blairfinnie.....	2614		251				1
Varennes.....	3300		389				1
Verchères.....	3063		308				1
Contrecoeur.....	1555		222				1
St. Marc.....	1243		174				1
Carried forward.	30277	131089	3789	21345			53

DISTRICT OF MONTREAL.—(Continued.)

	Popula- tion.		Children attending School.		Voluntary Contri- bution.	Certificate of Poverty.	Assess- ment.
Brought forward.	39277	131089	3789	21345	.....	.....	53
J. N. A. ARCHAMBEAULT.—(Continue.)							
Belœil.....	2259	.....	305	.....	.....	.....	1
Ste. Julie.....	1198	.....	140	.....	.....	.....	1
St. Antoine.....	1784	.....	239	.....	.....	.....	1
St. Charles.....	1624	.....	218	.....	.....	.....	1
St. Denis.....	3260	.....	480	.....	.....	.....	1
St. Ours.....	3936	.....	390	.....	.....	.....	1
Sorel.....	3967	.....	422	.....	.....	.....	1
“Borough.....	3424	.....	559	.....	.....	.....	1
Ste. Victoire.....	2100	.....	169	.....	.....	.....	1
St. Aimé.....	2994	.....	426	.....	.....	.....	1
St. Marcel.....	1010	.....	141	.....	.....	.....	1
St. Barnabé.....	1415	.....	138	.....	.....	.....	1
St. Jude.....	1650	.....	246	.....	.....	.....	1
		60889		7662			
A. D. DORVAL.							
Village l'Assomption.....	1367	.....	340	.....	.....	.....	1
Parish “.....	1880	.....	222	.....	.....	.....	1
St. Sulpice.....	1012	.....	131	.....	.....	.....	1
Repentigny.....	1879	.....	184	.....	.....	.....	1
Lachenaie.....	989	.....	100	.....	.....	.....	1
Mascouche.....	2857	.....	416	.....	.....	.....	1
St. Lin.....	2959	.....	274	.....	.....	.....	1
St. Esprit.....	1980	.....	172	.....	.....	.....	1
St. Jacques.....	3791	.....	703	.....	.....	.....	1
St. Liguori.....	968	.....	125	.....	.....	.....	1
St. Alexis.....	1433	.....	208	.....	.....	.....	1
St. Roch.....	2757	.....	319	.....	.....	.....	1
Kilkenny.....	1195	.....	55	.....	.....	.....	1
Ste. Julienne.....	765	.....	161	.....	.....	.....	1
Rawdon.....	2692	.....	311	.....	.....	.....	1
Epiphany.....	1306	.....	133	.....	.....	.....	1
Village of Berthier.....	1328	.....	320	.....	.....	.....	1
Parish “.....	2734	.....	233	.....	.....	.....	1
Isle du Pads.....	1084	.....	71	.....	.....	.....	1
St. Barthélemi.....	2291	.....	262	.....	.....	.....	1
St. Cuthbert.....	2767	.....	335	.....	.....	.....	1
Lanoraie.....	2011	.....	208	.....	.....	.....	1
Lavaltrie.....	1367	.....	194	.....	.....	.....	1
St. Paul.....	2217	.....	244	.....	.....	.....	1
Industry.....	2570	.....	380	.....	.....	.....	1
St. Thomas.....	2019	.....	210	.....	.....	.....	1
Ste. Elizabeth.....	3432	.....	347	.....	.....	.....	1
St. Felix de Valois.....	2036	.....	183	.....	.....	.....	1
St. Jean de Matha.....	664	.....	24	.....	.....	.....	1
Brandon.....	1933	.....	58	.....	.....	.....	1
St. Norbert.....	875	.....	149	.....	.....	.....	1
St. Ambroise.....	2424	.....	309	.....	.....	.....	1
St. Alphonse.....	1127	.....	69	.....	.....	.....	1
Ste. Mélanie.....	1749	.....	162	.....	.....	.....	1
		64458		7662			
M. LANCTOT.							
Laprairie.....	3909	.....	825	.....	.....	.....	1
St. Constant.....	2697	.....	347	.....	.....	.....	1
St. Philippe.....	2480	.....	215	.....	.....	.....	1
St. Jacques Mineur.....	1951	.....	250	.....	.....	.....	1
St. Cyprien.....	4495	.....	680	.....	.....	.....	1
Carried forward.	15532	256436	2217	36669	.....	.....	105

DISTRICT OF MONTREAL—(Continued.)

	Popula- tion.		Children attending School.		Voluntary cotisation	Cer'tificate of Poverty.	Assess- ment.
Brought forward.	15532	256436	2217	36669			105
M. LANCOT.—(Continued.)							
St. Valentin.....	3239		487				1
Lacolle.....	3483		603				1
St. Edward.....	2111		252				1
Sherrington.....	1645		215				1
St. Rémi.....	2994		329				1
St. Michel.....	2291		230				1
St. Isidore.....	2133		318				1
Chateauguay.....	2360		345				1
St. Clement.....	4086		772				1
Ste. Martine.....	3826		408				1
Ste. Philomène.....	1971		248				1
St. Louis de Gonzague.....	3845		519				1
St. Thimothée.....	4231		616				1
St. Urbain 1st.....	2038		236				1
		55785		7795			
C. GERMAIN.							
St. Vincent de Paul.....	2385		582				1
St. François de Sales.....	983		111				1
Ste. Rose.....	2971		312				1
St. Martin.....	3764		541				1
Ste. Thérèse.....	3028		462				1
Terrebonne.....	2129		392				1
Ste. Anne des Plaines.....	1623		185				1
Lacorne.....	1460		198				1
St. Jérôme.....	5631		446				1
St. Janvier.....	1544		187		1		
Ste. Adèle.....	1273		67				1
Mille Isles.....	508		98				
St. Sauveur.....			37				1
St. Raphaël South.....	625		78				1
“ North.....	325		45				1
St. Eustache.....	3449		497				1
St. Augustin.....	2299		237				1
St. Joseph.....	1200		121				1
St. Benoit.....	2163		347				1
St. Hermas.....	1731		265				1
St. Placide.....	1230		223				1
Lake of Two Mountains.....	630		70				1
Ste. Scholastique.....	3479		480				1
St. Joachim.....	539		103				1
Côte Ste. Marie.....	353		40				1
St. Columban.....	888						1
		46210		6124			
J. J. RONEY.							
Notre-Dame de Bonsecours.....	659		88				1
Ste. Angélique.....	1352		190				1
St. André Avelin.....	1280		115				1
Lochaber.....	1082		180				1
Buckingham.....	2204		246		1		
Templeton.....	1131		105				1
Hull.....	2811		280				1
Aylmer.....	1169		234				1
Wakefield.....	588		75		1		
Masham.....	998		65		1		
Low.....	300		20				1
Carried forward.	13574	358431	1598	50588	4		151

DISTRICT OF MONTREAL.—(Continued.)

	Popula- tion.		Children attending School.		Vol'tary cotisation	Certificate of Poverty.	Assess- ment.
Brought forward.	13574	358431	1598	50588	4	.....	151
J. J. RONEY.—(Continued.)							
Onslow.....	805	.....	130	.....	1	.....	
Bristol.....	1491	.....	188	.....		.....	1
Clarendon.....	1759	.....	205	.....	1	.....	
Litchfield.....	756	.....	160	.....		.....	1
Calumet.....	783	.....	88	.....		.....	1
Mansfield and Waltham.....	612	.....	60	.....		.....	1
Shen and Chichester.....	402	.....	70	.....	1	.....	
Allumettes.....	1025	.....	172	.....		.....	1
Maniwaki.....	550	.....	25	.....		.....	1
Portland.....	102	.....	20	.....		.....	1
Waterloo.....	581	.....	54	.....		.....	1
Eardly.....	724	.....	35	.....		.....	1
		23164		2795			
A. P. L. CONSIGNY.							
St. Césaire.....	4866	.....	660	.....		.....	1
L'Ange-Gardien.....	1463	.....	175	.....		.....	1
Abbotsford..	522	.....	73	.....		.....	1
St. Pie.....	4056	.....	506	.....		.....	1
St. Hyacinthe, Town.....	3804	.....	1138	.....		.....	1
“ Parish.....	2703	.....	336	.....		.....	1
La Présentation.....	1755	.....	212	.....		.....	1
St. Dominique.....	1998	.....	334	.....		.....	1
Ste. Rosalie.....	1899	.....	179	.....		.....	1
St. Simon.....	1784	.....	230	.....		.....	1
St. Hugues.....	2990	.....	354	.....		.....	1
Soraba.....	495	.....	126	.....		.....	1
St. Damase.....	2783	.....	366	.....		.....	1
St. Jean-Baptiste.....	2182	.....	196	.....		.....	1
Rouville.....	1520	.....	190	.....		.....	1
St. Mathias.....	1757	.....	167	.....		.....	1
Ste. Brigitte.....	1355	.....	100	.....		.....	1
St. Grégoire.....	2750	.....	296	.....		.....	1
St. Alexander.....	2203	.....	80	.....		.....	1
St. Athanase, Parish.....	2682	.....	192	.....		.....	1
Christieville.....	1294	.....	115	.....		.....	1
Ste. Marie.....	4028	.....	465	.....		.....	1
		50889		6490			
		432484		59873	7		182

DISTRICT OF QUEBEC.

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Certificate of Poverty.	Assess- ment.
P. M. BARDY.							
City of Quebec, Catholics,.....	32934		4583				1
Beauport,.....	2377		330				1
Charlesbourg,.....	2063		194				1
St. Dunstan,.....	391		59		1		
St. Ambroise,.....	2575		386				1
Valcartier,.....	1397						
Ancienne Lorette,.....	2464		264				1
Ste. Foye,.....	2164		195				1
Stadacona,.....	3022		160			1	
Cape Rouge,.....	463		66				1
St. Roch,.....	3888		295				1
General Hospital,.....			92				
Grondines,.....	1093		95				1
St. Casimir,.....	1468		221				1
Deschambeault,.....	2829		346				1
Cape Santé,.....	3473		419				1
St. Basile,.....	715		110			1	
St. Raymond,.....	1701		132				1
Ecureuils,.....	569		85				1
Ste. Catherine,.....	1789		36				1
St. Augustin,.....	1623		149				1
Pointe aux Trembles,.....	2077		248				1
St. Laurent,.....	877		153				1
St. Jean,.....	1281		220				1
St. François,.....	521		50				1
Ste. Famille,.....	850		68				1
St. Pierre,.....	887		141		1		
Château Richer,.....	1230		118				1
Ste. Anne,.....	969		101				1
St. Joachim,.....	1068		117				1
Ange Gardien,.....	829		121				1
St. Feréol,.....	667						
Laval,.....	399		41				1
Colleges, Academies, Independent Schools,.....		80673	3608	13203			
P. F. BELAND.							
St. Nicolas,.....	2719		342				1
St. Romuald,.....	1609		223				1
St. Jean Chrysostôme,.....	1718		204				1
Notre Dame de la Victoire,.....	3442		604				1
Ville d'Aubigny,.....	973		136				1
St. Joseph de Lévy,.....	1535		305				1
St. Henri,.....	3069		481				1
St. Anselme,.....	3022		416				1
St. Anselme,.....	2390		243				1
Ste. Claire,.....	1438		90		1		
Ste. Marguerite,.....	1028		115		1		
Ste. Hénédine,.....	2163		336		1		
St. Isidore,.....	902		123		1		
St. Lambert,.....	1448		322		1		
St. Bernard,.....	1186		219				1
St. Frédéric,.....	3263		496		1		
Ste. Marie,.....	2365		249		1		
St. Elzéar,.....	2565		332				1
St. Joseph de Beauce,.....	2874		444				1
St. François,.....	1394		142		1		
St. George,.....							
Carried forward.	41103	80673	5822	13203	10	2	38

DISTRICT OF QUEBEC.—(Continued.)

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Certificate of Poverty.	Asses- ment.
Brought forward.	41103	80673	5822	13203	10	2	38
P. F. BELAND.—(Continued.)							
St. Jean Deschaillons,.....	1757		312				1
Lotbinière,.....	3578		537				1
St. roix,.....	2188		391				1
St. Flavien,.....	568		138				1
St. Antoine,.....	3191		472				1
St. Sylvestre,.....	3733		489		1		
St. Agathe,.....	522		165		1		
St. Giles,.....	1060		89		1		
Metchmet,.....	435		50				1
JEAN CREPAULT.		58135		8465			
Beaumont,.....	1710		135				1
St. Charles,.....	2309		495				1
St. Lazare,.....	1698		252				1
St. Gervais,.....	3133		467				1
St. Raphaël,.....	836		257				1
St. Michel, No. 1,.....	1550		237				1
" No. 2,.....	1104		189				1
St. Vallier,.....	1915		230				1
Berthier,.....	1109		137				1
St. François,.....	1724		260				1
St. Pierre,.....	1480		201				1
St. Thomas,.....	4215		796				1
Cape St. Ignace,.....	2733		351				1
Cape Island,.....	622		127				1
L'Islet,.....	3656		674				1
St. Cyrille,.....	448		97				1
St. Jean Port Joli,.....	3496		626		1		
St. Roch des Aulnets,.....	2991		378		1		
G. TANGUAY.		36729		5949			
Ste Anne Lapocatière,.....	3072		556				1
Ixworth,.....	587		38				1
Rivière Ouelle,.....	2022		300		1		
St. Pacôme,.....	1485		213				1
St. Denis,.....	1774		317				1
Notre Dame du Mont Carmel,.....	600		96				1
Kanouraska,.....	2326		333				1
St. Paschal,.....	3149		452				1
St. Hélène,.....	1069		103				1
St. Alexandre,.....	913		156				1
St. André,.....	2458		399				1
Rivière du Loup,.....	2753		232				1
St. Edouard,.....	995		70				1
St. George de Kakouna,.....	1457		152				1
S. Arsène,.....	1929		292				1
Mévis,.....	960		61		1		1
Ile Verte,.....	2663		446				1
St. Eloi,.....	1066		146				1
Trois Pistoles,.....	2846		396				1
St. Simon,.....	1661		284				1
St. Fabien,.....	988		107				1
Bu,.....	1391		148				1
Rimouki,.....	3653		571				1
Lessard,.....	1895		275				1
Lepage,.....	1634		160				1
Matane,.....	1194		169				1
Colleges, &c.,.....			120				
		46638		6592			
Carried forward.		222175		34209	17	2	84

DISTRICT OF QUEBEC.—(Continued.)

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Cer'ficate of Poverty.	Assess- ment.
Brought forward.	.....	222175	.....	34209	17	2	84
JOHN HUME.							
Tring,	1173		142				1
Forryth,	390		31		1		
Lambton,	600		94				1
Aylmer,	264		39				1
Broughton,	687		40		1		
Leeds,	1944		189		1		
Nelson,	471		41		1		
Inverness,	1951		239		1		
St. Calixte of Somerset,	1432		192				1
Ste. Julie,	860		81		1		
St. Ferdinand of Halifax,	1679		77				1
Ste. Sophie,	1216						
Ireland,	802		53				1
Frampton,	1993		246		1		
Cranbourne,	284						
Standon,	339		28				1
		16085		1492			
C. CIMON.							
Escoumains,	713		43		1		
St. Fidèle,	934		113				1
Malbaie,	2653		220		1		
Ste. Agnès,	1278		35				1
St. Irénée,	1092		75				1
Eboulemens,	2107		196				1
Isle aux Coudres,	719		148		1		
Bay St Paul,	3212		315				1
Petite Rivière,	575		66				1
St. Urbain,	729		89				1
		13012		1290			
REV. G. PLEES.							
City of Quebec, (Protestants),	9118		1634				
		9118		1634			
ISIDORE MORIN.							
Chicoutimi,	1564		75		1		
St. Joseph,	582		64			1	
Bagot,	1030		73		1		
Bagotville,	1408		142				1
Laterrière,	367		37		1		
		4951		391			
		265341		39016	30	3	99

DISTRICT OF GASPE.

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Cer'ticate of Poverty.	Assess- ment.
P. J. PAINCHAUD.							
Magdalen Islands.....	2202		169				1
		2202		169			
JOS. MEAGHER.							
Port Daniel.....	820		22				1
Hope.....	1107		102				1
Cox.....	1693		111				1
Hamilton.....	1031		155				1
New Richmond.....	1274		104				1
Carleton.....	845		76				1
Nouvelle & Shoolbred.....	1309		55			1	
Mann.....	569						
Matapedia.....	831		26		1		
Fox & Griffin Cove.....	696		24				1
Cape Rosier.....	785		75				1
Gaspé North Bay.....	286		64				1
" South.....	443		21				1
York and Haldimand.....	380		46				1
Douglass.....	572		46				1
Malbay.....	780		34		1		
Percé.....	2160		143				1
Grand River.....	689		34				1
Newport and Pabos.....	945						
Maria.....	1349		72				1
		18570		1217			
J. G. LESPERANCE.							
Cape Chat.....	966		48				1
		966		48			
		21758		1343	2	1	17

EASTERN TOWNSHIPS.

R. PARMELEE.							
Shefford.....	2512		419				1
Brome.....	2095		509				1
Granby.....	2392		377				1
Stukely.....	2194		222			1	
Milton.....	1741		133				1
Roxton.....	1226		100				1
Farnham.....	1364		320				1
St. Romuald.....	2200		219				1
St. Valérien.....			15				1
Dunham.....	3481		616				1
Stanbridge.....	4067		634				1
St. Armand East.....	1901		265				1
" West.....	1557		275				1
Sutton.....	2468		457				1
Henriville.....	4577		535				1
Clarenceville.....	1597		281				1
St. Thomas.....	1086		191				1
St. Athanase (Dissentients).....	300		46				1
St. Alexander.....	2203		192				1
Bolton.....	1936		361				1
Potterton.....	1707		259				1
Ely.....	1018						
Omiss.....			150				
		43632		6576			
Carried forward.		43632		6576		1	20

EASTERN TOWNSHIPS, (*Continued.*)

	Popula- tion.		Children attending School.		Vol'tary Cotisa- tion.	Cer'ticate of Poverty.	Assess- ment.
Brought forward.....		48632	.....	6576	.....	1	20
M. CHILD.							
Stanstead.....	4567		1289				1
Hatley.....	2014		467				1
Barnston.....	2492		611				1
Barford.....	428		110				1
Compton.....	2718		680				1
Eaton.....	1500		425				1
New Port.....	342		59				1
Bury and Lingwick.....	1591		272				1
Kingsey.....	2349		416				1
Dudswell.....	500		185				1
Brompton.....	749		120				1
Wind-or.....	590		94				1
Hereford.....	360		51				1
Shipton.....	3225		916				1
Melbourne.....	2016		503				1
Durham No. 1.....	2208		451				1
" No. 2.....	574		145				1
Tingwick.....	981		131				1
Ascott.....	1968		438				1
Orford.....	581		34				1
Sherbrooke.....	2298		289				1
Magog.....	754		134				1
Wotton.....	663		103			1	
Cleveland.....			159				1
Clifton.....	380		121				1
Academies (High Schools).....			769				
Bishop's College.....			32				
Newfoundland.....			80				
		35848		9034			
		79480		15610		2	44

RECAPITULATION.

District of Three Rivers.....	85136	10744	4		43
" of Montreal.....	432484	59873	7		182
" of Quebec and Kamouraska ..	265341	39016	30	3	99
" of Gaspé.....	21788	1434	2	1	16
Eastern Townships.....	79480	15610		2	44
	884179	126677	43	6	384

N. B.—The trifling difference existing between the Total Population, as given in this Table and in the Census, is owing to several small settlements in new clearings not being entered in it, in consequence of not being yet erected into municipalities, and being without the limits of all those now in existence.

APPENDIX D.

INSPECTION DISTRICT OF J. N. A. ARCHAMBAULT, Esq.

TABLE of the Apportionment of the Grant to each Municipality, for the periods mentioned below.

COUNTY OF CHAMBLY.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Boucherville,.....	48 0 7	48 0 8	48 0 7	48 0 8
Longueuil,.....	74 15 8	74 15 9	74 15 8	74 15 9
St. Bruno,.....	32 0 6	32 0 6	32 0 6	32 0 6
Chambly,.....	68 3 5	68 3 5	68 3 5	68 3 5
Total,.....	223 0 2	223 0 4	223 0 2	223 0 4

COUNTY OF ST. JOHN.

St. John,.....	81 15 8	81 15 8	81 15 8	81 15 8
Blairfindie,.....	45 8 6	45 8 7	48 8 6	45 8 7
St. Luc,.....	20 11 4	20 11 4	20 11 4	20 11 4
Total,.....	147 15 6	147 15 7	147 15 6	147 15 7

COUNTY OF VERCHERES.

Varennes,.....	57 6 8	57 6 9	57 6 8	57 6 9
Verchères,.....	53 4 5	53 4 5	53 4 5	53 4 5
Contrecoeur,.....	37 6 6	37 6 6	37 6 6	37 6 6
St. Antoine,.....	31 0 4	31 0 4	31 0 4	31 0 4
St. Marc,.....	21 12 5	21 12 6	21 12 5	21 12 6
Belœil,.....	39 2 7	39 2 8	39 2 7	39 2 8
Ste. Julie,.....	22 1 10	22 1 11	22 1 10	22 1 11
Total,.....	261 14 9	261 15 1	261 14 9	261 15 1

COUNTY OF RICHELIEU.

St. Ours,.....	58 1 10	58 1 11	58 1 10	58 1 11
St. Aimé,.....	55 16 5	55 16 5	55 16 5	55 16 5
St. Marcel,.....	19 1 4	19 1 5	19 1 4	19 1 5
Ste. Victoire,.....	36 10 1	36 10 1	36 10 1	36 10 1
Sorel,.....	68 18 4	68 18 4	68 18 4	68 18 4
Id. Boroung,.....	51 12 11	51 12 11	51 12 11	51 12 11
Id. Dissentient,.....	7 16 10	7 16 11	7 16 10	7 16 11
Total,.....	297 17 9	297 18 0	297 17 9	297 18 0

INSPECTION DISTRICT OF J. N. A. ARCHAMBAULT, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF CHAMBLY.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brought forward,.....	223 0 2	223 0 4	223 0 2	223 0 4

COUNTY OF ST. JOHN.

Brought forward,.....	147 15 6	147 15 7	147 15 6	147 15 7
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COUNTY OF VERCHERES.

Brought forward,.....	261 14 9	261 15 1	261 14 9	261 15 1
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COUNTY OF RICHELIEU.

Brought forward,.....	297 17 9	397 18 0	297 17 9	297 18 0
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COUNTY OF ST. HYACINTHE.

St. Charles,.....	28 4 9	28 4 10	28 4 9	28 4 10
St. Denis,.....	56 12 10	56 12 11	56 12 10	56 12 11
St. Jude,....	28 13 10	28 13 10	28 13 10	28 13 10
St. Barnabé,.....	24 12 3	24 12 3	24 12 3	24 12 3
Total,	138 2 8	138 2 10	138 2 8	138 2 10
Grand Total,.....	1068 10 10	1068 11 10	1068 10 10	1068 11 10

INSPECTION DISTRICT OF P. M. BARDY, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF PORTNEUF.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Augustin,.....	28 4 2	28 4 2	28 4 2	28 4 2
St. Basile,.....	12 9 2	12 9 2	12 9 2	12 9 2
Cape Rouge,.....	8 1 7	8 1 7	8 1 7	8 1 7
Cape Santé,.....	60 6 10	60 6 10	60 6 10	60 6 10
Ste. Catherine,.....	31 2 1	31 2 1	.....	.....
St. Casimir,.....	19 0 5	19 0 5	19 0 5	19 0 5
Deschambault,.....	49 3 2	49 3 3	49 3 2	49 3 3
Ecureuils,.....	9 18 6	9 18 6	9 18 6	9 18 6
Grondines,.....	25 10 7	25 10 8	25 10 7	25 10 8
Pointe aux Trembles,.....	36 2 1	36 2 1	36 2 1	36 2 1
St. Raymond,.....	29 11 6	29 11 7	29 11 6	29 11 7
Total,.....	309 10 1	309 10 4	278 8 0	278 8 3

COUNTY OF QUEBEC.

Ancienne Lorette,.....	46 12 0	46 12 0	46 12 0	46 12 0
St. Ambroise,.....	44 15 0	44 15 0	44 15 0	44 15 0
Beauport,.....	41 6 3	41 6 3	41 6 3	41 6 3
Charlesbourg,.....	35 17 3	35 17 4	35 17 3	35 17 4
City, Catholics,.....	381 4 6	381 4 7	381 4 6	381 4 7
St. Dunstan,.....	6 16 8	6 16 8	6 16 8	6 16 8
Ste. Foye,.....	37 12 1	37 12 1	37 12 1	37 12 1
St. Roch,.....	67 10 11	67 10 11	67 10 11	67 10 11
Stadacona,.....	52 10 2	52 10 3	52 10 2	52 10 3
Stoneham,.....	8 7 11	8 7 11	8 7 11	8 7 11
Valcartier,.....	24 6 0	24 6 0	.....	.....
Total,.....	746 18 9	746 19 0	722 12 9	722 13 0

COUNTY OF MONTMORENCY.

St. Laurent,.....	15 5 5	15 5 5	15 5 5	15 5 5
St. Jean,.....	22 1 6	22 1 7	22 1 6	22 1 7
St. François,.....	9 1 10	9 1 10	9 1 10	9 1 10
Ste. Famille,.....	14 16 0	14 16 1	14 16 0	14 16 1
Ange Gardien,.....	14 8 9	14 8 10	14 8 9	14 8 10
Château Richer,.....	21 14 11	21 15 0	21 14 11	21 15 0
Ste. Anne,.....	16 17 4	16 17 5	16 17 4	16 17 5
St. Joachim,.....	18 11 9	18 11 9	18 11 9	18 11 9
St. Féréol,.....	11 12 6	11 12 6	.....	11 12 6
Laval,.....	6 19 5	6 19 6	.....	6 19 5
St. Tite des Caps,.....	.....	.....	.....	.....
St. Pierre,.....	15 8 11	15 8 11	15 8 11	15 8 11
Total,.....	166 18 4	166 18 10	148 5 5	166 18 10
Grand Total,.....	1223 7 2	1223 8 2	1149 6 2	1168 0 1

INSPECTION DISTRICT OF P. F. BELAND, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF DORCHESTER.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Henry.....	53 6 6	53 6 7	53 6 6	53 6 7
St. Anselme,.....	52 10 2	52 10 3	52 10 2	52 10 3
St. Isidore,.....	37 11 11	37 12 0	37 11 11	37 12 0
St. Claire,.....	41 10 8	41 10 8	41 10 8	41 10 8
St. Bernard,.....	25 3 8	25 3 8	25 3 8	25 3 8
St. Marguerite,.....	24 19 9	24 19 9	24 19 9	24 19 9
St. Hénédine,.....	17 17 6	17 17 6	17 17 6	17 17 6
Total.....	253 0 2	253 0 5	253 0 2	253 0 5

COUNTY OF LEVI.

St. Nicolas,.....	47 5 0	47 5 0	47 5 0	47 5 0
Pointe Levi,.....	34 7 8	34 7 8	33 7 8	35 7 8
St. Jean Chrysostôme,.....	25 14 11	25 14 11	25 14 11	26 14 11
St. Romuald,.....	24 2 2	24 2 3	24 2 2	24 2 3
Ville d'Aubigny,.....	16 17 11	16 17 11	16 17 11	16 17 11
Notre Dame de la Victoire,.....	59 15 11	59 16 0	59 15 11	59 16 0
St. Lambert,.....	15 14 1	15 14 2	15 14 1	15 14 2
Total.....	223 17 8	223 17 11	223 17 8	227 17 11

COUNTY OF BEAUCE.

Ste. Marie,.....	56 13 11	56 13 11	56 13 11	56 13 11
St. Joseph,.....	44 11 6	44 11 7	44 11 6	44 11 7
St. Frederic,.....	20 9 11	20 9 11	20 9 11	20 9 11
St. Elzéar,.....	41 2 1	41 2 1	41 2 1	41 2 1
St. François,.....	49 18 10	49 18 10	49 18 10	49 18 10
Aubert Gallion,.....	24 4 11	24 5 0	24 4 11	24 5 0
Metschermet,.....	7 12 0	7 12 0	7 12 0	7 12 0
Total.....	244 13 2	243 13 4	244 13 2	244 13 4

COUNTY OF LOTBINIERE.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Jean Deschaillons,.....	30 11 0	30 11 0	30 11 0	30 11 0
Lotbinière,.....	62 3 1	62 3 2	62 3 1	62 3 2
Ste. Croix,.....	38 0 7	38 0 8	38 0 7	38 0 8
St. Flavien,.....	9 18 1	9 18 2	9 18 1	9 18 2
St. Antoine,.....	55 8 11	55 8 11	55 8 11	55 8 11
St. Appollinaire,.....				
St. Giles,.....	18 8 11	18 9 0	18 8 11	18 9 0
Ste. Agathe,.....	9 2 2	9 2 2	9 2 2	9 2 2
St. Sylvestre,.....	64 17 1	64 17 1	64 17 1	64 17 1
Total.....	288 9 10	288 10 2	288 9 10	288 10 2
Grand Total.....	1010 0 10	1010 1 10	1010 0 10	1010 1 10

INSPECTION DISTRICT OF G. A. BOURGEOIS, Esq.

TABLE of the Apportionment of the Grant.—(Continued)

COUNTY OF DRUMMOND.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Grantbarn,.....	33 8 11	33 9 0	33 8 11	33 9 0
Wickham,.....	10 0 2	10 0 3	10 0 2	10 0 3
Total.....	43 9 1	43 9 3	43 9 1	43 9 3

COUNTY OF BAGOT.

Upton,.....	29 7 4	29 7 5	29 7 4	29 7 5
Acton,.....	7 8 6	7 8 6	7 8 6	7 8 6
Total.....	36 15 10	36 15 11	36 15 10	36 15 11

COUNTY OF ARTHABASKA.

Aston,.....	3 14 8	3 14 8	3 14 8	3 14 8
St. Christopher,.....	15 17 5	15 17 5	15 17 5	15 17 5
St. Norbert,.....	20 17 2	20 17 2	20 17 2	20 17 2
Bulstrode & Warwick,.....	16 9 9	16 9 9	16 9 9	16 9 9
Stanford,.....	24 13 3	24 13 4	24 13 3	24 13 4
Total.....	81 12 3	81 12 4	81 12 3	81 12 4
Grand total.....	161 17 2	161 17 6	161 17 2	161 17 6

INSPECTION DISTRICT OF JOHN BRUCE, Esq.

COUNTY OF HUNTINGDON.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Huntingdon,.....	11 16 8	11 16 8	11 16 8	11 16 8
Godmanchester,.....	36 10 1	36 10 1	36 10 1	36 10 1
Elgin,.....	19 6 4	19 6 4	19 6 4	19 6 4
Drumde,.....	17 2 7	17 2 7	17 2 7	17 2 7
Hinchinbrooke,.....	46 3 6	46 3 6	46 3 6	46 3 6
Hemmingford,.....	69 18 6	69 18 6	69 18 6	69 18 6
Total.....	200 17 8	200 17 8	200 17 8	200 17 8

INSPECTION DISTRICT OF JOHN BRUCE, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF HUNTINGDON.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brought forward,.....	200 17 8	200 17 8	200 17 8	200 17 8

COUNTY OF CHATEAUGUAY.

Ormstown,	57 19 4	57 19 5	57 19 4	57 19 5
St. Anicet,	44 11 10	44 11 11	44 11 10	44 11 11
St. Jean Chrysostôme,	63 10 4	63 10 4	63 10 4	
Total,.....	166 1 6	166 1 8	166 1 6	162 11 4

COUNTY OF ARGENTEUIL.

Argenteuil,.....	40 8 7	40 8 7	40 8 7	40 8 7
Jerusalem,	36 18 5	36 18 5	36 18 5	36 18 5
Gore,	26 7 7	26 7 8	26 7	26 7 8
Chatam,	55 0 7	55 0 7	55 0 7	55 0 7
Grenville,.....	39 5 3	39 5 4		
Total,.....	198 0 5	198 0 7	158 15 2	158 15 3
City of Montreal—Protestants,.....	70 11 8	70 11 8	70 11 8	70 11 8
Grand Total,.....	635 11 3	635 11 7	635 11 3	532 15 11

INSPECTION DISTRICT OF C. CIMON, Esq.

COUNTY OF CHARLEVOIX.

St. Fidèle,.....	16 5 3	16 5 3	16 5 3	16 5 3
Malbay,	46 2 1	46 2 1	46 2 1	46 2 1
St. Agnès,	22 4 8	22 4 8	22 4 8	22 4 8
St. Irénée,.....	19 0 1	19 0 1	19 0 1	19 0 1
Eboulements,.....	36 12 6	36 12 6	36 12 6	36 12 6
Isle aux Coudres,.....	12 10 7	12 10 7	12 10 7	12 10 7
Bay St. Paul,	55 6 5	55 6 6	55 6 5	55 6 6
St. Urbain,	12 14 0	12 14 1	12 14 0	12 14 1
Petite Rivière,.....	10 0 7	10 0 7	10 0 7	10 0 7
Total,.....	230 16 2	230 16 4	230 16 2	230 16 4

COUNTY OF SAGUENAY.

Escoumins,	12 8 6	12 8 6	12 8 6	12 8 6
Grand Total,.....	243 4 8	243 4 10	243 4 8	243 4 10

INSPECTION DISTRICT OF M. CHILD, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF STANSTEAD.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stanstead,.....	79 6 7	79 6 7	79 6 7	79 6 7
Barnston,.....	43 6 2	43 6 2		
Hatley,.....	35 0 2	35 0 2	35 0 2	35 0 8
Magog,.....	13 2 8	13 2 8	13 2 8	13 2 2
Barford,.....	7 9 6	7 9 6	7 9 6	7 9 6
Total,.....	178 5 1	178 5 1	134 18 11	134 18 11

COUNTY OF SHERBROOKE.

Ascot,.....	34 3 8	34 3 8	34 3 8	34 3 8
Shipton,....	57 1 6	57 1 6	57 1 6	57 1 6
Brompton,....	13 0 11	13 0 11	13 0 11	13 0 11
Windsor,....	10 5 9	10 5 9	10 5 9	
Melbourne,....	35 0 11	35 0 11	35 0 11	35 0 11
Sherbrooke,....	39 17 10	39 17 10	39 17 10	39 17 10
Orford,.....	10 2 4	10 2 4	10 2 4	10 2 4
Total,.....	199 12 11	199 12 11	199 12 11	189 7 2

COUNTY OF COMPTON.

Eaton,.....	32 0 6	32 0 6	32 0 6	32 0 6
Bury,.....	27 13 4	27 13 4	27 13 4	27 13 4
Compton,....	47 5 8	47 5 8	47 5 8	47 5 8
Hereford,....	6 5 11	6 5 11	6 5 11	6 5 11
Clifton,....	6 12 10	6 12 11	6 12 10	6 12 11
Newport,....				
Total,.....	119 18 3	119 18 4	119 18 3	119 18 4

COUNTY OF WOLFE.

Dudswell,.....	11 3 9	11 3 9	11 3 9	11 3 9
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COUNTY OF DRUMMOND.

Kingsey,.....	40 16 6	40 16 7	40 16 6	40 16 7
Durham No. 1,.....	28 12 8	28 12 8	28 12 8	28 12 8
Durham No. 2,.....	9 14 11	9 14 11	9 14 11	9 14 11
Total,.....	79 4 1	79 4 2	79 4 1	79 4 2

COUNTY OF ARTHABASKA.

Tingwick,.....	17 1 6	17 1 7	17 1 6	17 1 7
Grand Total,.....	605 5 7	605 5 10	561 19 3	551 13 11

INSPECTION DISTRICT OF A. P. L. CONSIGNY, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF ST. HYACINTHE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Damase,.....	48 7 3	48 7 3	48 7 3	48 7 3
St. Hyacinthe (City),.....	66 1 9	66 1 10	66 1 9	66 1 10
Id. (Parish),.....	46 19 5	46 19 5	46 19 5	46 19 5
La Présentation,.....	30 10 3	30 10 4	30 10 3	30 10 4
Total,.....	191 18 8	191 18 10	191 18 8	191 18 10

COUNTY OF ROUVILLE.

St. Jean Baptiste,.....	37 18 6	37 18 7	37 18 6	37 18 7
Abbottsford,.....	9 2 2	9 2 2	9 2 2	9 2 2
St. Mathias,.....	31 1 0	31 1 0	31 1 0	31 1 0
St. Césaire,.....	84 10 6	84 10 6	84 10 6	84 10 6
St. Marie,.....	69 19 6	69 19 7	69 19 6	69 19 7
Rouville,.....	26 8 8	26 8 9	26 8 8	26 8 9
Ange Gardien,.....	25 8 11	25 8 11	25 8 11	25 8 11
Total,.....	284 9 3	284 9 6	284 9 3	284 9 6

COUNTY OF BAGOT.

St. Dominique,.....	34 14 8	34 14 8	34 14 8	34 14 8
St. Hugues,.....	38 11 9	38 11 10	38 11 9	38 11 10
Ste. Hélène,.....	13 7 4	13 7 4	13 7 4	13 7 4
St. Pie,.....	70 9 3	70 9 3	70 9 3	70 9 3
Ste. Rosalie,.....	33 0 3	33 0 4	33 0 3	33 0 4
St. Simon,.....	31 0 4	31 0 4	31 0 4	31 0 4
Soraba,.....	8 12 9	8 12 10	8 12 9	8 12 10
Total,.....	229 16 4	229 16 7	229 16 4	229 16 7

COUNTY OF IBERVILLE.

Ste. Brigitte,.....	28 11 5	28 11 5	28 11 5	28 11 5
St. Grégoire,.....	47 15 9	47 15 10	47 15 9	47 15 10
Total,.....	76 7 2	76 7 3	76 7 2	76 7 3
Grand Total,.....	782 11 5	782 11 11	782 11 5	782 11 11

INSPECTION DISTRICT OF JEAN CREPAULT, Esq.

TABLE of the Apportionment of the Grant.—(*Continued.*)

COUNTY OF BELLECHASSE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Vallier,.....	33 5 10	33 5 10	33 5 10	33 5 10
Beaumont,.....	29 14 8	29 14 9	29 14 8	29 14 9
St. Michel,.....	26 18 8	26 18 8	26 18 8	26 18 8
" Village,.....	19 3 9	19 3 10	19 3 9	19 3 10
St. Charles,.....	40 2 7	40 2 8	40 2 7	40 2 8
St. Gervais,.....	54 8 9	54 8 9	54 8 9	54 8 9
St. Raphaël,.....	14 11 2	14 11 3	14 11 2	14 11 3
St. Lazarre,.....	29 10 6	29 10 6	29 10 6	29 10 6
Total.....	247 15 11	247 16 3	247 15 11	247 16 3

COUNTY OF MONTMAGNY.

Berthier,.....	21 4 10	21 4 11	21 4 10	21 4 11
St. Francis,.....	29 19 6	29 19 7	29 19 6	29 19 7
St. Pierre,.....	25 14 9	25 14 10	25 14 9	25 14 10
St. Thomas,.....	73 4 5	73 4 6	73 4 5	73 4 6
Crane I-land,.....	10 16 11	10 16 11	10 16 11	10 16 11
Cape St. Ignace,.....	47 9 10	47 9 11	47 9 10	47 9 11
Total.....	208 10 3	208 10 8	208 10 3	208 10 8

COUNTY OF L'ISLET.

L'Islet,.....	63 10 4	63 10 5	63 10 4	63 10 5
St. Cyrille,.....	7 16 5	7 16 6	7 16 5	7 16 6
St. Jean Port Joli,.....	60 14 9	60 14 10	60 14 9	60 14 10
St. Roch des Aulnets,.....	51 19 5	51 19 6	51 19 5	51 19 6
Total.....	184 0 11	184 1 3	184 0 11	184 1 3
Grand Total.....	640 7 1	640 8 2	640 7 1	640 8 2

INSPECTION DISTRICT OF A. D. DORVAL, Esq.
TABLE of the Apportionment of the Grant.—(Continued.)
COUNTY OF BERTHIER.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855	2nd part of 1855	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Isle du Pads.....	18 17 3	18 17 4	18 17 3	18 17 4
St. Barthelémi.....	39 16 5	39 16 5	39 16 5	39 16 5
St. Cuthbert.....	48 1 8	48 1 8	48 1 8	48 1 8
Berthier.....	44 3 2	44 3 3	44 3 2	44 3 3
" Village.....	23 2 0	23 2 1	23 2 0	23 2 1
Lanoraie.....	34 19 2	34 19 2	34 19 2	34 19 2
Lavaltrie.....	23 15 7	23 15 7	23 15 7	23 15 7
St. Gabriel of Brandon.....	33 12 1	33 12 1	33 12 1	33 12 1
St. Norbert.....	18 10 4	18 10 4	18 10 4	18 10 4
Total.....	284 17 8	284 17 11	284 17 8	284 17 11

COUNTY OF JOLIETTE.

St. Paul.....	38 12 1	38 12 1	38 12 1	38 12 1
Industrie.....	44 13 3	44 13 4	44 13 3	44 13 4
St. Thomas.....	35 1 11	35 2 0	35 1 11	35 2 0
Ste. Elizabeth.....	59 12 7	59 12 7	59 12 7	59 12 7
St. Félix de Valois.....	35 0 7	35 0 7	35 0 7	35 0 7
St. Jean de Matha.....	11 10 10	11 10 11	11 10 10	11 10 11
St. Ambroise.....	39 10 2	39 10 2	39 10 2	39 10 2
St. Alphonse.....	19 12 3	19 12 3	19 12 3	19 12 3
Ste. Mélanie.....	30 8 2	30 8 3	30 8 2	30 8 3
Total.....	314 1 10	314 2 2	314 1 10	314 2 2

COUNTY OF L'ASSOMPTION.

St. Sulpice.....	17 12 3	17 12 4	17 12 3	17 12 4
Repentigny.....	32 13 4	32 13 5	32 13 4	32 13 5
Lachenaie.....	17 4 3	17 4 4	17 4 3	17 4 4
Ma-couche.....	49 12 10	49 12 10	49 12 10	49 12 10
St. Lun.....	51 8 4	51 8 4	51 8 4	51 8 4
L'Assomption.....	32 13 7	32 13 8	32 13 7	32 13 8
Epiphany.....	22 13 1	22 13 1	22 13 1	22 13 1
" village.....	23 15 6	23 15 7	23 15 6	23 15 7
St. Roch.....	47 19 0	47 19 1	47 19 0	47 19 1
Total.....	295 12 2	295 12 8	295 12 2	295 12 8

COUNTY OF MONTCALM.

St. Eprit.....	34 8 5	34 8 5	34 8 5	34 8 5
St. Jacques.....	63 8 11	63 8 11	63 8 11	63 8 11
St. Liguori.....	19 9 5	19 9 6	19 9 5	19 9 6
St. Alexis.....	24 18 6	24 18 6	24 18 6	24 18 6
Kilkenny.....	20 15 10	20 15 10	20 15 10	20 15 10
Ste. Julienne.....	13 6 6	13 6 7	13 6 6	13 6 7
Rawdon.....	46 12 7	46 12 8	46 12 7	46 12 8
Total.....	223 0 2	223 0 5	223 0 2	223 0 5
Grand total.....	1117 11 10	1117 13 2	1117 11 10	1117 13 2

INSPECTION DISTRICT OF C. GERMAIN, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF LAVAL.

	SUM ACCRUING.		SUM GRANTED,	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. François de Sales,.....	17 2 2	17 2 3	17 2 2	17 2 3
Isle Bizard, North,.....	5 13 4	5 13 4	5 13 4	5 13 4
St. Vincent de Paul,.....	41 9 0	41 9 0	41 9 0	41 9 0
Isle Bizard, South,.....	10 17 5	10 17 5	10 17 5	10 17 5
Ste. Rose,.....	29 8 11	29 8 11	29 8 11	29 8 11
“ No. 1 et 2,.....	22 3 6	22 3 7	22 3 6	22 3 7
St. Martin (Village),.....	15 8 11	15 8 11	15 8 11	15 8 11
“ River side,.....	10 6 7	10 6 8	10 6 7	10 6 8
“ Lower part of River side,.....	6 5 8	6 5 9	6 5 8	6 5 9
“ Upper “ “.....	6 14 7	6 14 7	6 14 7	6 14 7
Lower of St. Martin,.....	5 0 11	5 0 11	5 0 11	5 0 11
Upper of id.	8 11 10	8 11 11	8 11 10	8 11 11
Côte St. Elzéar,.....	7 4 7	7 4 7	7 4 7	7 4 7
Côte St. Antoine,.....	5 4 7	5 4 8	5 4 7	5 4 8
Total,.....	191 12 0	191 12 6	191 12 0	191 12 6

COUNTY OF TERREBONNE.

St. Anne,.....	28 4 5	28 4 5	28 4 5	28 4 5
St. Janvier,.....	12 14 1	12 14 1	12 14 1	12 14 1
“ No. 2,.....	4 16 2	4 16 3	4 16 2	4 16 3
“ Village,.....	9 6 8	9 6 9	9 6 8	9 6 9
Lacorne,.....	25 7 10	25 7 10	25 7 10	25 7 10
Ste. Thérèse, (Village),.....	23 10 11	23 10 11	23 10 11	23 10 11
Upper of “.....	5 18 6	5 18 7	5 18 6	5 18 7
North of “.....	5 9 2	5 9 2	5 9 2	5 9 2
South of “.....	4 10 0	4 10 1	4 10 0	4 10 1
Lower of “.....	7 0 9	7 0 9	7 0 9	7 0 9
Ste. Thérèse, Rivière Cachée,.....	2 18 1	2 18 2	2 18 1	2 18 2
“ dissident,.....	3 4 8	3 4 9	3 4 8	3 4 9
Terrebonne,.....	37 0 1	37 0 1	37 0 1	37 0 1
Total,.....	170 1 4	170 1 10	170 1 4	170 1 10

COUNTY OF TWO MOUNTAINS.

St. Jérôme,.....	96 9 0	96 9 1	96 9 0	96 9 1
“ No. 4,.....	8 3 2	8 3 2	8 3 2	8 3 2
St. Eustache,.....	70 17 2	70 17 3	70 17 2	70 17 3
St. Augustin,.....	39 19 8	39 19 8	39 19 8	39 19 8
Ste. Scholastique,.....	60 8 9	60 8 9	76 11 9	69 15 9
Côte St. Joachim,.....	9 6 11	9 6 11	9 6 11	9 6 11
St. Joseph,.....	20 16 8	20 16 9	20 16 8	20 16 9
Côte Ste. Marie,.....	6 2 7	6 2 7	6 2 7	6 2 7
St. Colombar,.....	15 9 3	15 9 3		
St. Benoit,.....	37 11 11	37 12 0	46 11 11	46 12 0
Total,.....	365 5 1	365 5 5	349 15 10	349 16 2

INSPECTION DISTRICT OF T. GERMAIN, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF LAVAL.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brought forward,	191 12 0	191 12 6	191 12 0	191 12 5

COUNTY OF TERREBONNE.

Brought forward,	170 1 4	170 1 10	170 1 4	170 1 10
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COUNTY OF TWO MOUNTAINS.

Brought forward,	365 5 1	365 5 5	349 15 10	349 16 2
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COUNTY OF ARGENTEUIL.

Ste. Angélique, Mille Isles,	8 12 11	8 12 11	8 12 11	8 12 11
St. Placide,	21 8 0	21 8 0	21 8 0	21 8 0
St. Hermas,	30 1 11	30 2 0	30 1 11	30 2 0
Total,	60 2 10	60 2 11	60 2 10	60 2 11
Grand Total,	787 1 3	787 2 8	771 12 0	771 13 4

INSPECTION DISTRICT OF P. HUBERT, Esq.

COUNTY OF ST. MAURICE.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Three Rivers,	86 2 9	86 2 9	86 2 9	86 2 9
Banlieu,	19 5 3	19 5 3	19 5 3	19 5 3
Pointe du Lac,	28 5 1	28 5 1	28 5 1	28 5 1
Yamachiche,	55 3 3	55 3 4	55 3 3	55 3 4
St. Sévère,	17 6 0	17 6 1	17 6 0	17 6 1
Gatineau,	26 6 2	26 6 3	26 6 2	26 6 3
Forges of St. Maurice,	16 5 6	16 5 7	16 5 6	16 5 7
Total,	248 14 0	248 14 4	248 14 0	248 14 4

INSPECTION DISTRICT OF P. HUBERT, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF ST. MAURICE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brought forward,.....	248 14 0	248 14 4	248 14 0	248 14 4

COUNTY OF MASKINONGE.

Rivière-du-Loup,.....	53 7 2	53 7 2	53 7 2	53 7 2
Maskinonge,.....	67 17 0	67 17 1	67 17 0	67 17 1
Ste. Ursule,.....	36 0 0	36 0 0	36 0 0	36 0 0
Dumontier,.....	47 0 1	47 0 2	47 0 1	47 0 2
St. Paulin,.....	13 15 2	13 15 2	13 15 2	13 15 2
St. Didace,.....	12 7 9	12 7 10	12 7 9	12 7 10
Total,.....	230 7 2	230 7 5	230 7 2	230 7 5

COUNTY OF CHAMPLAIN.

Batiscan,.....	16 12 6	16 12 6	16 12 6	16 12 6
Ste. Anne Lapérade,.....	43 2 4	43 2 5	43 2 4	43 2 5
Champlain,.....	33 8 7	33 8 8	33 8 7	33 8 8
Cap de la Madeleine,.....	19 10 10	19 10 10	19 10 10	19 10 10
St. Maurice,.....	28 13 2	28 13 2	28 13 2	28 13 2
Ste. Geneviève,.....	36 0 4	36 0 5	36 0 4	36 0 5
St. Stanislas,.....	49 4 3	49 4 3	49 4 3	49 4 3
St. Narcisse,.....				
St. Prosper,.....	15 0 2	15 0 3	15 0 2	15 0 3
Total,.....	241 12 2	241 12 5	241 12 2	241 12 5
Grand Total,.....	720 13 4	720 14 2	720 13 4	720 14 2

INSPECTION DISTRICT OF JOHN HUME, Esq.

COUNTY OF DORCHESTER.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Standon,.....	5 18 8	5 18 8	3 18 7	5 18 8
Frampton,.....	34 12 11	34 12 11	34 12 11	34 12 11
Granbourne,.....	4 19 6	4 19 7		
Total,.....	45 11 0	45 11 2	40 11 6	40 11 7

INSPECTION DISTRICT OF JOHN HUME, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF DORCHESTER.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,	£ s. d. 45 11 0	£ s. d. 45 11 2	£ s. d. 40 11 6	£ s. d. 40 11 7

COUNTY OF MEGANTIC.

Leeds,	33 15 11	33 15 11	33 15 11	33 15 11
St. Ferdinand,	29 3 6	29 3 6		
Ste. Sophie,	21 2 7	21 2 8		
Somers,	25 18 6	25 18 6	25 18 6	25 18 6
Inverness,	33 18 4	33 18 4	33 18 4	33 18 4
St. Julie,	14 19 1	14 19 1		
Nelson,	8 4 5	8 4 6	8 4 5	8 4 6
Broughton,	7 14 9	7 14 9	7 14 9	7 14 9
Ireland,	13 19 0	13 19 0	13 19 0	13 19 0
Total,	188 16 1	188 16 3	123 10 11	123 11 0

COUNTY OF BEAUCE.

Irving,	20 8 2	20 8 3	20 8 2	20 8 3
Forsyth,	6 16 4	6 16 4	6 16 4	6 16 4
Lamton,	10 8 9	10 8 10	10 8 9	10 8 10
Total,	37 13 3	37 13 5	37 13 3	37 13 5
Grand Total,	272 0 4	272 0 10	201 15 8	201 16 0

INSPECTION DISTRICT OF M. LANCTOT, Esq.

COUNTY OF LAPRAIRIE.

Laprairie,	74 10 2	74 10 2	74 10 2	74 10 2
St. Constant,	46 17 5	46 17 5	46 17 5	46 17 5
St. Jacques le Mineur,	36 4 2	36 4 2	36 4 2	36 4 2
St. Idore,	37 1 6	37 1 7	37 1 6	37 1 7
St. Philippe,	43 2 0	42 2 0	43 2 0	43 2 0
Total,	237 15 3	237 15 4	237 15 3	237 15 4

INSPECTION DISTRICT OF M. LANCTOT, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF LAPRAIRIE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brought forward,.....	237 15 3	237 15 4	237 15 3	237 15 4

COUNTY OF NAPIERVILLE.

Sherrington,.....	26 2 9	26 2 10	26 2 9	26 2 10
St. Rémi,.....	52 0 6	52 0 6	52 0 6	52 0 6
St. Edouard,.....	36 15 7	36 15 8	36 15 7	36 15 8
La Pigeonnière,.....	39 15 6	39 15 6	39 15 6	39 15 6
St. Cyprien,.....	78 1 8	78 1 8	78 1 8	78 1 8
Total,.....	232 16 0	232 16 2	232 16 0	232 16 2

COUNTY OF ST. JOHN.

St. Valentin,.....	56 5 7	56 5 7	56 5 7	56 5 7
Lacelle,.....	60 10 4	60 10 4	60 10 4	60 10 4
Total,.....	116 15 11	116 15 11	116 15 11	116 15 11

COUNTY OF CHATEAUGAY.

Chateaugay,.....	41 0 4	41 0 5	41 0 4	41 0 5
Ste. Philomène,.....	34 5 4	34 5 4	34 5 4	34 5 4
Ste. Martine,.....	66 9 0	66 9 0	66 9 0	66 9 0
St. Urbain,.....	35 8 8	35 8 9	35 8 8	35 8 9
Total,.....	177 8 4	177 3 6	177 3 4	177 3 6

COUNTY OF BEAUHARNOIS.

St. Clément,.....	70 19 8	70 19 8	70 19 8	70 19 8
St. Timothée,.....	73 10 0	73 10 0	73 10 0	73 10 0
St. Louis de Gonzague,.....	66 16 0	66 16 0	66 16 0	66 16 0
Total,.....	211 15 8	211 15 8	211 15 8	211 15 8
Grand Total,.....	976 6 2	976 6 7	976 6 2	976 6 7

INSPECTION DISTRICT OF J. G. LESPERANCE, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF GASPE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cape Chat,.....	16 16 4	16 16 4	16 16 4	16 16 4

INSPECTION DISTRICT OF B. MAURAUULT, Esq.

COUNTY OF YAMASKA.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Baie du Febvre,.....	53 12 5	53 12 5	53 12 5	53 12 5
St. Zéphirin,.....	18 14 6	18 14 6	18 14 6	18 14 6
St. François du Lac,.....	26 8 5	26 8 5	26 8 5	26 8 5
" Village,.....	9 6 7	9 6 7	9 6 7	9 6 7
Yamaska,.....	44 12 10	44 12 10	44 12 10	44 12 10
St. David,.....	54 17 9	54 17 9	54 17 9	54 17 9
St. Thomas de Pierreville,.....	44 11 3	44 11 3	44 11 3	44 11 3
Total,.....	252 3 9	252 3 9	188 16 5	207 10 11

COUNTY OF NICOLET.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nicolet,.....	53 15 6	53 15 6	53 15 6	53 15 6
Ste. Gertrude,.....	19 4 7	19 4 7	19 4 7	19 4 7
Gentilly,.....	43 8 3	43 8 4	43 8 3	43 8 4
St. Pierre les Becquets,.....	46 9 9	46 9 9	46 9 9	46 9 9
Béancour,.....	59 4 3	59 4 3	59 4 3	59 4 3
St. Grégoire,.....	59 18 11	59 19 0	59 18 11	59 19 0
St. Pierre Célestin,.....	15 14 2	15 14 2	15 14 2	15 14 2
St. Monique, No. 1,.....	41 13 11	41 13 11	41 13 11	41 13 11
" No. 2,.....	7 0 7	7 0 8	7 0 7	7 0 8
Blanford,.....	6 7 0	6 7 1	6 7 0	6 7 1
Total,.....	352 16 1	352 16 5	352 16 1	352 16 5
Grand Total,.....	604 19 10	605 0 3	541 12 6	560 7 4

INSPECTION DISTRICT OF JOS. MEAGHER, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF BONAVENTURE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carleton,.....	14 17 9	14 17 10	14 17 9	14 17 10
Cox,.....	29 8 9	29 8 9	29 8 9	29 8 9
Hamilton,.....	17 18 11	17 18 11	17 18 11	17 18 11
Hope,.....	19 5 3	19 5 4	19 5 3	19 5 4
Maun,.....	9 18 6	9 18 6		
Maria,.....	23 9 3	23 9 4	23 9 3	23 9 4
Matapédia,.....	14 9 11	14 10 0	14 9 11	14 10 0
New Richmond,.....	22 3 3	22 3 4	22 3 3	22 3 4
Port Daniel,.....	14 7 8	14 7 9	14 7 8	14 7 9
Shoolbred and Nouvel,.....	22 15 5	22 15 5	22 15 5	22 15 5
Total,.....	188 14 8	188 15 2	178 16 2	178 16 8

COUNTY OF GASPE.

Newport,.....	16 9 0	16 9 0		
Grande Rivière,.....	12 0 2	12 0 2	12 0 2	12 0 2
Percé,.....	37 10 11	37 10 11	37 10 11	37 10 11
Milbaie,.....	13 11 9	13 11 9	13 11 9	13 11 9
York,.....	6 12 8	6 12 9	6 12 8	6 12 9
Douglas,.....	9 19 6	9 19 7	9 19 6	9 19 7
Gaspé Bay South,.....	7 14 10	7 14 11	7 14 10	7 14 11
Gaspé Bay North,.....	5 0 2	5 0 3	5 0 2	5 0 3
Cape des Isloiers,.....	13 13 6	13 13 6	13 13 6	13 13 6
Fox and Griffin Cove,.....	12 2 7	12 2 7	12 2 7	12 2 7
Total,.....	134 15 1	134 15 6	118 6 1	118 6 4
Grand Total,.....	323 9 9	323 10 8	297 2 3	297 3 0

INSPECTION DISTRICT OF ISIDORE MORIN, Esq.

COUNTY OF CHICOUTIMI.

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bagot,.....	17 18 11	17 19 0	17 18 11	17 19 0
Bagotville,.....	24 9 8	24 9 9	24 9 8	24 9 9
Chicoutimi,.....	27 3 11	27 4 0	27 3 11	27 4 0
St. Joseph,.....	10 1 7	10 1 8	10 1 7	10 1 8
Laterrière,.....	6 8 4	6 8 4	6 8 4	6 8 4
Total,.....	86 2 5	86 2 9	86 2 5	86 2 9

INSPECTION DISTRICT OF J. B. F. PAINCHAUD, Esq.

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF GASPE.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Magdalen Islands,.....	38 5 6	38 5 6	38 5 6	38 5 6

INSPECTION DISTRICT OF ROTUS PARMELEE, Esq.

COUNTY OF MISSISQUOI WEST.

Dunham,.....	60 13 1	60 13 1	60 13 1	60 13 1
Stanbridge,.....	70 13 1	70 13 1	70 13 1	70 13 1
Phillip-burg,.....	33 0 10	33 0 10	33 0 10	33 0 10
Freleigh-burg,.....	27 1 6	27 1 7	27 1 6	27 1 7
Clarenceville,.....	27 15 5	27 15 5	27 15 5	27 15 5
Foucault,.....	18 18 0	18 18 0	18 18 0	18 18 0
Farnham,.....	21 19 5	21 19 5	21 19 5	21 19 5
St. Romuald,.....	35 8 8	35 8 9	35 8 8	35 8 9
Total,.....	295 10 0	295 10 2	295 10 0	295 10 2

COUNTY OF MISSISQUOI EAST.

Bolton,.....	33 13 1	33 13 2	33 13 1	33 13 2
Potton,.....	29 13 7	29 13 7	29 13 7	29 13 7
Sutton,.....	42 17 10	42 17 11	42 17 10	42 17 11
Brome,.....	36 8 4	36 8 5	36 8 4	36 8 5
Total,.....	142 12 10	142 13 1	142 12 10	142 13 1

COUNTY OF IBERVILLE.

Henriville,.....	79 10 2	79 10 2	79 10 2	79 10 2
St. Athanase,.....	46 12 2	46 12 2	46 12 2	46 12 2
Christieville,.....	22 10 2	22 10 3	22 10 2	22 10 3
St. Alexander,.....	38 5 10	38 5 10	38 5 10	38 5 10
Total,.....	186 18 4	186 18 5	186 18 4	186 18 5

INSPECTION DISTRICT OF ROTUS PARMELEE, Esq.—(Continued.)

TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF MISSISQUOI WEST.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Brought forward,	£ s. d. 295 10 0	£ s. d. 295 10 2	£ s. d. 295 10 0	£ s. d. 295 10 2

COUNTY OF MISSISQUOI EAST.

Brought forward,	142 12 10	142 13 1	142 12 10	142 13 1
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COUNTY OF IBERVILLE.

Brought forward,	186 18 4	186 18 5	186 18 4	186 18 5
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COUNTY OF SHEFFORD.

Shefford,	43 13 2	43 13 2	43 13 2	43 13 2
Granby,	41 11 5	41 11 6	41 11 5	41 11 6
Milton,	30 5 5	30 5 5	30 5 5	30 5 5
Stukely,	38 2 8	38 2 8	38 2 8	38 2 8
Ely,	17 13 11	17 13 11		
Roxton,	21 6 2	21 6 2	21 6 2	21 6 2
St. Ferdinand, } Ste. Cécile, }				
Total,	192 12 9	192 12 10	174 18 11	174 18 11
Grand total,	817 13 11	817 14 6	800 0 1	800 0 7

INSPECTION DISTRICT OF REV. R. G. PLEES.

TABLE of the Apportionment of the Grant,—(Continued.)

CITY OF QUEBEC.—Protestants.

	SUM ACCRUING.				SUM GRANTED.				
	1st part of		2nd part of		1st part of		2nd part of		
	1855.		1855.		1855.		1855.		
	£	s.	d.	£	s.	d.	£	s.	d.
Total,.....	105	10	9	105	10	9	105	10	9

INSPECTION DISTRICT OF J. J. RONEY, E-Q.

COUNTY OF OTTAWA.

Portland.....	1	6	4	1	6	4		1	6	4		
St. Andrews.....	22	5	4	22	5	5	22	5	4	22	5	5
Notre Dame de Bouscours.....	11	16	6	11	16	7	11	16	6	11	16	7
Ste. Angélique.....	24	5	3	24	5	4	24	5	3	24	5	4
Locheville.....	18	16	7	18	16	8	18	16	7	18	16	8
Buckingham.....	38	6	2	38	6	2	38	6	2	38	6	2
Hull.....	48	16	11	48	17	0	48	16	11	48	17	0
Wakefield.....	10	5	1	10	5	1	10	5	1	10	5	1
Macham.....	17	7	5	17	7	6	17	7	5	17	7	6
Low.....	5	5	1	5	5	1						
Earley.....	12	12	3	12	12	3	12	12	3			
Tenipicou.....	19	13	7	19	13	8	18	13	7	19	13	8
Waterloo.....	10	2	3	10	2	4	10	2	3	10	2	4
Aylmer.....	20	6	10	20	6	10	20	6	10	20	6	10
Maniwaki.....	9	12	0	9	12	1	9	12	0	9	12	1
Total.....	270	17	7	270	18	4	264	6	2	253	1	0

COUNTY OF PONTIAC.

Mar-field and Waltham,.....	10	3	5	10	13	5	10	13	5	10	13	5
Shen and Chester,.....	7	0	6	7	0	6	7	0	6	7	0	6
Bristol,.....	25	18	7	25	18	8	25	18	7	25	18	8
Onslow,.....	11	0	5	14	0	6	14	0	5	14	0	6
Clarendon,.....	30	11	8	30	11	8	30	11	8	30	11	8
Cahoon,.....	13	12	9	13	12	10	13	12	9	13	12	10
Allumettes,.....	17	16	10	17	16	10	17	16	10	17	16	10
Litchfield,.....	13	3	5	13	3	5	13	3	5	13	3	5
Total,.....	137	17	7	132	17	10	132	17	7	132	17	10
Grand Total,.....	403	15	2	403	16	2	403	15	2	403	18	2

INSPECTION DISTRICT OF G. TANGUAY, Esq.

TABLE of the Apportionment of the Grant.—(*Continued.*)

COUNTY OF KAMOURASKA.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
Ste. Anne,.....	63 11 5	63 11 5	53 11 5	63 11 5
Ixworth,.....				
St. André,.....	38 13 6	38 13 6	38 13 6	38 13 6
St. Alexandre,.....	19 18 11	19 18 11	19 18 11	19 18 11
St. Denis,.....	30 16 5	30 16 5	30 16 5	30 16 5
Kamouraska,.....	40 8 7	40 8 7	40 8 7	40 8 7
Ste. Hélène,.....	18 12 1	18 12 1	18 12 1	18 12 1
St. Pascal,.....	54 14 4	54 14 5	54 14 4	54 14 5
St. Pacôme,.....	25 10 4	25 10 5	25 10 4	25 10 5
Rivière Ouelle,.....	35 2 6	35 2 7	35 2 6	35 2 7
Total,.....	327 14 1	327 14 4	327 14 1	327 14 4

COUNTY OF RIMOUSKI.

St. Simon,.....	28 17 7	28 17 8	28 17 7	28 17 8
St. Fabien,.....	17 3 5	17 3 5	17 3 5	17 3 5
St. Cécile,.....	24 3 11	24 3 11	24 3 11	24 3 11
Rimou-ki,.....	63 9 4	63 9 4	63 9 4	63 9 4
Lessard,.....	32 18 11	32 18 11	32 18 11	32 18 11
Lepage,.....	28 8 3	28 8 4	28 8 3	28 8 4
Métis,.....	16 14 3	16 14 3	16 14 3	16 14 3
Matane,.....	20 15 6	20 15 6	20 15 6	20 15 6
Total,.....	232 11 2	232 11 4	232 11 2	232 11 4

COUNTY OF TEMISCOUATA.

Rivière du Loup,.....	47 16 10	47 16 10	47 16 10	
Village St. Edouard,.....	17 6 5	17 6 5	17 6 5	
St. Arsène,.....	33 10 8	33 10 9	33 10 8	33 10 9
St. George,.....	25 15 1	25 15 2	25 15 1	25 15 2
Isle Verte,.....	46 5 7	46 5 7	46 5 7	46 5 7
St. Eloi,.....	20 5 9	20 5 10	20 5 9	20 5 10
Trois Pistoles,.....	49 9 0	49 9 1	49 9 0	49 9 1
Total,.....	240 9 4	240 9 8	240 9 4	175 6 5
Grand Total,.....	800 14 7	800 15 4	800 14 7	735 12 1

INSPECTION DISTRICT OF F. X. VALADE, Esq.
TABLE of the Apportionment of the Grant.—(Continued.)

COUNTY OF HOCHELAGA.

	SUM ACCRUING.		SUM GRANTED.	
	1st part of 1855.	2nd part of 1855.	1st part of 1855.	2nd part of 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hochelaga,.....	10 1 3	10 1 3	10 1 3	10 1 3
St. Henri,.....	8 6 2	8 6 3	8 6 2	8 6 3
Côteau St. Pierre,.....	14 5 6	14 3 6	14 5 6	14 5 6
Côte des Neiges,.....	28 18 4	28 18 4	28 18 4	28 18 4
Côteau St. Louis,.....	17 6 5	17 6 5	17 6 5	17 6 5
Côte Visitation,.....	6 13 11	6 13 11	6 13 11	6 13 11
Sault au Récollets,.....	34 16 0	34 16 1	34 16 0	34 16 1
Haut du Sault ".....	4 3 11	4 3 11	4 3 11	4 3 11
Pointe aux Trembles,.....	22 11 11	22 12 0	22 11 11	22 12 0
Longu Point,.....	17 13 0	17 13 0	17 13 0	17 13 0
Rivière des Prairies,.....	17 17 11	17 18 0	17 17 11	17 18 0

COUNTY OF JACQUES CARTIER.

Lachine,.....	37 12 3	37 12 4	37 12 3	37 12 4
Point Claire,.....	26 17 4	26 17 5	26 17 4	26 17 5
Ste. Anne,.....	15 18 7	15 18 7	15 18 7	15 18 7
Ste. Geneviève,.....	33 0 3	33 0 4	33 0 3	33 0 4
St. Laurent,.....	45 11 8	45 11 8	45 11 8	45 11 8
City, Catholiques,.....	180 0 2	180 0 3	180 0 2	180 0 3
* Total,.....	520 14 7	520 15 3	520 14 7	520 15 3

COUNTY OF VAUDREUIL.

Isle Perrot,.....	15 10 3	15 10 4	15 10 3	15 10 4
Vaudreuil,.....	66 4 6	66 4 6	66 4 6	66 4 6
Newton,....	8 10 4	8 10 4	8 10 4	8 10 4
Ste. Marthe,.....	25 9 11	25 9 11	25 9 11	25 9 11
Rigaud,.....	34 4 9	34 4 9	34 4 9	34 4 9
" Village,.....	22 8 1	22 8 1	22 8 1	22 8 1
Total,.....	172 7 10	172 7 11	172 7 10	172 7 11

COUNTY OF SOULANGES.

Soulanges,.....	40 12 8	40 12 8	40 12 8	40 12 8
Coteau du Lac,....	37 4 11	37 5 0	37 4 11	35 5 0
St. Zotique,.....	22 14 7	22 14 8	22 14 7	22 14 8
Côteau Landing,.....	8 0 6	8 0 6	8 0 6	8 0 6
St. Polycarpe,.....	69 11 5	69 11 6	69 11 5	69 11 6
St. Clet,.....	21 17 4	21 17 4	21 17 4	21 17 4
Total,.....	200 1 5	200 1 8	200 1 5	200 1 8
Grand Total,.....	893 3 10	893 4 10	893 3 10	893 4 10

APPENDIX E.

Statistics of the Catholic Schools of the City of Montreal.

TABLE No. 1.

GENERAL. STATEMENT

1. Boys' Schools:

<i>College of Montreal</i> , (Priests of St. Sulpice.)	Pupils.
Students of Theology,.....	66
Boarders,.....	135
Day Scholars,.....	55
	— 256
<i>College of St. Mary</i> , (Fathers of Society of Jesus,)....	170
Five Schools kept by the Brothers of the Christian Doctrine. Vide Table No. 2,.....	2295
Model School, under the control of the Commissioners, kept by Mr. Doran,.....	68
Mr. Anderson's School,.....	70
Six Schools for Irish Boys,.....	440
	<u>3299</u>

2. Girls' or Mixed Schools:

Nine schools kept by the Sisters of the Congregation of Notre Dame. Vide Table No. 3,.....	2286
Schools of the General Hospital, for Orphan Boys and Girls. (Grey Nuns or Sisters of Charity,).....	350
School of the Convent of La Providence:	
French School,.....	180
French and English School,.....	65
	— 245
School of the Ladies of the Good Shepherd,.....	44
Five Girls' or Mixed Schools, Irish, (of which one is under the control of the Commissioners,) kept by Lay Teachers,.....	118
Four Canadian Schools, (of which three are under control of the Commissioners) kept by Lay Teachers,	270
	<u>3313</u>

Recapitulation.

Boys at Boys' Schools,.....	3299
Boys at Mixed Schools,	234
	<u>3533</u>
Girls,.....	3079
	<u>6612</u>

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FIRST DIVISION.—SUPERIOR SCHOOLS.

No.	Name of Institution and where situated.	Date of the foundation.	By whom founded.	Names of visitors.	Composition of the Administrative body.	Faculty of Theology.				Faculty of Law.			
						Number of professors.	Num'r of students.	Number of volumes.	Cost of instruction.	Number of professors.	Num'r of students.	Number of volumes.	Cost of instruction.
FIRST SECTION.—UNIVERSITIES.													
1	McGill College, Montreal,.....	1840	Hon. J. McGill,	The Governor General.	Eleven Governors appointed by the Executive.	Not	yet	organised.		4	15		£ s. d.
2	University Laval, Quebec,.....	1854	The Seminary of Quebec.	The Archbishop of Quebec.	The Principal and Council of the University composed of the Directors of the Seminary of Quebec and the three senior Professors of each faculty.	Not	yet	organised.		5	16	1200	6 0 0
SECOND SECTION.—SPECIAL SCHOOLS.													
3	Catholic School of Theology, Grand Seminary of Quebec,.....	1663	Mgr. Laval, 1st Bishop of Quebec.		Nine clerical Directors.	4	42	1500	gratuit.				
4	Catholic School of Theology, Grand Seminary of Montreal,.....			The visitor of St. Sulpice.	Eleven clerical Directors.	5	60	1200	gratuit.				
5	Protestant School of Theology, Bishop's College, Lennoxville, District of St. Francois,.....	1841	His Lordship Bishop Mountain.		The Anglican Bishops, the Trustees and a Council of Professors.	1	8	1000					
6	Medical School, Montreal,	1843	Physicians of Montreal.		Medical Board of Directors.								
7	School of Law, St. Mary's College, Montréal,.....	1852	v. 2nd division, No. 15.		v. 2nd division, No. 15.					1	15		
8	Catholic School of Theology, College of St. Hyacinthe, District of Montreal,		v. 2nd division, No. 4.		v. 2nd division, No. 4.	2	18	500	gratuit.				
9	Catholic School of Theology, College of Nicolet, District of Three Rivers,.....	1843	v. 2nd division, No. 3.		v. 2nd division, No. 3.	1	15	500	gratuit.				
						13	143	4700		10	16	1200	

APPENDIX F.
SYNOPTICAL TABLES of all the Education Institutions of Lower Canada,

FIRST DIVISION.—SUPERIOR SCHOOLS.—(Continued.)

No.	Name of the Institution, and where situated.	Faculty of Medicine.					Faculty of Arts.					Cost of Board per annum.	Total Cost of Museum.	Total Value of Edifices.	Total Annual Expenses.	Appropriation on the Budget.				Names of Affiliated Colleges or Preparatory Schools.	Total Number of Volume in the Libraries.	Total Number of Professors.	Total Number of Students.	
		Number of Professors.	Number of Students.	Number of Volumes.	Cost of Museum.	Cost of Tuition.	Number of Professors.	Number of Students.	Number of Volumes.	Cost of Museum.	Cost of Tuition.					1851	1852	1853	1854					
FIRST SECTION.—UNIVERSITIES.					£	£					£	s.	d.	£	£	£	£	£	£					
1	McGill College, Montreal.....	10	57	2200	500	.....	6	37	1500	.....	.....	500	17276	2705	1250	550	2750	2000	.....	High School of McGill College v. 2d div. No. 9	3700	20	109	
2	University of Laval, Quebec.....	7	20	2000	1500	12	Not yet organised.				32	10	0	1500	24000	2000	.....	*250	.....	Grand Séminaire de Québec, v. No. 3.	3200	12	38	
SECOND SECTION.—SPECIAL SCHOOLS.																								
3	Catholic School of Theology, Grand Seminary of Quebec.....											20	0	0						Petit Sem. de Québec, v. 2de division, No. 1.	1500	4	42	
4	Catholic School of Theology, Grand Seminary of Montreal.....											24	0	0							1200	5	60	
5	Protestant School of Theology, Bishop's College, Lennoxville, District of St. Francis.....																		v. Bishop's College 2e division, No. 10.	1000	1	8		
6	Medical School of Montreal.....	8	28	500	50	.....							50		531	250	250	250	250		500	8	23	
7	School of Law, St. Mary's, Montreal.....																		v. 2d div. No. 15		1	15		
8	Catholic School of Theology of College of St. Hyacinthe, District of Montreal.....											20	0	0							500	2	18	
9	Catholic School of Theology of College of Nicolet, District of Three Rivers.....											20	0	0							500	1	15	
		25	105	1700	2050	.....	6	37	1500	.....	.....	2050	41270	5236	1500	800	250	2250	.....		12100	54	331	

* This Grant to the Faculty of Medicine of the University of Laval has not yet been received by that Institution.
N. B.—In this Table and the following, for want of positive information, some figures have been set down approximatively.

showing more particularly the state of Superior and Secondary Schools.

SECOND DIVISION.—

FIRST SECTION.—

No.	Name of the Institution, and where situated.	Date of the Foundation.	By whom founded.	Composition of the Administrative Body.	Composition of the Board of Professors.
1	Petit Séminaire of Quebec, District of Quebec.	1666	Mgr. Laval, 1st Bishop of Quebec.	Nine Clerical Directors.	Priests, Ecclesiastics and Laymen.
2	College of Montreal, District of Montreal.	1773	M.M. of the Seminary of Montreal.	Eleven Clerical Directors.	Priests, and Ecclesiastics of St. Sulpice.
3	College of Nicolet, District of Three Rivers.	1804	M. le Curé Brassard.	Five Clerical Directors.	Priests and Ecclesiastics.
4	College of St. Hyacinthe, District of Montreal.	1812	M. le Curé Girouard.	The Bishop of St. Hyacinthe and seven Clerical Directors.	Priests and Ecclesiastics.
5	College of Ste. Thérèse de Blainville, District of Montreal.	1821	M. le Curé Ducharme.	The Bishop of Montreal and four Clerical Directors.	Priests and Ecclesiastics.
6	College of Chambly, District of Montreal.	1825	M. le Curé Mignault.	Four Clerical Directors and the Presiding Church Warden of the Parish of Chambly.	Clerics of St. Viator.
7	College of Ste. Anne Lapocatière, District of Kamouraska.	1827	M. le Curé Painchaud.	The Archbishop of Quebec, the Principal & 3 neighbouring Cures.	Priests, Ecclesiastics and Laymen.
8	College of L'Assomption, District of Montreal.	1827	M. le Curé Labelle, J. B. Meilleur and C. L. Cazeau.	The Bishop of Montreal, the Founders and Principal Officers.	Priests and Ecclesiastics.
9	High School of McGill College, District of Montreal.	1828	McGill College.	The Governors of McGill College.	Lay Protestant Professors.
10	Bishop's College, Lennoxville, District of St. Francis.	1841	His Lordship Bishop Mountain.	The Directors of the College & the Anglican Bishops of Quebec and Montreal.	Ministers of the Church of England.
11	Joliette College, District of Montreal.	1846	Honorable Barthélemy Joliette.	The Directors and the Catholic Bishop of Montreal.	Clerks of St. Viator.
12	Masson College, Terrebonne, District of Montreal.	1847	Widow Joseph Masson.		Priests, Ecclesiastics and Laymen.
13	High School of Quebec, District of Quebec.	1848			Lay Protestant Professors.
14	St. Mary's College, District of Montreal.	1848	Mgr. Bourget, Bishop of Montreal.	The Bishop of Montreal, the Rector and four Professors.	Fathers of the Society of Jesus.
15	College of St. Michel, District of Quebec.	1853	M. le Curé Fortier and the School Commissioners of St. Michel.		Lay Catholic Professors.
16	College de Notre Dame de La Visitation, Pointe Lévis, Dis. of Quebec.	1853	M. le Curé Deziel.	Le Curé of Notre Dame de Lévis and four Lay Trustees.	Brothers of the Christian Doctrine.
17	College of Laval, District of Montreal.	1854	M. le Curé Lavallée and Inspector Germain.	Three Clerical Directors.	Ecclesiastics and Laymen.
18	College of St. Francis, Richmond, District of St. Francis.	1854		Three Trustees.	Lay Professors.
19	College of St. Henri de Massouche, District of Montreal.	1852	M. le Curé Chevreton.	One Director.	Priests and Laymen.
20	College of Rigaud, District of Montreal.	1852	M. le Curé Desautels and the School Commissioners of the Parish.	The Bishop of Montreal, one Superior & one Director.	Clerks of St. Viator.
21	College of Ste. Marie de Monnoir, District of Montreal.	1853	M. le Curé Crevier.	Five Directors.	Ecclesiastics and Laymen.
22	College of Ste. Marie de La Bruce, District of Quebec.	1854	M. le Curé Proulx.	A Director appointed by the School Commissioners.	Brothers of the Christian Doctrine.
23	College of Verdieres, District of Montreal.	1854	M. le Curé Bruneau.	The School Commissioners.	Clerks of St. Viator.
24	College or Institute of Sherbrooke, Dist. of St. Francis.	1855	Mgr. Prince, Bishop of St. Hyacinthe.	The Bishop and six Trustees.	Priests and Ecclesiastics.

SECONDARY SCHOOLS.

COLLEGES.

No.	APPROPRIATIONS ON THE BUDGET.								Expenses for the year 1855.	Cost of Board and Tuition.	Cost of Tuition.	Total Value of Buildings.	Religious Instruction.
	1851.		1852.		1854.		1855.						
	Annual Aid.	Aide for building.	Annual Aid.	Aid for building.	Annual Aid.	Aid for building.	Annual aid.	Aid for building.					
1	£	£	£	£	£	£	£	£	£	£ s.	£	1	
2									4000	21	3 15	20000	1
3	300		300		400	300	400	200	3600	20	3 0	20000	1
4	300		300		500	1000	500	1000	4000	21	3 0	18000	1
5	300	300	300	200	400	300	400	300	1350	21	2 10	10000	1
6	300	300	300		300	150	300	100	530	4(1)		6000	1
7	300		300	300	400	500	400	900	1415	20	2 10	2000	1
8	500	300	300	200	300	300	300	300	1532	4(1)		10000	1
9	282		282		282		282						1
10	300		300		300		450		1400	20			1
11	100	300	100		100		100		529			3000	1
12	250	300	250		250	150	250	150	1000			4000	1
13	282		282		282		282						1
14					300	500	300	500	3332	21		11000	1
15			75		200	150	200	150	792	20	2 0	3000	1
16		300	50		250	300	250	300	2470	20	2 0	8000	1
17					100	150	100	150	542	20	2 0	3000	1
18					300		300		1316			3500	1
19	50		50	100	50		50		350			3000	1
20	250		250	200	250	150	250	100	443			2500	1
21					100	150	100	100	500	4(1)		1500	1
22						200		200	300	2(1)	1 5	1000	1
23							100		467			1000	1
24							50		300				1
	3314	1800	3439	1000	5064	4300	5364	4450	34668			155500	24

N. B.—At Colleges marked thus (1) board (*pension*) does not include meals.

SECOND DIVISION.—SECONDARY SCHOOLS.
SECOND SECTION.—Lyceums, Academies or Secondary Transitory Schools.

No.	Name of Institution.	Composition of the Administrative Body.	Composition of the Board of Teachers.	Expenses of the year 1855.	Appropriations on the Budget in 1855.	Amount received from the School Comms. in 1855.	Income from Board and Tuition.	Elements of Latin taught instead of those prescribed by Law.	Elements of Greek taught instead of those prescribed by Law.	Number of Teachers.	No. of Fem. Teach.	No. of Pupils over 16 years.	No. of Pupils under 16 years.	Total number of Pupils.
1	Academy of Danville.	Three Trustees elected	Protestant Lay Teachers Male & Fem.	£225	£75	£150	50			1	3	34	32	66
2	Academy of Stanbridge	Five Trustees elected	" " " "	200	75	125	125			1	1	32	29	61
3	Academy of Lachute	Five Directors.	" " Minister and Teachers	150	75	75	75	1	1	2	1	116	94	210
4	Academy of Granby	Nine Trustees.	" " " "	210	100	110	110			2	1	44	61	105
5	Academy of Sherbrooke	Three Trustees	" " " "	150	100		50			1	1	14	58	72
6	Academy of Knowlton	The resident Protestant Minister, one Trustee, and the Church Wardens.	Protestant Lay Teachers Male & Fem.	200	100		50			1	1	10	35	45
7	Academy of St. Constant.	The School Commissioners	Catholic Lay Teachers	109	37 10s.	£75				1	1	32	29	61
8	Acad. of Pointe-aux-Trem., Québec.	The School Commissioners	" " " "	200	100	50	50			3	1	66	66	132
9	Academy of Belœil.	The School Commissioners	Catholic Lay Teachers Male & Female.	225	100	75	50			2	1	1	54	55
10	Bonin Academy at St. Andrew.	The Catholic Dissident Trustees.	Clerks of St. Viator	143	75	32	6 5s.			2	1	29	47	76
11	Academy of Clarenceville	Nine Directors	Protestant Lay Teachers	177	100	77	20			2	1	15	33	48
12	Academy of Vaudreuil.	The School Commissioners	Catholic Lay Teachers	100	50	50	60			2	2	125	125	250
13	Academy of Ste. Foy	The School Commissioners	Catholic Lay Teachers Male & Fem.	150	50	60	30			2	2	15	33	48
14	Academy of Aylmer.	Directors	Protestant " " " "	172	75		75			1	3	77	90	167
15	Academy of Charleston	Eight Trustees	" " " "	180	100		53	1	1	2	1	12	80	92
16	Academy of Berthier	Trustees	Lay Teachers.	103	100					2	1	23	100	123
17	Academy of Baie du Febvre.	The School Commissioners	Catholic Lay Teachers	100	50	50				1	3	2	184	186
18	Academy of Napierville	The School Commissioners	Catholic Lay Teachers	125	50	75				1	1	2	84	86
19	Academy of St. Jean, Isle of Orleans	The School Commissioners	Catholic Lay Teachers	125	50	20	52			3	2	29	40	69
20	Lyceum of Philipsburg.	Three Trustees elected.	Minister and Protestant Lay Teachers.	150	50	100	100	1		1	3	30	20	50
21	Lyceum of Sutton.	Five Directors elected.	Minister and three Teachers	150	75		75			5	9	171	180	351
22	Academy of Yamachiche.	The School Commissioners	Brothers of the Christian Doctrine	200	50	150				2	2	23	132	175
23	Academy of Huntingdon	12 Directors elected by Subscribers.	Protestant Lay Teachers Male & Fem.	365	100	43	190	1	1	2	2	3	37	40
24	Academy of Three Rivers	Committee of seven persons.	Protestant Lay Teachers	214	100		144			2	2	1	119	120
25	Academy of St. Paul de l'Industrie.	The Curé and School Commissioners.	Clerks of St. Viator	79	25	25	16			2	2	25	35	60
26	Academy of Beauharnois	The School Commissioners	Brothers of the Christian Doctrine	120	50	70				3	4	49	119	168
27	Lyceum of Dunham	Four Trustees	Lay Teachers Male and Female.	275	100		175	1		1	1	5	25	27
28	Acad. aux of St. Timothy.	The School Commissioners	Catholic Lay Teachers	200	50	50	100			2	2	4	52	56
29	Academy of Buckingham	Six Protestant Ministers Trustees.	Protestant " " " "	150	75		75			5	6	74	80	154
30	Catholic Academy d'Aylmer.	Trustees	Catholic " " " "	150	75		75			5	5	121	126	247
31	Academy of St. Eustache	The Curé and School Commissioners	Brothers of St. Joseph	150	75	70	40			8	8	192	200	392
32	Lyceum of Varinnes	The Curé and five Directors	Priests and Brothers of St. Joseph	350	150		100			3	3	82	82	164
33	Industrial Academy of St. Laurent	The School Commissioners	Brothers of St. Joseph	140	50	50	40			3	3	180	180	360
34	Academy of Point Claire	The Curé and School Commissioners	Brothers of the Christian Doctrine	150	75	50	25			1	1	7	8	15
35	Academy of Montmagny	Trustees	Protestant Lay Teachers	100	50	50				2	2	109	109	218
36	Academy of Clarendon.	The Curé and Commissioners School	Catholic Lay Teachers	75	50	25	25			3	3	72	75	147
37	Academy of Somerset	" " " "	Brothers of the Christian Doctrine	150	75	50	25			1	1	64	64	128
38	Academy of Kamouraska	" " " "	Lay Teachers	100	50	25	25			3	3	10	89	99
39	Academy of Deschambault.	" " " "	Brothers of the Christian Doctrine	100	50	25	25			4	4	16	96	112
40	Academy of l'Islet	" " " "	Catholic Lay Teachers	250	50		200			4	4	50	150	200
41	Academy of M. Juneau, Quebec.	Mr. Juneau.	Lay Teachers							8	12	60	300	360
42	Academy of L. Phillips, Montreal	Mr. Phillips.	Lay Teachers											
43	Northwestern of the Colonial Church	The Committee of the Society.	Minister and Protestant Lay Teachers Male and Female.	500	50									
				£7195	2772 10s.	£1215	2648 5s.	6	4	108	12	755	8717	4472

SECOND DIVISION.—
THIRD SECTION.—Academies and Boarding School

No.	Name of the Institution, and where situated.	Date of Foundation.	By whom founded.
1	Convent of the Ursulines at Quebec.....	1639	Madame de la Peltrie.....
2	Convent of General Hospital at Quebec.....	1693	Mgr. de St. Vallier.....
3	Convent and School of the Congregation of Notre Dame at Montreal.....	1693	La Secur Bourgeois.....
4	Boarding School of Maria-Villa, Montreal.....	1694	The Ladies of the Congregation.....
5	Convent of the Ursulines at Three Rivers.....	1697	Mgr. de St. Vallier, 2nd Bishop of Quebec.....
6	Convent of the Congregation at Quebec.....	1846	.....
7	Convent of the Sisters of Charity at Quebec.....	1849	Mgr. Tugeson, Archbishop of Quebec, and the Ladies of the Society of Education.....
8	Convent of the Good Shepherd at Quebec.....	1853	Madame F. X. Roy.....
9	Convent of the Sisters of Charity at Montreal.....	1747	Madame Youville.....
10	Convent of the Providence at Montreal.....	1828	Madame Gamelin.....
11	Convent of the Good Shepherd at Montreal.....	1844	The Bishop and the Ladies of Montreal.....
12	Convent of the Sacred Heart at St. Vincent de Paul.....	1842	The Bishop of Montreal.....
13	Convent of Chambly.....	1854	M. le Curé Mignault.....
14	Convent of Montmagny.....	1854	The Curé and the School Commissioners.....
15	Convent of St. Hugues.....	1855	M. le Curé Archambault.....
16	Convent of Ste. Marie de Monnoir.....	1855	M. le Curé Crevier.....
17	Convent of St. Aimé.....	1855	.....
18	Convent of Baie St. Paul.....	1848	.....
19	Convent of Ste. Famille, Island of Orleans.....	1686	.....
20	Convent of Yarences.....	1854	The Curé.....
21	Convent of Beauharnois.....	1852	M. le Curé Charland.....
22	Convent of St. Joseph of Point Lévi.....	1855	M. le Curé Routier and the School Commissioners.....
23	Convent of St. Charles Borromée.....	1853	.....
24	Convent of Ste. Scholastique.....	1852	.....
25	Girls Academy at Cowanville.....	.....	.....
26	Convent of St. Eustache.....	1853	.....
27	Convent of St. Paul of Industrie.....	.....	.....
28	Convent of Ste. Marie of Beauce.....	1828	.....
29	Convent of St. Timothy.....	1851	.....
30	Convent of Ste. Croix.....	.....	.....
31	Hospice Youville, St. Benoit.....	1854	Mr. Girouard, formerly Member of the Legislature.....
32	Convent of Ste. Elizabeth.....	.....	.....
33	Convent of Rimouski.....	1853	.....
34	Convent of St. Jean, Island of Orleans.....	.....	.....
35	Convent of Yamachiche.....	1852	M. le Curé Dumoulin.....
36	Convent of Sorel.....	1852	.....
37	Convent of St. Grégoire.....	1852	.....
38	Academy of Gentilly.....	.....	.....
39	Academy of Stanstead.....	.....	.....
40	Academy of Nicolet.....	.....	.....
41	Convent of Longueuil.....	1843	Miss Durocher, Dufresne, & Céré, Founders of the Order.....
42	Academy of St. Michel, Bellechasse.....	1852	M. le Curé Fortier and the School Commissioners.....
43	Academy of l'Islet.....	.....	M. le Curé Delage.....
44	Convent of the Lake of Two Mountains.....	1720	.....
45	Convent of Pointe-aux-Trembles, Montreal.....	1690	.....
46	Convent of Boucherville.....	1703	.....
47	Convent of Laprairie.....	1705	.....
48	Convent of Pointe Claire.....	1734	.....
49	Convent of Berthier, Montreal.....	1835	.....
50	Convent of Terrebonne.....	1826	.....
51	Convent of the Ceders.....	1841	.....
52	Convent of Chateauguay.....	1847	.....
53	Convent of L'Assomption.....	1847	.....
54	Convent of Ste. Thérèse.....	1847	.....
55	Convent of St. Jean Dorchester.....	1847	.....
56	Convent of Pointe-aux-Trembles, Quebec.....	1713	.....
57	Convent of St. Francois, Rivière du Sud.....	1763	.....
58	Convent of Rivière Ouelle.....	1809	.....
59	Convent of St. Denis, Montréal.....	1783	.....
60	Convent of St. Hyacinthe.....	1813	.....
61	Convent of St. Jacques of Achigan.....	1848	Madame Blondin, 1st Superior.....
62	Convent of Ste. Geneviève.....	1850	.....
63	Convent of Val d'Arcueil.....	1853	.....
64	Academy of Kamouraska.....	1851	.....
65	Convent of St. Laurent, Montreal.....	1852	.....
66	Convent of Mascouche.....	1854	.....
67	Convent of St. Martin.....	1854	.....
68	Convent of St. Lin.....	1855	.....
69	Convent of St. Hilaire.....	1855	.....
70	Convent of Beloeil.....	1855	.....
71	Convent of St. Ambrose of Kildare, Montreal.....	1855	.....

SECONDARY SCHOOLS.
for Girls, and Convent Schools,

No.	Composition of the Administrative Body.	Composition of the Body of Teachers.	Appropriation on the Budget in 1885.	Number Female Teachers.	No. of Boarders & Day Boarders.	Number of Day Scholars.	Total Number of Pupils.
1	The Bishop and Chapter of the Community,	Ursuline Nuns,	£	22	186	175	361
2	"	Augustinian Nuns,		12	89		89
3	"	Nuns of the Canadian Order of the Congregation of Notre Dame,		30	174	2051	2225
4	"	"		10	61		61
5	"	Ursuline Nuns,		12	100	105	205
6	"	Nuns of the Canadian Order of the Congregation of Notre Dame,		15	227	586	813
7	The Committee of the Secy. of Educa-	Ladies of the Canadian Order of Grey Nuns,		10		527	527
8	The Bishop and Chapter of the Community,	Ladies of the Good Shepherd,		5		215	215
9	"	Ladies of the Canadian Order of Grey Nuns,		5	350		350
10	"	Ladies of the Canadian Order of La Providence,				245	245
11	"	Ladies of the Good Shepherd,				44	44
12	"	Ladies of the Sacred Heart,		20	170		170
13	"	Ladies of the Congregation,		50	4	60	60
14	School Commissioners,	"	75	5	64	100	164
15	Nuns Directresses,	Ladies of the Presentation,	225	7	56	40	96
16	"	"	70	6	43	55	98
17	"	"		4	34	55	89
18	"	Ladies of the Congregation,	50	3	50	30	80
19	"	"	50	2	55		55
20	The Curé and School Commissioners,	Ladies of Ste. Croix,	50	5	42	70	112
21	"	Ladies of the Canadian Order of the Sacred Names of Jesus and Mary,		5	81	70	151
22	The School Commissioners and Church Wardens,	"	275	7	50	65	115
23	The Curé and School Commissioners,	Ladies of the Canadian Order La Providence,	50	5	92	100	192
24	The Nuns Directresses,	Ladies of Ste. Croix,	30	5	36	82	118
25	Committee of Directresses,	Protestant Female Teachers,	50	2		54	54
26	The Nuns Directresses,	Ladies of the Congregation,	30	4	49	50	99
27	"	Ladies of La Providence,		3		52	52
28	"	Ladies of the Congregation,	125	8	93	36	129
29	"	Ladies of the Sacred Names of Jesus and Mary,	37 10s.	5	60	50	110
30	"	Ladies of the Congregation,	50	3	35	30	65
31	"	Ladies of the Canadian Order of Grey Nuns,	50	3	30	30	60
32	The Curé and Nuns Directresses,	Ladies of the Canadian Order of La Providence,	75	3	40	40	80
33	"	Ladies of the Congregation,	50	4	37	30	67
34	The Curé of the Parish,	"	50	3	51	169	220
35	The Nuns Directresses,	"	50	3	50	40	90
36	"	Ladies of the Canadian Order La Providence,	50	7	100	134	234
37	"	"	50	7	60	62	122
38	"	Lay Catholic Female Teachers,	50	1		55	55
39	The Trustees,	Lay Protestant Female Teachers,	75	1		55	55
40	School Commissioners,	Lay Catholic Female Teachers,	50	3	50	27	77
41	The Nuns Directresses,	Ladies of the Canadian Order of the Sacred Names of Jesus and Mary,	50	3	100	193	293
42	School Commissioners,	Catholic Female Teachers,	75	3		98	98
43	School Commissioners,	"	37 10s.	2	50	40	90
44	The Nuns Directresses,	Ladies of the Congregation,		3		30	30
45	"	"		3	57	80	117
46	"	"		3	89	35	123
47	"	Ladies of the Canadian Order of La Providence,		3	55	77	132
48	"	Ladies of the Congregation,		3	31	20	51
49	"	"		3	104	60	164
50	"	"		3	104	69	173
51	"	"		3	21	69	90
52	"	"		3	44	42	86
53	"	"		3	62	48	110
54	"	"		3	53	100	153
55	"	"		3	106	130	236
56	"	"		3	60	53	113
57	"	"		3	60	30	90
58	"	"		3	66	24	90
59	"	"		3	62	40	142
60	"	"		7	148	100	248
61	"	Ladies of the Canadian Order of Ste. Anne,		7	8	106	114
62	"	"		3	2	53	55
63	"	"		3		63	63
64	School Commissioners,	Lay Catholic Female Teachers,		2		49	49
65	"	Ladies of Ste. Croix,		3	54	46	100
66	"	Ladies of La Providence,		3	60	40	100
67	The Nuns Directresses,	"		3	18	62	80
68	School Commissioners,	Ladies of the Sacred Names of Jesus and Mary,		2	15	51	66
69	"	"		3	6	43	49
70	"	"		3	20	30	50
71	"	Ladies of Ste. Anne,		2	10	30	40
			£1930	359	4139	7500	11639

SECOND DIVISION.—SECONDARY SCHOOLS.

FOURTH SECTION.—Special Schools.

No.	Name of Institution.	Date of Foundation.	By whom founded.	Composition of the Administrative Body.	Composition of the Body of Teachers.	Appropriation on the Budget in 1887.	Number of Professors.	Number of Pupils.
1	Ins'tute for deaf and dumb males at Côteau St. Louis	1849	Rev. M. Lagorce.....	The Presiding Professors.	Priests and Clerks of St. Viator.....	£150	3	15
2	Ins'tute for deaf and dumb females at Long Point,....	1852	Bishop Bourget	The Ladies Directresses.....	Ladies of the Canadian Order of La Providence.		5	30
						£150	8	45

RECAPITULATION OF THE FOUR SECTIONS OF SECONDARY SCHOOLS.

SECTIONS.	Number of Schools.	Number of Professors.	Number of Pupils.
Colleges.....	24	252	4089
Boys or Mixed Academies.....	43	150	4172
Convent Schools and Academies for Girls.....	71	359	11639
Special Schools.....	2	8	45
Grand Total.....	140	769	20245

THIRD DIVISION.—PRIMARY SCHOOLS.

	Number of Schools.	Number of Teachers Male and Female.	Number of Pupils.
FIRST SECTION.			
Superior, Primary, or Model Schools, (including the Superior Girls' Schools in Table A, which are not mentioned in the Third Section of Secondary Schools)	223	250	13025
SECOND SECTION.			
Elementary Schools.....	2513	2600	100168
Total.....	2736	2850	112193

RECAPITULATION OF THE THREE GREAT DIVISIONS.

DIVISIONS.	Number of Schools.	Number of Persons forming the Body of Teachers.	Number of Pupils.
Superior Schools.....	12	54	331
Secondary Schools.....	140	767	20245
Primary Schools.....	2736	2850	112193
Grand Total.....	2888	3671	132769

APPENDIX G.

Table showing the Books in use in the Primary Schools of Lower Canada.

LATIN BOOKS.

READING.

	Number of Municipalities in which they are used.
Psautier,.....	49
Epitome,.....	4

FRENCH BOOKS.

READING.

Alphabet,.....	155
Livres des Ecoles des Frères,.....	23
Neuvaine de St. François-Xavier,.....	8
Catéchisme,.....	79
Nouveau Testament,.....	42
Instruction de la Jeunesse,.....	44
Notions Utiles, (Manuel des),.....	5
Guide de l'Instituteur,.....	57
Manuscrit,.....	52
Veillées Canadiennes,.....	1
Lectures Françaises,.....	10
Vocabulaire,.....	6
Art Epistolaire,.....	3
Annales de la Propagation de la Foi,.....	3
Lecture Graduée, par Juneau,.....	4
Morale en Action,.....	1
Logique,.....	1
Principes de Littérature,.....	1
Ancien Testament,.....	34
Journée du Chrétien,.....	5
Télémaque Moral,.....	1
Philosophie Naturelle,.....	1
Manuel de Tempérance,.....	1
Devoirs du Chrétien,.....	175

GRAMMAR.

Grammaire des Frères,.....	63
Exercices et Dictées Orthographiques,.....	31
Grammaire Française,.....	100
Grammaire de Bouthillier,.....	1
Grammaire de Lequin,.....	2
Grammaire de LHomond,.....	28

HISTORY.

Histoire Naturelle,.....	8
Histoire Ancienne,.....	23
Abrégé de l'Histoire de France,.....	41

	Number of Munici- palities in which they are used.
Histoire Sainte,.....	94
Histoire Profane,.....	2
Histoire du Canada,.....	59
Histoire Romaine,.....	3

GEOGRAPHY.

Géographie,.....	97
Géographie des Frères des Ecoles Chrétiennes,.....	31

ARITHMETIC.

Arithmétique de Bouthillier,.....	19
Arithmétique des Frères des Ecoles Chrétiennes,.....	67
Arithmétique,.....	97
Arithmétique de Bibaud,.....	1

ENGLISH BOOKS.

READING.

Murray's English Reader,.....	24
Sullivan's Spelling Book,.....	1
Catholic School Book,.....	9
London Primer,.....	1
Duty of the Christian,.....	3
Walker's Dictionary,.....	2
Mavor's English Reader,.....	1
Christian Brothers' Class Book,.....	2
Universal Spelling Book,.....	4
Webster's Spelling Book,.....	7
American Books,.....	3
Hunter's Rudiments,.....	1
Vocabulary,.....	5
Catechism,.....	5
Rhetoric,.....	2
Child's Guide,.....	1
Towns' Reader,.....	3
French and English Dialogues,.....	2
British American School Books,.....	4
Spelling Book,.....	54
Carpenter's Spelling Book,.....	19
Agricultural Society Books,.....	7
National Series of School Books,.....	67
The Old Testament,.....	14
The New Testament,.....	11
English Reading,.....	4
Bible,.....	10
Mavor's Spelling Book,.....	23

GRAMMAR.

Weed's and Kirkham's Grammar,.....	2
Smith's Grammar,.....	2

	Number of Muni- cipalities in which they are used.
Sullivan's Grammar,.....	1
Murray's Grammar,	11
Grammar,.....	38
Lennie's Grammar,	11

HISTORY.

History of England,.....	12
History of the Saints,.....	2
Modern History,.....	3
Goldsmith's History,.....	11
History of Canada,.....	4

GEOGRAPHY.

Smith's Geography,	11
Murray's Geography,.....	1
Morse's Geography,	27
Geography,.....	24
Stewart's Geography,.....	3
Olney's Geography,	10

ARITHMETIC.

Thompson's Arithmetic,.....	5
Adam's Arithmetic,.....	7
Murray's do	1
Ingram's do	3
Arithmetic,	28
Walkingham's Arithmetic,	15
Gray's do	6
Elements of Book-keeping,.....	5

APPENDIX H.

TABLE showing the Circuit of each Inspector, the Names of Counties or parts of Counties included in it, the Number of Municipalities, the Population, the Number of Schools in operation, and the Salary of Inspectors.

Names of Inspector, and Description of his District.	Number of Municipalities.	Population.	Area of Land owned.	Number of Schools under control.	Salary of Inspectors.		
					£	s.	d.
J. B. F. Painechaud, Magdalen Islands, Gaspé,.....	1	2220	.....	3	31	5	0
Jos. Meagher, Counties of Bonaventure and Gaspé,.....	20	20772	233340	31	250	0	0
J. Lespérance, part of Gaspé.....	1	966	8000	1	62	10	0
Isidore Morin, County of Chicoutimi,.....	5	4951	69669	15	125	0	0
G. Tanguay, Counties of Kamouraska, Rimouski, and Témiscouata,.....	26	34088	584092	150	218	15	0
C. Cimon, County of Charlevoix and part of Saguenay,.....	10	13012	209007	33	125	0	0
John Hume, County of Mégantic and part of Dorchester and of Beauce,.....	16	16085	214121	31	187	10	0
F. X. Béland, Counties of Beauce, Lévi, Dorchester, and Lotbinière,.....	29	58135	685437	214	218	15	0
J. Crépault, counties of Bellechasse, Montmagny, and Islet.....	18	36729	386134	128	187	10	0
P. M. Bardy, Counties of Québec, Montmorency and Portneuf; Catholic Population of the City of Québec.....	32	80673	544571	124	250	0	0
Rev. R. Plees; Protestant Population of the City of Québec.....	1	9118	.....	35	62	10	0
P. Hubert, Counties of St. Maurice, Maskinongé and Champlain... ..	21	41181	443909	100	187	10	0
G. A. Bourgeois, part of the Counties of Drummond, Bagot, and Arthabaska.....	9	9305	175000	35	156	5	0
B. Maurault, Counties of Nicolet and Yamaska,.....	17	34650	333482	95	187	10	0
M. Child, Counties of Stanstead, Richmond, Compton, Wolfe, and part of Drummond and of Arthabaska,.....	25	35848	484143	245	218	15	0
R. Parmelee, Counties of Missisquoi, Brome, Shefford, and part of Ibterville,.....	23	43632	380704	192	218	15	0
J. N. A. Archambault, the Counties of Richelieu, Verchères, Chambly, and part of St. John and of St. Hyacinthe,.....	24	60889	473296	120	218	15	0
A. P. L. Consigny, the Counties of Bagot, Rouville, and part of St. Hyacinthe and of Ibterville,.....	22	50889	457923	127	156	5	0
M. Lascot, Counties of Laprairie, Napierville, Beauharnois, and part of Châteauguay and of St. John,.....	10	55785	470523	141	218	15	0
John Bruce, County of Huntingdon, part of Châteauguay and of Argenteuil, and the Protestant Population of the City of Montreal. ..	15	48530	331139	167	250	0	0
F. X. Valade, counties of Jacques Cartier, Hochelaga, Vaudreuil and Soulanges, and Catholic Population of the City of Montréal. .	26	82559	424175	116	250	0	0
A. D. Dorval, Counties of Berthier, Joliette and Montcalm,.....	34	64558	630008	134	218	15	0
F. Germain, Counties of Laval, Terrebonne, Two-Mountains, and part of Argenteuil,.....	26	46210	393584	114	187	10	0
J. J. Roney, Counties of Ottawa and Pontiac,.....	23	23164	826227	86	218	15	0

APPENDICE I.

Correspondence between the Department of Public Instruction and the Post Office Department, on the subject of the Postal Relations between Canada and France.

EDUCATION OFFICE EAST,

MONTREAL, 22nd December, 1855.

The Honorable R. Spence,
Postmaster General of Canada.

SIR,—Having applied to the Post Office to transmit to France a certain number of the Reports of my predecessor for last year, I was told that the cost of each copy would amount to no less than twenty-eight shillings currency. I of course gave up the idea of sending any, the expense being one that the Department could hardly bear. I was also told that this enormous rate of postage, amounting in fact to a prohibition, is exacted between England and France, the postage between this country and England being moderate. I have thought it my duty to call your attention to this state of things, that you may, if you think proper, communicate with the Imperial Government.

I can hardly conceive how such an impediment can be allowed to remain in the way of the literary and intellectual intercourse of the two great nations who are now bound together by so many ties.

As to our own country, at a time when both in France and here, such efforts are made to establish relations of a social and commercial nature between us and a country, the language of which is still spoken by nearly one half of the people of Canada, it behoves us to remove all obstacles to a free intercourse, and especially one that operates so much to our disadvantage.

If I am correctly informed, the same postage is exacted for French periodicals, in pamphlet form, sent to this country, and consequently their transmission by the post has entirely ceased. This is certainly a very great obstacle to the diffusion of knowledge among the French speaking population of Lower Canada.

Such has been your zeal and such your success in carrying out important reforms in your department, that I need only mention to you this highly interesting subject, to secure to my compatriots a great amount of good.

I have the honor to be,

Sir,

Your most obedient servant,
(Signed,) PIERRE J. O. CHAUVEAU.

POST OFFICE DEPARTMENT,

TORONTO, 28th December, 1855.

SIR,—I am directed by the Post Master General to acknowledge the receipt of your communication of the 22nd instant, and to convey his thanks to you for drawing his attention to the subject of the charges made by the Imperial Post Office on the transmission of pamphlets and periodicals between Canada and France; and viewing, as he does, this matter as bearing very strongly on the educational interests of the Province, I am to assure you that this Department will use its utmost efforts to procure from the Imperial authorities an abatement of the restrictive charges which now exist.

At the same time, I beg to add, for your information, that this Department has frequently, from time to time, sought from the British Post Office a reduction

of the postage rates upon correspondence generally between Canada and France ; and some improvement in this respect was conceded this spring, coupled with an assurance that the subject would be borne in mind in negotiations between Great Britain and France, with the object of ameliorating the postal intercourse of the two nations, which, it was anticipated, would take place during the past summer.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,) W. H. GRIFFIN,

Secretary.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Montreal.

POST OFFICE DEPARTMENT,

TORONTO, 15th February, 1856.

SIR,—With reference to your letter of the 22nd December last, remarking upon the prohibitory character of the postage charges made under the Imperial Post Office Regulations on the transmission through the English Mails of pamphlets and other printed matter of like description between Canada and France, and urging the advantages to the literary and intellectual intercourse of the two countries, which would accrue upon a mitigation of the existing rates, and further, in view of the warm interest you have frequently, from time to time, on previous occasions, expressed on this subject, in all which the Post Master General fully participated, I am directed to inform you that the Post Master General has been apprized by the Imperial Post Office, London, that an arrangement has been concluded between the British and French Governments which comprehends a provision for the transmission at reduced rates between Canada and France of printed papers and books, of which he hopes to be enabled to announce the details and conditions by department circular at an early date.

I have the honor to be,

Sir,

Your most obedient servant,

W. H. GRIFFIN,

Secretary.

Honorable P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

APPENDIX J.

Copies and Extracts from the Reports of the School Inspectors for 1855, viz., from—

MESSRS. J. N. A. ARCHAMBAULT,
P. M. BARDY,
P. F. BELAND,
G. A. BOURGEOIS,
JOHN BRUCE,
M. CHILD,
C. CIMON,
J. CREPAULT,
A. P. L. CONSIGNY,
A. D. DORVAL,
CESAIRE GERMAIN,
P. HUBERT,
JOHN HUME,
M. LANCTOT,
J. G. LESPERANCE,
B. MAURALT,
JOS. MEAGHER,
I. MORIN,
J. B. F. PAINCHAUD,
R. PARMELEE,
REV. R. G. PLEES,
J. J. RONEY,
G. TANGUAY,
F. X. VADADE.

VARENNES, *October, 1855.*

Honorable P. J. O. Chauveau,
Superintendent of Education, L. C.

SIR,—I have the honor to transmit you along with this Report my Tables of Statistics for the scholastic year ending on the 30th of June, 1855.

I think I may say, without deviating from the truth, that this Inspection District is one of those in which the law is most fairly carried out, and meets with least opposition; I am, however, far from claiming the merit of this: on the contrary it must be attributed to the liberality of the rate-payers.

In the parishes which I have to visit, the inhabitants are generally desirous of educating their children, and of profiting by the advantages afforded by the Act, and are willing to make every suitable sacrifice to procure for their families an education adopted to the present wants of society: in all the principal parishes may be seen springing up educational institutions for each sex, and of the first order.

To give you an idea of what they are, I enclose you copies of the programme of studies of each of these institutions.

You will see by my Tables, that there is a College at Chambly, a Lyceum at Varennes, that there are Academies at Varennes, at St. Johns, and at William Henry; Model Schools at Longueuil, at Boucherville, at Contreccœur, at St. Antoine, at St. Marc, at Belœil, at St. Charles, at St. Denis, at St. Ours, and at St. Aimé; Convents and Boarding Schools for Young Ladies at Longueuil, at Varennes, at St. Johns, at William Henry, at Boucherville, Belœil and St. Denis; Superior Schools for Girls at Chambly, at Verchères, at Contreccœur, at St. Antoine, St. Ours and St. Aimé.

In my next Report I hope to have to record the establishment of two new Academies for Boys, one at St. Johns and the other at Longueuil, and of two Boarding Schools for Young Ladies, one at Chambly and the other at St. Aimé; perhaps also of a third at Verchères, where a building destined to that purpose is in process of construction.

You, Sir, will agree with me that there is no stronger indication of the advance of education in a country than the establishment of such a number of these institutions.

You may judge how powerful is the impulse, since the parish of St. Aimé has separated itself from St. Michel d'Yamaska, that it might follow the general example.

There is no need of repeating that there is great improvement in the common schools of these parishes; it could hardly be otherwise, since these district schools are the places of preparation for the institutions of the highest order.

In my next Report I intend to send you a correct description of the edifices occupied by the above mentioned institutions of first rank; and you will then see that several of them are almost as extensive as that which you visited at St. Hugues in September last.

In many of the parishes, the Vestries have made great pecuniary sacrifices to encourage education; some of them have expended large sums; I would particularly cite those of Varennes, Verchères, Belœil and Longueuil.

The Clergy, as is their wont, have taken an active part in the formation of these numerous and important establishments.

Moreover, while rendering justice to the exertions, the zeal and hearty good will of all the teachers of this district, I am far from giving them (as one of my colleagues seems to do) the preference over the religious orders which I meet in the same district.

This Report shows that there are in this Inspection District—

24 Municipalities.			
112 School Districts.			
96 School Houses.			
120 Schools in operation under the control of the Commissioners.			
99 Elementary Schools,	attended by 4586 Pupils.		
10 Model Schools,	"	602	"
4 Dissident Schools,	"	124	"
5 Superior for Girls, Schools,	"	327	"
3 Academies,	"	510	"
1 Lyceum,	"	123	"
1 College,	"	147	"
7 Convent Schools,	"	1214	"
1 Independent School,	"	29	"

Forming altogether,..... 7662 Pupils.

There are 33 teachers, of whom 30 have diplomas and 3 have none.

75 female teachers, all except two, holding certificates from Inspectors.

I have not, of course, included in these numbers the persons employed in teaching in the religious houses already mentioned in this Report.

These I shall class in the following order :

	Professors.
College of Chambly,	12
Lyceum of Varennes,	5
Academy of William Henry,	5
“ of Verchères,	4
“ of St. John,	3
Convent of Longueuil,	48
“ of St. John,	5
“ of William Henry,	6
“ of Belœil,	3
“ of St. Denis,	3
“ of Boucherville,	2
Young Ladies Boarding School at Varennes,	5
Total,	101
Adding to this the number of teachers,	33
Also that of female teachers,	75

The body of teachers will amount to, 209

To avoid burdening this Report with useless details, I take the liberty of referring you to my Report of the 31st March, 1853, inserted in No. 5 Journal of the House of Assembly, eleventh volume, in which I have given the most ample details respecting many of those important seminaries of education above mentioned, amongst others the College of Chambly, the Academy of the Brothers of the Christian Doctrine at William Henry, the Convents of Longueuil, St. John, St. Denis, Boucherville and Belœil.

I shall merely say a few words respecting the Lyceum and the Boarding School for Young Ladies at Varennes: these two establishments are new, and it is of importance to know on what basis they are founded.

The Lord Bishop of Montreal, aided by some friends of education, founded at the Village of Varennes these two institutions, the Vestry of that parish having

placed at the disposal of His Lordship the old house belonging to the Vestry, for the Lyceum, and a lot of land purchased with that view for £3000, on which there is a handsome and convenient house for the Young Ladies Boarding School.

The annual means of support of these institutions are as follows :

For the Lyceum :

1st. A special grant from the Legislature,	£75	0	0
2nd. Income from Boarders,..... about,	15	0	0
3rd. Part of produce of farm bought by the Vestry (Fabrique,)..... about,	30	0	0

£120 0 0

4th. By amount which the Commissioners of the School Municipality of Varennes have obliged themselves to pay in consideration of the free admission to all the classes of both the Institutions of the children of the Municipality, of age to attend school as defined in the Act,

125 0 0

£245 0 0

For the Young Ladies Boarding School :

1st. Grant from the Legislature,	50	0	0
2nd. Day Scholars, about.....	8	10	0
3rd. Share of the proceeds of aforesaid farm,	30	0	0

£88 10 0

4th. By amount which Commissioners have obliged themselves to pay on same conditions as to the Lyceum,

125 0 0

£213 10 0

For other details see Report.

Such being the state of affairs, I am justified in speaking favorably of the parishes of my district.

Nevertheless, while praising the general disposition of the population, I do not mean to say that there are no more obstacles to be overcome ; on the contrary there are still very great and serious difficulties to the progress of improvement ; but success gained in so good a cause, in the midst of such trials will be all the more durable.

I have the honor to be,

Sir,

Your most obedient and humble servant,

J. A. A. ARCHAMBAULT,

School Inspector.

COURSE OF STUDIES AT THE LYCEUM, VARENNES.

Preparatory Class.—Reading (English and French,) writing, reckoning (the first four rules of arithmetic,) lessons introductory to geography, and the catechism.

1st Year.—Elements of the two languages (English and French,) arithmetic, penmanship, geography, history.

2nd Year.—Syntax of both languages, arithmetic, geography, history, principles of agriculture and botany, epistolary and general composition.

3rd Year.—French literature, book-keeping, algebra, history, composition, drawing, translation from English to French and from French to English.

4th Year.—Literature, algebra, geometry, surveying, book-keeping, instructions on the form of Government and Constitution of Canada, composition, drawing, English and French translation.

5th Year.—Rudiments of philosophy (logic, metaphysical and moral,) political economy, geometry, surveying, composition, English and French translation.

6th Year.—Rudiments of mechanics, chemistry in its application to the arts, architecture, astronomy, composition in both languages, speeches delivered by the pupils in presence of their class-mates.

N. B.—The catechism or religious course forms three divisions :

1st Division.—Large catechism, called *Catéchisme de Persévérance* (Gaume,) for pupils who have taken their first communion.

2nd Division.—The small catechism for children preparing for and about to take their first communion.

3rd Division.—The little children of the preparatory class.

COURSE OF STUDY AT YOUNG LADIES BOARDING SCHOOL, VARENNES.

Preparatory Class.—Reading (in French and English,) writing, reckoning (first four rules of arithmetic,) introduction to geography, and the catechism.

1st Year.—Elements of both languages, arithmetic, geography, history, and penmanship.

2nd Year.—Syntax of both languages, arithmetic, geography, history, epistolary and general composition.

3rd Year.—Elementary lessons in literature and botany, book-keeping, history, use of the globes, translation (French and English,) composition, drawing.

4th Year.—Simple lessons in logic, composition, familiar instruction on the constitution of the country, history, rudiments of astronomy, translation (French and English,) drawing.

N. B.—1st. Thursday is to be devoted to needle work, &c., and to special lessons in instrumental and vocal music. The holiday and hours of recreation might also be employed in the same manner.

2nd. The Lady Directress is to take charge of the teaching domestic economy.

3rd. The religious course will form two divisions :

1st Division.—Large catechisms, or "*Catéchisme de la Persévérance.*"

2nd Division.—Small catechism for those who have not taken their first communion.

VERCHERES ACADEMY.

Preparatory Course.—French and English reading, writing, elements of arithmetic and of French grammar, sacred history, religious instruction.

1st Year.—Elements of French grammar, arithmetic, geography of America, history of Canada, elements of the English language, translating the History of Canada, dialogues, English reading, penmanship, religious instruction.

2nd Year.—Syntax of French grammar, arithmetic continued, geography of Europe, ancient history, first lessons in lineary drawing, use of the globes, fundamental principles of agriculture, English syntax, translation of the history of England, translation (English and French,) religious instruction.

3rd Year.—Repetition of the elements and syntax of the two first years, and study of the principal difficulties of the French language, rudiments of literature, epistolary and general composition, complete arithmetic, book-keeping, practical geometry, geography of Asia, Africa and Australia, analysis of the History of France, study of the constitution of the country, natural history, English course continued, religious instruction.

J. N. A. ARCHAMBAULT,
School Inspector.

I should remark that no female teachers in this district hold diplomas from the Department, they have only certificates from the Inspectors.

Report of Doctor P. M. BARDY, School Inspector for the Counties of Montmorenci, Portneuf and Quebec, and the City of Quebec, to the Hon. P. J. O. CHAUVEAU, Superintendent of Public Instruction.

QUEBEC, 7th December, 1855.

SIR,— * * * * *

I shall therefore consider it my duty to join with you in desiring to procure for the population of Lower Canada the means of acquiring with greater facility the inestimable advantages of education, which must be considered as the safeguard of the moral and material interests of society in general, the support and bulwark of a good government, the source of the security and welfare of all classes of our fellow-citizens.

The best institutions, amongst a people whose education is not sufficiently general and thorough to carry them out, become only elements of confusion; they are equally lavish in the bestowing of rights and the imposing duties; they are a source of weakness to Government, which, at last, in consequence of the laws being continually multiplied, become unable to enforce them. Here we see the danger to which every Government is exposed, the first aim of which is not to make the education of a people harmonise with the institutions of their country. Institutions, like buildings, should be based on firm, solid, and well-levelled ground. Education raises the level of intelligence and lays a basis for ideas. Experience shews us that if popular education endangers absolute Government, popular ignorance may peril representative Government, for Parliamentary discussion, while it reveals to the masses the extent of their rights, does not await the time when they will be prepared to exercise them with discretion.

When a people has once acquired a knowledge of its rights, instruction is the only remaining means of governing. The first necessity therefore of every

representative Government, which has its origin in the elective principle, is a system of education comprehensive, graduated, special, and professional, carrying light into the heart of the masses, doing away with all arbitrary distinctions, and assigning to every class its proper rank, to every man his place. Every Government based on the two-fold principles of equal civil rights and the elective franchise, will be unsteady and tending to anarchy, if the public mind, blinded and sophisticated by prejudices, be not regenerated by a system of education suited to the actual position of the people, capable of dissipating the numerous but erroneous pretensions which, from a mistaken interpretation, confound civil with social equality, of establishing the hierarchy of intellect, and in short of furnishing the requisite number of enlightened men to fill the posts necessary for the due administration of the Government, for the establishment and direction of municipalities, to provide trust-worthy Juries, and to secure inviolate, the rights of election.

The desire of representative Government involves that of municipal institutions, and that again the elective principle. But where the electors are not enlightened judges of the choice which they ought to make, the right of election is no longer exercised; intrigue usurps its place; cabals and partiality paralyse the municipal system to such a degree that, under the empire of Parliamentary rules and forms, individual influence and ignorance really preside over the work of legislation. A state will never produce men capable of governing it, until the time arrives when education, being generally diffused, shall have formed such an extensive gradation of intellect that each municipal, each electoral, district shall possess men qualified to fill the offices of the community they belong to, and representatives able to make the interests of the locality, or the class that they represent, harmonise with those of the country.

It is, therefore, the office of public instruction to effect this double result. By public instruction must be understood primary education, but sufficiently comprehensive, and superior education judiciously carried out. And what can primary education effect without sufficient endowment? Confusion of ranks among the people; the impoverishment of trade and agriculture; impediments to industry; the agglomeration of a body of unsettled and turbulent men, besetting the steps of the executive, condemning the Government which employs them, and stirring up factious opposition against that which rejects them.

A man who can read and write even a little is still, in some neighbourhoods, in the little villages, a privileged being, possessing in fact a superiority which cannot be disputed; seldom does he fail to abuse the advantage conferred by the little he does know, by taking credit for an extent of knowledge which he does not possess. So it is that he generally combines in his person the offices of family secretary and family councillor, village lawyer and village notary, all which contribute not a little to foment disputes and increase the numbers of law suits.

Experience proves that where elementary education, instead of being enforced on the many, is only the appanage of the few; it often produces only victims or dupes. Take a child who has learned merely to read and write: once possessed of this advantage over his father, he is convinced that the paternal calling is incompatible with his little acquirements; his vanity misleads him as to his proper vocation, and makes him abandon the country for the town; instead of becoming, as he might, a good farmer, able to substitute for the erroneous old fashioned practices of his forefathers improved methods of culture, he will, according as his parents may be able to sacrifice much or little for his future advancement, increase the number of artisans out of work, or swell the crowd of men who, regardless that the liberal professions are already overburdened, while the soil calls for skill and labor to cultivate it, await the time when the general confusion which they are labouring to produce, shall amend their condition.

These are the ordinary fruits of elementary education, when it is parsimoniously and unequally distributed. This is the reason why it is desirable that a conventional degree of education should be imposed as an obligation on all, in order that, within a fixed period of time, reading and writing should no longer constitute a title to social privileges, and that the want of such knowledge should entail political disqualification. I am inclined to believe that the Houses of Parliament would not deny to the Government any appropriation which may be required for the advancement of elementary education; since, judging by the results in foreign countries, we may reasonably conclude that without primary education there can be no stability in a Government such as ours, no prosperity amongst the different classes of society, no success in the various pursuits of life.

In short, where elementary education does not exist, commerce languishes, rural industry is stationary, ignorance shakes its hideous head, superstition leads on to scepticism, and scepticism to demoralization. Without public morality what becomes of trial by Jury; what of the elective franchise? What pledges can the representative give of his good faith? Yes, ignorance undoubtedly puts liberty in peril. The rust which corrodes the iron material of a machine exercises upon it an influence less destructive than does popular ignorance on the machinery of the representative and administrative system. How indeed can it work, when all its power must be employed to overcome incessant resistance. I assert then that under a representative form of Government, founded on popular election, every thing should be made to contribute to the training of youth, by studies specially adapted to that end, for the profitable use of the rights which they are called to exercise, and the performance of the duties which private and public interests require at their hands. The distinguishing characteristics, nay, the ordinary attributes of public education, should be, 1st, the early inculcation, in the minds of the rising generation, of love and respect for the principles of the constitution; 2nd the training of youth to public speaking. All the laws made for elementary education will encounter in their application obstacles hard to be surmounted. These are of two kinds, material and moral. Of the former kind are the remoteness of certain localities, their distance from the school-house, bad roads, the inclemency of the weather in our long winters, oftener still those intervals, occurring several times in the year, when the children are kept at home to assist their parents in their farming operations; and, more than all, the payment of the local assessment, which, however small, is always too high for the humble means of the majority of the rate-payers.

Among the moral obstacles we number the apathy, the prejudices of the parents, who, being in no condition themselves to appreciate the advantages of education, regard it either as an element of discord in families, or as an innovation, adding nothing to their wealth and the advancement of their views, and the success of their rural labors; and consider themselves bound only to transmit to their children the provision which custom has sanctioned, together with the material and practical education which they themselves received from their forefathers, and all this under the apprehension that their children, having acquired an education in which they are deficient, may learn to despise them, and quit the beaten track which they and their ancestors have ever followed. We may also indubitably reckon among the moral obstacles to the advancement of elementary education, the indifference or parsimony both of the Legislature fearing to appropriate too large a portion of the public money in that behalf, and of the rate-payers themselves, who can hardly be made to understand that the foundation of a school, and the salary of a teacher, demand a suitable appropriation; and the defective education of the persons who are charged with the working of the school-law, that is to say the Commissioners and the Secretary-Treasurers appointed for

each School Municipality. Lastly, another moral obstacle is the idea, unfortunately too well founded and too widely prevalent, that the office of a teacher can never be an honorable one, seeing that it does not afford decent maintenance. From this cause it ensues that no one adopts teaching as a pursuit, until he despairs finding one more lucrative, and that those who do embrace it are sometimes the least qualified to undertake it.

Suitable means must therefore be adopted to enable us to train our Municipal Councils, now established throughout the country, to exercise a moral influence over Parliament in the disposal of the public funds; to place agriculture and the manufactures on a footing of stability and improvement, leaving them free to give mutual support to each other; to render commerce prosperous and flourishing; if, in short, we desire that education, so necessary to unfold the human mind, should be regarded as indispensable, as an obligation incumbent on every man possessing intellectual faculties, and susceptible of mental culture, we must, in order to discharge the duties which it imposes, and to secure the rights which it confers, keep in view one steadfast aim, and that we must pursue in earnest, and with no half measures.

With reference to salary, therefore, we must not merely place the teacher above want, but we must place him in the secure enjoyment of an income which leaves him no room to envy the lot of the rate-payers around him; we must render elementary education as nearly as possible a charge upon the Government; we must therefore ascertain the various subjects of instruction, and the degree to which it is necessary to pursue each; we must diligently and unceasingly give encouragement to the most expeditious modes of teaching; we should, after a certain time, make every rate-payer of twenty-one years of age, who cannot read and write, ineligible to fill any office in a school municipality; we ought to establish, in each school municipality, and particularly at a central point or near the church, a superior school endowed by the Government, and which the children of most ability of other school districts might attend without charge: this would be an incentive to exertion to all students, and a means of rewarding those who might be judged worthy of admittance; we should induce both Commissioners and rate-payers to profit by the liberality of the Legislature in establishing libraries for them, the books of which should be chosen in accordance with the wants of the neighbourhood. At main points, literary and religious journals, books on political economy, agriculture, mechanics, manufactures, and commerce, might be of the greatest service by enlightening the people, and leading them to love their country, to the support of which they are bound to lend their aid.

The education of the people and the credit of the state are therefore intimately connected; the union of these can alone produce the public weal, properly so called, intelligent industry, a rapid circulation of capital, a perfect maintenance of the public highways, order, foresight and economy in the administration of the affairs of Government, in short, the most exact and the most extensive distribution of the public monies. It is acknowledged that it is only agriculture which can produce a large development of material wealth, and how should we establish the equilibrium betwixt manufactures, and agriculture the inexhaustible source of production, the first foundation of public wealth, if there be not in every locality, amidst the labouring classes, a man capable of teaching them to express their thoughts by writing, numbers by figures, and qualified to train the mind of the cultivator of the soil to observe and to reason on what he sees; to accustom him to keep a daily account of receipts and expenses, sales and purchases, that he may compare the amount of the cost of production with the value of the products, in order that he may decide, in the course of culture what is to be preferred in each description of soil, and know what operations are most profitable, what expenditure is likely to yield the best return.

At a period when manufactures are in a state of transition, when the precision and the economy of mechanical power are about to supersede individual strength and intelligence, when it is needful to warn the working classes of the necessity of further instruction, failing which they are exposed, at every step of improvement made in their peculiar trade or handicraft, to be thrown out of employment; at such a time, I ask, who will teach them the ordinary principles of mechanics, physics and chemistry, the use of which becomes more and more indispensable at every advance of science? Who will exert himself to give them the skill and knowledge necessary to acquire their several handicrafts? Who shall initiate them into those principles of hygiene, those physiological truths necessary to correct a cloud of traditional errors, prejudices and habits, detrimental to their well-being? Must it not be the schoolmaster?

But the schoolmaster will not thoroughly fulfil his mission, he will not be a profitable agent, and will not be entitled to the remuneration which I am desirous he should have, until he combines in himself all the knowledge which is necessary for the perfect enlightenment of the agricultural and industrial classes, until the knowledge which he imparts shall be adapted to their wants, and sufficient to exempt them from the necessity of betaking themselves to cities for further instruction.

The law ought therefore to show, by the terms in which it is enacted, and the manner in which it is enforced, that education is to man what the plough is to the soil, a necessary and indispensable preparation; and that it is less the seed which produces the abundant harvest than the training which develops the thinking powers of the husbandman, and gives fertility to his labors. To recapitulate, I should say that primary education may be of two degrees:

The first will be *primary elementary instruction*, and may comprise, 1, religious and moral instruction; 2, reading; 3, writing; 4, the principles of the mother tongue, geography and the history of the country; 5, arithmetic; 6, tables of weights and measures; 7, the divisions of the year, the seasons, and the measure of time; 8, singing.

The second degree will be *superior primary instruction*, and might comprise, according to local circumstances, dictation, parsing, the art of correct speaking, book-keeping, outlines of geography and history, the principles of agriculture and domestic economy, the principles of mensuration and surveying, of mechanics as applied to manufactures, of practical geometry, physical and natural history, of chemistry, lineary drawing, and of civil and practical jurisprudence.

I must remark that all these various branches cannot be taught at the same time or in all places. The children of those engaged in the commercial and manufacturing establishments in the outskirts of our cities, should not receive the same kind of instruction as those of parents employed in agriculture and other trades.

And here we are not to confound instruction with education, two words of very different signification. Education which with the ancients meant nurture (*nourriture*) cannot be exactly defined. This word has been very improperly used to express every matter, or thing having reference to modes of teaching or to the superintendence of teaching and teachers. We have therefore no "Office of Education," no "Superintendent of Education," &c., inasmuch as education is not an art. Education is the whole: it is the choice and succession of physical attentions, of the moral precepts and examples by which the child is surrounded from the cradle. In the first period of existence, it is the milk which feeds him, and next it is the teaching afforded by the family circle, the development of the faculties, the germ of which he has received from nature; afterwards it is the choice of the associates amidst whom he is to live, to grow up to manhood. Many bulky volumes, long and learned dissertations, have been written on

education ; but as I am to limit the expression of my ideas to a few lines, I shall only remark that the word education is calculated only to convey false ideas, and to awaken desires which can never be satisfied. In order that I may not be dogmatical, however, I admit that there is a sort of education which it is possible to receive from a teacher. The means of this are very limited : they are a good selection of reading ; a system of rewards and punishments judiciously devised, and enforced with strict justice ; the absence of humiliating and discouraging penalties, which harden the child, and induce a hatred of study, for the most important thing of all is to excite a love of labour, the true source of all success, public as well as private.

As to religious instruction, it will be disseminated in every school, under the authority and approbation, previously had, of the Pastor of the place, to whom the teacher will always defer in this matter.

I have said that singing should be included in the course of primary instruction ; for, rightly directed, it takes strong hold on the moral affections of the heart, it disciplines the organs and the sense of hearing, it disposes to meditation ; in short, it exercises over the feelings of the pupils an influence which must not be lightly considered. The study of singing obtains in the primary schools of Paris. In the Duchy of Darmstadt, where the primary schools are among the best in Germany, the ordinance decreeing their establishment expressly requires that singing shall be taught.

Permit me to repeat my recommendation that the organisation of regular conferences of the teachers be encouraged, as one efficient means of promoting education. These always turn to the advantage of the pupils, while they draw the masters from the wearisome isolation in which they commonly live in their school districts. Such meetings, prudently conducted and regularly attended, have the advantage of establishing among the teachers bonds of kindly feeling and mutual enlightenment, of rousing their minds from the lethargy of solitude, and exciting among them the powerful principle of emulation ; of multiplying their ideas by mutual interchange, and enabling them to acquire more profound and varied knowledge. I must remark that the Teacher's Association of the District of Quebec has produced happy results, and that we have reason to applaud the liberality of the Legislature in making a grant of money to that institution.

In concluding these remarks, I shall venture to submit to you a few amendments to be suggested for the improvement of the School Act, providing always that they are not comprised among those which you have already determined to introduce. These are as follows :

1st. The Secretary-Treasurer should be qualified to keep correctly and without help the two account books, and the several minutes of the meetings of the Commissioners, and to present them in good order to the Inspector when he makes his visits.

2nd. The school year should commence either on 1st January or 1st May, in each year, in order that the teachers may be enabled to cultivate their garden, and gather in the produce in one season.

3rd. The vacation should be fixed to commence in summer on 15th August and terminate on 1st October, in winter to begin on Christmas Eve and end on the morrow of Twelfth Day, in order that the Inspector may always find the teachers and their scholars in attendance when he makes his visit.

4th. The Commissioners ought not to allow the masters to take a holiday or several holidays from time to time throughout the year, even though they may propose to keep school on Saturdays to make up for lost time.

5th. The Inspector should be invested with fuller powers; he ought to possess the right of deciding without appeal on all disputes between the teachers and the Commissioners; of dismissing the former for incapacity, insubordination or immorality; and of allowing children, on the allegation of sufficient reasons, to attend any other school than that of the district in which they reside, provided that payment is made of the monthly school rate in that to which they are admitted.

I have the honor to be,

Sir,

Your obedient servant,

P. M. BARDY,
School Inspector.

Hon. P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

Report of P. M. BARDY, Esquire, School Inspector, on his first visit to the Schools in his jurisdiction, in the month of January, 1855.

SIR,—In transmitting to you the Report of my first visit to the schools, commenced in January last, I have the honor to inform you that I took only a brief survey of the financial condition of each school municipality, as the Legislative grant had not at that time been received by any, and the local contributions were not yet all paid in. These circumstances prevented the majority of the Secretary-Treasurers from furnishing me with an exact and detailed statement of their accounts.

I therefore made it my business, in my inspection of each school, which extended over several hours, to ascertain the capacity of the teacher, his method of instruction, and the progress made by the scholars.

I regret to have to inform you that in almost all the schools, many of the scholars were absent on account of the small pox and other disorders, by which a majority of them had been attacked in the course of the autumn and winter.

I have nevertheless the satisfaction to inform you that generally the children have improved, and that the masters have been more assiduous in availing themselves of the means at their disposal, to secure this favorable result. If there are a few rare exceptions, to disfigure my Report, they must be imputed to the parents in several municipalities, who, in their zeal for the improvement of their children, are anxious to keep up a number of schools, where the local institutions and the Government grant would hardly suffice for the support of one on a good footing.

In this Report I shall follow the order in which I made my visits, and commence with the

COUNTY OF PORTNEUF.

St. Catherine de Jacques Cartier.—In this poor municipality I found only one school in operation, in school district No. 1, consisting of Canadians. The teacher has 35 pupils who learn reading French and Latin, and a little writing. The Commissioners have not been able to bring to reason the rate-payers, who will pay nothing.

St. Raymond.—In the five school districts into which this poor municipality is divided, three schools were in operation. That of No. 1 had on its roll 54

children, but I found no more than nine present, the others being kept at home by sickness. Tuition: the History of Canada, Christian Duty, the French alphabet, grammar, and writing. No. 2, lately opened, had 25 children, who learn reading, writing and arithmetic. No. 4, also recently established, contains about 36 children, the most advanced of whom read French and Latin, can write, and do the simple rules of arithmetic. The rate-payers of the school districts have acquired a piece of ground of $\frac{3}{4}$ of an arpent, on which they are building a house which will be ready for the reception of the scholars in the course of the summer. Of the two other school districts one does not work for want of means, and the other, consisting of Irish Protestants, does nothing, on account of their constant opposition to the school law.

St. Basile.—There are 3 school districts here. The first, consisting of Canadians, sends to school 45 children, who are well managed by their school mistress, and learn reading in French and Latin, writing, French grammar, sacred history and arithmetic. The second furnishes 24 children, who are all beginning to read. The third school district, consisting of Irish Catholics, may muster 50 children, who are taught in English; reading, writing and arithmetic, but they have not yet made much progress. This municipality is very poor.

Cap Santé.—There are in this municipality 7 school districts under the control of the Commissioners. All the schools are in operation, and number 228 children.

The instruction consists of French and Latin reading, geography, history, the simple and compound rules of arithmetic, and French grammar; besides this, in two of these schools English is taught. Generally these schools are well kept, and the children are improving.

There are also 2 school districts under the control of Protestant Trustees, where 2 schools muster about 88 children, who have yet made very little progress. Tuition: English, reading, writing, grammar, and the simple rules of arithmetic.

Near the church, in this municipality, there are 2 superior schools: one for girls, established by the exertions and zeal of the Rev. M. Morin, *Curé* of the parish, who is the Director; it is kept by two well qualified teachers, one of whom, a Canadian, teaches 48 pupils French grammar, rhetoric, mythology, geography, arithmetic, history, &c.; and the other, who is English, teaches her 24 pupils English grammar, music, landscape drawing, flower painting, and various kinds of needle work.

The other superior school numbers 24 young boys; it is well kept and is under the direction of the *Curé* and 6 gentlemen of the place as Directors, one of whom is Elie Thibodeau, Esq., M. P. P., and Mayor of the county. The tuition is in English and French, and the scholars make rapid progress.

Deschambault.—This municipality, which has 6 school districts, is under the management of the Commissioners and a Secretary Treasurer who are very zealous, and pride themselves in their success in the working of the school law.

2 male and 4 female teachers successfully instruct 300 children in French and Latin reading, writing, general arithmetic, French grammar, geography and history.

The School No. 1, kept by Mr. Belleau, has been raised to the rank of a Superior School. In a word, the progress of the children at these schools, and the zeal of all concerned, amply repay me for the time and trouble which I devote to visiting them.

St. Casimir.—This poor municipality has 3 middling schools, in which the scholars, 78 in number, are backward, and destitute of the necessary books: two schools well kept would be sufficient.

Grondines.—There are in this municipality 5 school districts, and the schools number 172 scholars. The tuition comprises reading, writing, the French Gram-

mars of Lhomond and of the Brothers, the "Teacher's Guide," the Geography of the Brothers and of the Guide. The children do sums in all these schools; and in that belonging to No. 4 English is taught.

Ecureuils.—Here there is but one school district, which may muster 60 children: they are taught reading, writing, French grammar, geography, history and arithmetic. A few of the scholars read English, and learn the vocabulary. They would make more progress if the Commissioners did not change the teacher so frequently.

Pointe-aux-Trembles.—This municipality contains 4 school districts, in which 3 schools, kept by masters, and one by a female teacher, admit about 180 children. Tuition: French and Latin reading, writing, French grammar, geography, history and arithmetic. In two schools a few of the scholars read and learn a little English; these schools are tolerably good, particularly that of School District No. 2, kept by Mr. Létourneau, in which the pupils, all boys, make great progress.

The Ladies of the Congregation keep a school, not subject to the control of the Commissioners, which has already produced several teachers well qualified to keep elementary schools; at this establishment 80 girls are now receiving an excellent education of a superior order.

St. Augustin.—There are in this municipality 4 school districts, in which the Schools Nos. 2, 3 and 4, are in a prosperous state, and the children attending them are improving in reading, writing, grammar, history, geography and arithmetic. School No. 1 makes little progress, from the small number of pupils, and the irregularity of their attendance. The children at these 4 schools number 132.

I must beg of you, Sir, to observe that in all cases when I give the number of children generally attending the schools of each school municipality it comprises both boys and girls. In cases in which the schools are not mixed, I particularly designate the sex of the scholars.

COUNTY OF MONTMORENCY.

The schools in this county are generally well kept and prosperous.

Ile d'Orléans.—There are, at St. Lawrence, 3 schools. No. 1 is attended by a great number of scholars, who are well taught. The whole number attending the three schools is 128. The Teacher's Guide, the Christian Duty, French grammar, geography, history, arithmetic, and the Latin Psalter, form part of the course of instruction.

St. Jean.—This parish also contains 3 school districts, in which are 3 schools remarkably well managed, particularly that in No. 1, kept by Mr. Mignault, who conducts a good superior school, and also teaches English. The constant progress of his pupils rewards the efforts and the skill of this teacher. English is also taught at School No. 2, by Miss Flore Mignault, who keeps up excellent order. The subjects of instruction in those three schools are: reading, writing, arithmetic, history, *notions utiles*, grammar, geography, parsing, the English Reader, the Catholic School Book, the Vocabulary, and the Alphabet.

St. François.—The 2 school districts of this municipality furnish 50 scholars to 2 schools, in which are taught reading, writing, arithmetic, and the Grammar of Lhomond. The books in use are: the Alphabet, the Copy Book, the Christian Duty, the Old Testament, Sacred History, and the Catechism.

I must remark also that in all the Catholic schools the teachers have the praiseworthy habit of making the children read or learn the Catechism.

Ste. Famille.—In this school municipality there are 2 schools; one for boys, 30 in number, kept by a master, the other by the Sisters of the Congregation, who teach 30 scholars, of whom 27 are boarders and 3 day-scholars. These good Sisters

teach their pupils with great success, the Instruction of Youth, manuscript exercises, the Psalter, grammar, geography, arithmetic, the art of letter writing, physiology and rhetoric; embroidery in wool and in silk, and knitting of all kinds are skilfully executed.

The boys at School No. 1 learn reading, writing, arithmetic and French grammar, geography, the Teacher's Guide, manuscript exercises, Cicero's Letters, the Christian Duty &c.

St. Pierre—Has 3 very good schools, attended by 141 scholars. The tuition consists of reading, writing, grammar, geography, history and arithmetic. The Christian Duty, the New Testament, the Psalter, the Alphabet, and Manuscript, are also in use.

COTE BEAUPRE.

Chateau Richer.—The Commissioners, in compliance with my suggestions, and influenced by a desire to promote the good of their schools, have, with great labor, and aided by the exertions of their Secretary Treasurer, succeeded in putting the accounts in order; and the rate-payers, tired of former dissensions, appear to have come forward generously to aid in the settlement of all pecuniary difficulties by assuming themselves new responsibilities. The three schools of this municipality number about 100 scholars. One of the three female teachers, who has a diploma, keeps an excellent school in the centre of the parish, and teaches English to several of her pupils. The branches taught in all the three schools are French and Latin reading, writing, grammar, geography, history, and arithmetic.

St. Anne.—This municipality has but 2 schools, which contain 80 scholars. The teacher of the second school district has for several years conducted the school with great advantage to the pupils confided to her care, and also to the satisfaction of all the rate-payers. The branches taught are, French and Latin reading, writing, grammar, geography, history, and arithmetic. "*Notions Utiles, le Devoir*," the Alphabet, and dictation, are also taught in these schools.

St. Joachim—Has but 2 schools, containing 117 scholars, who would make more progress were the teachers to remain there for a greater length of time. Useful Ideas, *Notions Utiles*, Roman History, the Testament, the Instruction of Youth, manuscript exercises, the Alphabet, and the Psalter, are used as reading books; writing, arithmetic, French grammar, history, and geography, are also taught.

L'Ange Gardien.—This municipality has 3 good schools, which number 121 scholars, to whom reading, French and Latin, French grammar, writing, history, geography, and arithmetic, are taught. The books in use consist of Geography, Reports of Missions, Christian Duty, the Instruction of Youth, the Psalter and Copy Book.

St. Féréol.—On account of the extreme poverty of the inhabitants, there is no school in this parish, notwithstanding repeated recommendations and exhortations on my part. Nevertheless, the present Parish Priest is using all his endeavors to organize one or two schools. I am of opinion that one well kept school would be sufficient.

Laval—Is in the same situation as the preceding municipality, with regard to schools. Great desire has been manifested to have schools, but there are but slender resources to establish them. Nevertheless the great zeal of the Reverend Mr. Paradis, the Pastor of the parish, leads me to hope that in a short time a large number of the children of this municipality will have the means of education placed within their reach.

COUNTY OF QUEBEC.

In almost all the municipalities of this county I have found excellent schools, in some of them, nevertheless, there are no schools in operation; such as Valcartier, where the Parish Priest, notwithstanding all his zeal, has not been more successful than myself in bringing the law into operation; and at Stadacona, where the Commissioners have not been able to finish the assessments, or to obtain a correct valuation of the properties in this new municipality.

L'Ancienne Lorette.—The schools in this parish, owing to the zeal and activity of the Commissioners who have charge of them, are in a prosperous condition. The number of children attending the six schools of this municipality amounts to 250. Reading, writing, French grammar, geography, arithmetic, and history, are taught in each of these schools. In all of them the Christian Duty, Telemachus, Natural History, the Testament, manuscript lessons, and the Alphabet, are used.

St. Dunstan.—This municipality contains 2 English schools. The one under the control of Protestant Commissioners numbers 32 scholars, who learn the reading of the Bible, Mavor's Spelling Book, writing and arithmetic. The other, which is under the direction of Catholic Trustees, contains 26 pupils, to whom reading, writing, Murray's Grammar, and a little arithmetic, are taught. These schools have been but a short time in operation; nevertheless, the inhabitants, notwithstanding their limited means, display great zeal for the education of their children.

St. Foye.—Contains an academy and an elementary school, under the control of the Commissioners. The first, kept by an English teacher, with a Canadian assistant, numbers 137 scholars, of whom 108 are of British, and 29 of French extraction; with the exception of 3 all are Catholics. The branches taught here consist in reading in English, French and Latin, French and English grammar, geography, arithmetic, lineary drawing, book-keeping, mensuration, parsing and writing.

The second school, which is near the Church of St. Foye, is also kept on an excellent footing. The teacher has 45 pupils under his care, of whom five are of British extraction, and Protestants, and the remainder French Canadians. The tuition embraces reading in English, French and Latin, French and English grammar, geography, parsing, &c. There is also a dissentient school under the management of the Protestant Trustees, which contains 38 scholars, of whom two or three are Catholics. The reading books are the Bible, and the 1st, 2nd, 3rd, 4th and 5th National School Books; grammar, geography, arithmetic, and writing, are also taught.

Cap Rouge.—This municipality has but one school district and one school, which is attended by 60 scholars, 20 of whom are taught English, reading in French and English, and writing. Lhomond's Grammar, the Geography, the Christian Duty, the Vocabulary, and Arithmetic of the Christian Brothers, are the books used. The Commissioners keep their affairs in admirable order.

Charlebourg.—This municipality contains 6 school districts and 5 schools; School Districts Nos. 1 and 2 being united into one school.

These schools are attended by 204 pupils, who are instructed in reading, writing, French grammar, history, geography and arithmetic. The school books generally in use are: the Christian Duty, the Temperance Manual, the Psalter, Reports of Missions, Manuscripts, and the Spelling Book. In the school of the two united districts, 24 of the scholars make use of the Catholic School Book and the Vocabulary.

St. Ambroise.—Comprises 6 schools, attended by about 213 pupils. The course of study consists in reading, writing, French grammar, geography, arithmetic and history. In every school the pupils read the Psalter; the Christian Duty, Reports of Missions, Manuscripts, the Testament, History, and the Vocabulary, are the books used for reading.

Beauport.—This municipality has 5 school districts, but only 4 schools, which are attended by 277 scholars, who are instructed in French grammar, history and arithmetic. The school books in use comprise: Reports of Missions, the Christian Duty, Sacred History, New Method, the Alphabet, English Reader, History of England and the Catholic School Book; 109 of the pupils can write. The boys school, No. 1, and that of the girls, No. 2, are well kept, and the scholars are progressing.

Banlieu of St. Roch.—This municipality has for the present but one school in operation; it is intended to open two others soon. This school is attended by 94 little boys, 75 of whom are of French and 19 of British origin; among the latter 6 are Protestants. Besides reading in English and French, the teacher instructs them in French grammar and arithmetic. English also is taught to 36 pupils, who study Murray's National Book.

CITY OF QUEBEC.

The Sisters of Charity keep several schools, all under the control of the Commissioners.

1st. A school in St. John's Suburbs, containing 4 classes, 2 French and 2 English.

The two French classes contain 164 Canadian girls. The course of study consists in French grammar, history, geography and arithmetic; 97 of them know how to write.

The two English classes are composed of 82 girls, 34 of whom are of French and 48 of British descent,

They study English grammar, the National Book, the History of Canada, geography and arithmetic, as also the Christian Duty, Vocabulary, and Murray's Spelling Book; 43 of these are taught writing.

2nd. A school at Cape Diamond Harbour, which is divided into 2 classes, one of which contains 95 girls, all of British extraction, who study geography, arithmetic, the grammar called "*National*;" 50 of these are taught writing. The other class comprises 72 girls, 32 of whom are of French and 40 of British origin. They are taught the French grammar, history and geography. They read in the Christian Duty, the Vocabulary, the Psalter and the Catholic School Book; 15 of these are taught writing and arithmetic.

The Brothers of the Christian Doctrine have also a school house at Cape Diamond, where they have 4 classes, 3 English and 1 French.

The three English classes are composed of 220 boys, all of Irish origin, with the exception of four who are French. They are instructed in reading, writing, English grammar, geography, natural philosophy, Christian Duty, and the Catholic School Book.

The French classes contain 30 Canadian pupils, who are taught reading, writing, French grammar, geography and arithmetic.

The Brothers of the Christian Doctrine instruct in St. John's Suburbs, under the control of the Commissioners, 3 English classes, attended by 188 scholars, 103 of whom are of British and 85 of French origin; they are all Catholics, with the exception of two Protestants. One is a superior school, and the pupils are taught Grace's History, natural philosophy, geography, Lennie's Grammar, geometry, lineary drawing, algebra, mensuration, arithmetic, book-keeping, etc. In the two others the pupils are instructed in reading, writing, Murray's Grammar, geography and arithmetic.

St. Roch.—The same Brothers have also a school here divided into 9 classes, 7 French and 2 English.

The seven French classes are attended by 481 Canadian boys. In the first, which is an excellent superior school, the pupils learn history, grammar, arithmetic,

book-keeping, geometry, algebra, lineary drawing, the use of the globes, letter writing, parsing, &c., &c.

In the six other classes, history, geography, grammar, arithmetic, reading and writing, are taught to the children, according to their respective ages and ability.

The two English classes are attended by 126 scholars, 103 of whom are of French, 21 of British, and 2 of Jewish origin. In the first class the children are occupied with reading, writing, grammar, geography, the use of the globes, lineary drawing and arithmetic. In the second, where the children are very young, they are taught only reading, writing, and the elements of arithmetic.

Mr. Dion keeps also a school at St. Rochs, under the control of the Commissioners. This school contains 118 little boys, who study reading, writing, arithmetic, French grammar, geography and history. The books read are *Notions Utiles*, Sacred History, History of Canada and France, the Christian Duty, and the Alphabet.

School of the Good Shepherd.—In St. Louis Suburbs, the ladies of this Institution instruct 4 classes of girls, 2 French and 2 English. The two French classes comprise 125 Canadian pupils, who are instructed in reading French and Latin, writing, French grammar, history, geography, and arithmetic.

The two English classes are composed of 89 pupils, one half of whom are of British and the other half of French origin. The Christian Duty, English Reader Catholic School Book, reading, writing, geography, English grammar, sacred History and arithmetic, are the branches which they study.

There are also two French schools in St. Johns Suburbs.

The one (a boys school,) which numbers 85 pupils, is kept by Mr. Dugal, who teaches French grammar, geography, arithmetic in all its branches, history and writing. The school books in use consist of the Alphabet, the Christian Duty, Latin Psalter, and "*Notions Utiles*."

The other (a girls school,) kept by Miss Malherbes, contains 40 scholars, who learn French grammar, geography, arithmetic, reading and writing.

Lower Town.—Miss Brophy keeps an English school containing 40 pupils, who are taught English grammar, geography, arithmetic, together with reading and writing. These children are all of British origin, and Catholics.

These are the schools in the city, under the control of the Commissioners. In this Report the other schools kept by the Brothers, not under the control of the Commissioners, and the various independent Catholic schools of the city are not comprised.

I have the honor to be,

Sir,

Your most devoted servant,

P. M. BARDY,
School Inspector.

J. B. Meilleur, Esq., S. E.
Quebec, 2nd April, 1856.

Report of P. F. BELAND, Esq., Inspector of Schools.

ST. ANTOINE, 3rd December, 1855.

* * * * *

I now proceed to the Statistical Report. Between 1852 and 1855 considerable progress has been made, as may be seen from the following comparative statement:

In 1852 I counted 25 municipalities; I can now count 30, increase 5. These 25 municipalities contained 218 school districts; they now contain 258, increase 40. In 1852 the number of common schools under control in my four counties was 177, there are now 214, making an increase of 37.

The number of children attending the common schools in 1852 was 5724; there are now 7167, increase 1443. In 1852 there were only 4 model schools; there are now 6, increase 2. These 4 schools were attended by 116 pupils; those now in operation are attended by 253, increase 137. In 1852 there was only one superior school for girls, attended by 50 pupils; we now number 7, attended by 345, increase in number of schools 6 in pupils 235. In 1852, 2872 could read well; at this moment 3083 can do so, increase 217. At the same date there were 1043 children studying grammar; their number now amounts to 1882, increase 839. In 1852 there were 827; there are now 1169 learning spelling, increase 342. In 1852, 992 could do the simple rules of arithmetic; now 1702 can do them, increase 710. The compound rules were taught to 427; to-day they are taught to 939, increase 512. In 1852, geography was taught to 282; it is now taught to 752, increase 470.

The number of children learning to write in 1852 was 836; we have now 3169, increase 2333.

In 1852, 119 studied the English language; we have now 135 who do so, increase 16. Studying history 579 in 1852; now 1064, increase 485.

In 1852 parsing was taught to 269, it is now taught to 1169, increase 900. In 1852 there were 55 school-houses built; there are now 74, increase 19. Schools having geographical maps 20; now 48, increase 28.

From the increase above stated, it must at once be admitted that very great progress has been made. The two points of comparison that we have taken, repulse triumphantly the attacks of the enemies of the cause. I am also of opinion, Honorable Sir, that it would not be out of place to give you here a statistical report of each separate municipality. Two special motives induce me to do so: the first to satisfy the public; the second, to enable me to make some very useful remarks.

COUNTY OF DORCHESTER.

St. Nicholas—Is divided into 11 school districts, 8 of which have schools in operation, which are attended by 312 scholars; there is also an independent school numbering 30 scholars: grand total, 342. In these schools, 135 read well, 95 read fluently, 71 study French grammar, 53 parsing, 51 geography, 53 inductive grammar, 69 learn the simple rules of arithmetic, 27 the compound rules, 134 writing, and 38 study history. There is one highly qualified teacher giving instruction in two languages, and 8 female teachers, 7 of whom are well qualified.

This parish has always been distinguished by its zeal and its love of peace and order. The Commissioners are on the best terms with every body. The Secretary Treasurer is a very able man; his accounts are always remarkably well kept. This parish is, so to speak, a model one. Each inhabitant contributes most liberally for the support of the schools. Ten magnificent school houses may be seen in it, built almost entirely by voluntary contributions. The teachers are paid liberally and regularly. The general amount of their salaries is for female teachers from £25 to £30; the male teacher has £35. The pecuniary affairs are in good order.

St. Romuald—Contains 4 school districts, 3 for catholics and one for dissentients; they are all in operation. The village school is very well kept by a competent teacher; the school conducted by Mr. Smith is also on a good footing; in both of these English and French are taught simultaneously. The third is

under the direction of a female teacher sufficiently capable. The dissentient school is in no respect inferior to the other; and contains 30 scholars.

The total number of pupils is 223; in the three Catholic schools, 59 read well, 43 fluently, 51 study French grammar, 5 English grammar, 10 the inductive grammar, and parsing; 39 learn the simple rules of arithmetic, 10 the compound, 66 can write, and 59 study history. The salary of the male teacher is £50, and that of the female teacher is £25. A good understanding exists among the Commissioners. The Secretary is a thoroughly qualified person, and his accounts are kept in good order. On account of the bad harvest he has had difficulty in collecting the amounts due to the Corporation.

St. Jean Chrysostome—Contains 8 school districts, all in operation. The number of scholars is 204; out of these, 97 read well, 87 read fluently, 120 write, 76 learn the simple rules of arithmetic, 22 the compound, 66 study French grammar, 19 inductive grammar, 19 parsing, 6 history, and 12 geography.

The village school is kept by a well educated teacher; the seven others are under the direction of qualified female teachers, of whom three in particular conduct their schools well. The Commissioners, under the direction of the Rev. Mr. Beaumont, the *Curé* of the place, do their part well. The Secretary Treasurer is a trust-worthy man, the books are well kept.

Notre Dame de Levy—Is divided into 8 school districts which contain 9 schools, attended by 314 scholars, of whom 110 read well, 102 read fluently, 169 write, 90 understand the simple rules of arithmetic, 35 the compound rules, 127 study French grammar, 91 the inductive grammar, 91 parsing, 20 English grammar, 101 epistolary composition, 51 history, 33 geography, and 3 learn instrumental music. All these schools are entrusted to female teachers, except one, viz: that kept by Mr. Valliere, who has taught the two languages with great success for the last twenty-five years. The girls school kept by his daughter deserves the highest praise; it may compare with the classes in our best convents, the same branches of education being taught there. The Commissioners, all men of property, and full of zeal, do their duty. Mr. Roy, the Notary, the Secretary Treasurer, keeps his accounts correctly.

For information respecting the college, *vide* Report of the Superintendent for 1854.

Municipality of d'Aubigny—Contains 3 school districts. Two superior schools are in operation, one is the College of Notre Dame, for the education of boys, and the other for girls, occupies the magnificent building erected by the rate-payers for that purpose. The boys school contains 50 pupils, and the girls 84. To say that the boys school is under the direction of the Brothers of the Christian Schools is saying enough. The girls school is also maintained on a good footing; this school the younger boys are allowed to attend. The law works satisfactorily in this municipality.

St. Joseph de Levy.—In this parish there are 6 school districts, 3 good school-houses built, and 7 schools in operation. There is here a magnificent convent which has been recently opened. It was founded by the Reverend Mr. Routier, *Curé* of the parish, assisted by several of his parishioners. I cannot state the exact number of scholars attending this new establishment.

The boy's school is kept by Mr. Desrochers. Its fame is already so fully established that it is unnecessary to say much respecting it. This school undoubtedly merits the title of Academy. The English and French languages are there equally well taught. The former of these languages is taught by an Irishman who is highly educated; the system pursued by Mr. Desrochers is strictly practical. The other schools are under the direction of thoroughly qualified female teachers. Those in the concessions are badly attended, this is the fault of the parents.

The Commissioners are very zealous. The Secretary Treasurer keeps his accounts in good order; the whole being sedulously watched by the Rev. Mr. Routier. The total number of scholars attending the schools is 305, not including the convent; of these 105 read well, 88 read fluently, 148 write, 26 are learning the simple rules of arithmetic, and 63, the compound, 61 study French grammar; 7, English grammar; 58, the inductive French grammar; 52, history, and 25, geography. The school kept by Mrs. Carrier deserves honorable mention.

St. Henry.—Contains 15 school districts, and there are 15 schools in operation, attended by 493 scholars, of whom 161 read well, 118 read fluently, 196 write, 28 learn the simple rules of arithmetic, 63, the compound, 115 study French grammar, 93, the inductive grammar, and 38, geography. English grammar is taught to 11 scholars, and history, to 78. The Model School kept by Mr. St. Aubain does honor to the parish. All the other schools are also well directed, except four which are inferior.

The system of assessment is now generally adopted, experience having shewn that the voluntary system was impracticable. It is a matter of regret that the *Curé* of the place has retired from office as Commissioner; affairs nevertheless progress favorably. The Secretary Treasurer is a man of merit; his accounts are accurately kept. This parish has distinguished itself by the erection of two handsome and good school houses. The general amount of salaries granted is from £20 to £25; Mr. St. Aubain receives £50.

St. Anselme.—This parish also merits the title of model parish. The whole work is accomplished on the voluntary system, but the people are generous and liberal, and prompt in supplying all that is required. All the schools are well provided with what is necessary; in some there is even more. It is therefore a real pleasure for me to visit this municipality, so remarkably well are its ten schools kept. Whence arises then the superiority of this parish over the majority of the others? The answer is easy: it is because the Commissioners have always paid liberally those who have devoted themselves to teaching. Their reputation in this particular, spreading through the neighbouring parishes and elsewhere, it results that when engagements are to be made they always have an ample number of candidates, which enables them to make a good selection. Miss Verret and Miss Couture have greatly contributed to obtain for this parish the renown which it now enjoys. Mr. Brochu, now a merchant at St. Lambert, has also labored many long years to secure the same result. All the scholars educated at these schools have scrupulously followed the good examples there placed before them.

Of the pupils 189 read well; 178, fluently; 88 learn the simple rules; 46, the compound, 139 study French Grammar; 94, parsing; 94, the inductive grammar; 6, English grammar; 96, geography; 83, history; 182, write. It need not be added that all the teachers are well qualified.

St. Claire.—Although this parish is next to St. Anselme, it does not manifest quite the same desire for the advancement of education. A handsome building in which the girl's and boy's schools are kept, has nevertheless been erected in the village. The master, Mr. Couture, is a very able teacher, and in the course of a single year his pupils have made astonishing progress. It will be necessary to establish there also the system of assessment, but that is not as yet possible. I am, however, of opinion that the majority would not make any violent opposition. It is generally the rich who refuse to pay, and the poor suffer considerably in consequence. This year the Commissioners have thought proper only to put seven schools into operation. These schools are good with the exception of two which are only passable. The number of scholars is 243, of whom 111 read well and 111 fluently, 31 can do the simple rules of arithmetic and 45, the com-

pound, 47 learn spelling, 31 study geography; 72, French grammar; 47, the inductive grammar and 47, history. Three of the female teachers have not the requisite qualifications. The salaries average from £16 to £18; the male teacher receives £35.

St. Marguerite—Contains 4 school districts, 2 of which only have schools in operation. This parish does not merit the praises which may with justice be bestowed upon its neighbour, St. Hénédine. Its inhabitants are for the most part opposed to education, foolishly fearing the taxes, or rather the disbursement of a trifling sum of money. There are, however, in this parish some well disposed individuals, among others M. Genest, President of the School Commissioners who continues to make the most praiseworthy exertions for the maintenance of the two schools which he has succeeded in establishing. The village school kept by Mr. Roy is undoubtedly one of the best in my district. It is attended by 56 or 60 scholars, who make remarkable progress; 17 study French grammar; 17, the inductive grammar; 17, geography; 2 are learning the simple rules; 22, the compound, 17 study history. Mr. Genest has purchased for the Corporation a good school house, on the most advantageous terms. He also performs the duties of Secretary Treasurer, not being able to find any person fit for the office.

St. Hénédine.—This new and quite small parish could not possibly be more zealous in every thing that concerns education. Like its neighbour, it contains 4 school districts, 3 of which are in operation. The schools are attended by 115 scholars, of whom, 33 read well; 36, fluently; 39 write; 36 understand the simple rules of arithmetic; 13, the compound rules; 20 learn French grammar; 15, parsing; 15, the inductive grammar and 10, history.

These three schools are very good; that of the village does honor to the parish. The pecuniary affairs are in good order.

St. Isidore—Contains 10 schools, all in operation. The Commissioners obstinately refuse to cause a valuation of the property to be made, the poor suffer greatly from this cause. I have for some time past been on the point of compelling the Commissioners to act, but seeing that they contributed liberally enough for the maintenance of their 10 schools, I thought it better to wait in the hope of a favorable change. The 10 schools are generally speaking pretty good, 6 of them deserve special mention. The female teachers who conduct them are thoroughly qualified. The total number of pupils is 336, of whom 140 read well; 82, fluently; 134 write; 75 understand the simple rules of arithmetic; 35, the compound, 56 learn French grammar; 46, spelling and 25 study history. Salaries average from £15 to £18.

St. Lambert—Is a parish quite recently erected. The Commissioners however, are very zealous for the voluntary support of their 5 schools. Two school houses, but not of sufficient size, have been erected.

The 5 schools in question, number 123 scholars, of whom 44 read well; 31, fluently; 55 write, 29 are learning the simple rules of arithmetic; 6, the compound; 20 learn spelling; 6, geography; 35, French grammar; 20, the Inductive grammar and 6 study history. Three female teachers are sufficiently qualified, the two others are scarcely competent. The average of salaries is low, ranging only from £10 to £12. This parish however promises well for the future.

St. Bernard—Contains 6 School Districts, and 9 schools in operation. The ninth merits rather the title of Academy than of Common School. This institution owes its present high position to the liberality of the Rev. Mr. Moore, the *Curé* of the parish. The sacrifices which he makes for its maintenance are very great. The system of instruction pursued there, is the same, with some few exceptions, as that of our convents. The number of pupils who there receive an excellent education is between 45 and 50. The eight other schools number 277 pupils, of whom 112 read well; 88, fluently; 87, write; 71, understand the simple

rules of arithmetic and 61, the compound ; 50 learn parsing; 30, geography; 77, French grammar; 50, the inductive grammar, and 40 study history. Four female teachers are qualified, the others scarcely so. The average of salaries here also is too low, amounting only to from £13 to £15.

The commissioners manage their affairs pretty well. We must not forget that it is only within a short time past, that this parish has submitted to the control of the law, having until lately obstinately refused even to appoint Commissioners.

St. Frederick—Is inhabited by settlers from St. Joseph de la Beauce. And here, as there the system of assessment is followed. The parish contains 6 school districts, all in operation.

Of these six schools two are good, the others are only passable. This parish is quite a new one; everything will improve in course of time. The school districts are badly divided; this I intend to remedy. The Secretary Treasurer is a competent person, and the accounts are well kept. Salaries range from £14 to £16.

The total number of scholars attending these schools is 219, of whom 90 read well, and 50, fluently, 90 write, 42 understand the simple rules of arithmetic; and 13, the compound, 20 learn parsing; 30, geography; 39, French grammar; 20, the inductive grammar, and 20 study history.

Ste. Marie,—Like St. Elzear, contains 17 large school districts.

In spite of the opposition made by the inhabitants of the concessions to the operation of the law, there are now 13 schools. This improvement is undoubtedly due to the indefatigable zeal of Mr. Elzear Duchesnay, aided by some friends.

This worthy gentleman began by establishing a good school in the village, and this awakened in the concessions the desire to establish such another there. The voluntary system has been adopted; but at present there is so little inclination to contribute that Mr. Duchesnay is getting discouraged. He has been Commissioner for twelve years, twelve years of continued trouble and meritorious exertion Mr. Bilodeau, a merchant in the place, gives him his heartiest support.

The Rev. Mr. Proulx, the *Curé*, has founded an academy or college, which is to be placed under the direction of the Brothers of the Christian Doctrine, and has enlarged the convent.

The total number of scholars attending the schools is 317, of whom 133 read well; 73, fluently; 143 write, 98 understand the simple rules of arithmetic, and 52, the compound, 58 learn spelling; 17, geography; 122, French grammar; 59, inductive grammar; 51, history. Of the 13 schools, 7 are good, 2 superior, and 4, only passable. Mr. Duchesnay also performs the duties of Secretary Treasurer. It is hoped that next year there will be an assessment.

St. Elzear—Part of which was once included in St. Mary, is inhabited by young settlers whose fathers remain in the last mentioned parish, follows step by step the movements of the parent settlement. There are 9 schools, attended by 243 scholars, of whom 87 read well; 77, fluently, 66 write, 70 learn the simple rules of arithmetic; 6, the compound; 10, study geography; 20, French grammar; 6, inductive grammar; 12, history.

The Commissioners of this parish are, to tell the truth, permanent. The whole burden of the duty falls on the Rev. Mr. Grenier, *Curé* of the place; by his zeal and assiduity he has succeeded in raising the sum required to obtain the Government grant, and supports with these funds 12 schools, which, though not all of the first order, still do a great deal of good. I have thought it best to allow things to go on in this manner till they can be altered for the better. Mr. Grenier alone visits those schools, but he visits them frequently.

St. Joseph.—Divided into 3 municipalities in 1852, at present forms but one. The difficulties and discord which for such a length of time agitated this parish have completely disappeared.

St. Joseph is divided into 11 districts, in 8 of which schools are in operation. The total number of scholars is 332, of whom, 118 read well; 65, fluently; 84 write; 37 learn the simple rules of arithmetic; 10, the compound; 11 learn spelling; 7, study geography; 54 French grammar; 11, inductive grammar and 15 history.

A good understanding subsists among the School Commissioners. The Secretary Treasurer, Mr. Arcand, Notary, with the aid of his colleague, Mr. Belanger, directs them well. The accounts are kept in perfect order. For a year back the system of assessment has been followed, and seems to give satisfaction.

St. Francois.—The inhabitants of this parish opposed for a long time the execution of the law. To disabuse them on this point was no easy matter; to lead them to consent to pay the £150 of debts contracted by the mal-administration of many of their School Commissioners was still more difficult; nevertheless, I speak it to the credit of the mass, they have consented to throw the veil of oblivion over the past.

Affairs go on well. This good order is due in a great measure to the zeal of the Rev. Mr. Tessier, *Curé* of the place, who has spared no pains in bringing about a good understanding amongst all his parishioners.

The Commissioners follow exactly his advice, so that, with respect to school affairs, St. Francois may now be ranked amongst the best municipalities. Its inhabitants, after having witnessed the sale of the school-houses for the payment of their debts, being determined not to remain behind other parishes, have with astonishing ardour set about building, and completed others. They have also come to the conclusion that an assessment on lands is the method the most just and the most suitable to support their schools on a sure footing. I am also of opinion that it would now be more difficult to re-establish the voluntary system in this parish than it formerly was to introduce that of assessment.

The parish is divided into 12 school districts, in 10 of which schools are in operation. The total number of scholars who attend those schools is 444, of whom 215 read well; 79, fluently; 199 write, 96 learn the simple rules of arithmetic; 13, the compound; 16, spelling; 14 study geography; 41 French grammar; 16, inductive grammar; 48, history. Of these; 10 schools, 6, are good, 2 remarkably well kept; 2, are merely passable. The salary is from £16 to £25.

St. George d'Aubert Gallion.—In this parish we reckon 6 school districts, in 5 of which schools are in operation. The schools there are but passable. Last July, however, Mr. Darveau, a person sufficiently qualified, although he has no diploma, opened a school. Total number of scholars, 142, 33 of whom read well; 48, fluently; 29, write; 20, learn the simple rules of arithmetic; 11 study grammar; and 5, history.

COUNTY OF LOTBINIERE.

St. Jean Deschaillons.—Is not a rich parish, but, considering its means, education is making very rapid progress. In 1852 there were only 4 passable schools; at present they are 7 in number, and all pretty good. Unfortunately the most influential persons in the place, weary of the annoyances always attending the office of School Commissioner, now hold themselves aloof. It is, however, to be hoped that their patriotism will yet prevail on them to make new sacrifices.

The Secretary Treasurer complains of the length of time required to collect the assessments: in consequence of this delay the teachers suffer very much. Total number of pupils, 312, of whom 117 read well; 79, fluently, and 116 are

beginning ; 61, can do the simple rules ; 29, the compound rules ; 42 learn spelling ; 69, French grammar ; 42, inductive grammar ; 2, geography and 53, history. There are 5 qualified, and 2 unqualified female teachers. Average amount of salaries, £18 to £21.

Lotbinière.—This large and beautiful parish is divided into 15 school districts. There are also 15 schools in operation, of which 7 are well kept. The superior school for girls, taught by Miss Moreau, deserves to be specially noticed. The English and French languages are there taught simultaneously with great success. At Rivière-du-Chêne Miss Boisvert also keeps a school, which may be ranked in every respect with that of Miss Moreau. The children make great progress both in English and French. I there saw a little boy about seven years of age answer with admirable accuracy my questions on the rules relating to the participle, and even solve some pretty difficult problems in arithmetic. Four schools of the description of those kept by these ladies would be sufficient for a parish.

In the parish of Grand St. Charles Mr. Bergeron also keeps a school which does honour to the place. The others do not deserve special mention ; perhaps however, the names of the Misses Pagé, who have thoroughly done their duty, ought not to be passed over in silence. Mr. Léon Vaudreuil, engaged in July last for the Village of St. Eustache, has also succeeded very well.

Mr. Faucher, the *Curé* of the place, being desirous of preparing the boys in his parish for following out a classical course in our colleges, has opened at his own expense a class entrusted to the assiduous superintendence of Mr. Bedard, Notary, whose capacity and talents are already well known. His pupils have done the work of two years in one ; this says enough for the ability of the teacher. Greek and English have been successfully taught them by the Rev. Mr. M'Donald.

The house in which the classes are held belongs to the *Curé*. It is a large edifice. A superior school for girls is also kept there, the whole being under the control of Mr. Faucher, whose liberality equals his zeal.

A good understanding exists among the Commissioners. The Secretary Treasurer, Dr. Grenier, a highly educated man, always manages his affairs well. His accounts are kept in perfect order.

The total number of pupils is 537 ; out of this number 227 read well, 146 read fluently ; 262 write ; 106 can do the simple rules of arithmetic ; 120, the compound ; 155 learn spelling ; 107, geography ; 23, English grammar ; 240, French grammar ; 153, the inductive grammar ; 9, epistolary composition ; 12, vocal music and 149, history. I would here remark as an act of justice that Lotbinière exceeds all the other parishes in the number of pupils instructed in all the different branches. All the teachers except one have diplomas. The average amount of salaries is from £20 to £35. I must not forget to say that there are 5 good school houses belonging to the corporation. The one built to serve as a model school, when completed, will be a beautiful edifice.

Ste. Croix.—Is divided into 10 school districts, in 9 of which schools are in operation. The model school, kept by Mr. Maxime Boucher, does honor to this parish. This gentleman is a teacher of great merit ; his pupils make remarkable progress. The other schools kept by female teachers are for the most part good ; among others that in the third school district, kept by Miss Laliberté. The Commissioners do their utmost to carry out the law. The Secretary Treasurer keeps his accounts correctly. Throughout almost the whole of the County of Lotbinière the system of assessment is followed, and this is the reason of the great progress made, and the number of good schools which exist.

The Commissioners appear disposed at present to oblige the rate-payers to build school-houses. The municipality as yet possesses only 3 school houses.

On the other hand, to make up for this, the parish is in possession of a convent, the erection of which it partly owes to the liberality of the former *Curé*, the late Mr. Potvin. This establishment has educated a large number of pupils, who at present are teaching with great success.

The total number of scholars attending the schools is 231, of whom 100 read well; 95, fluently; 89, write; 55, learn the simple rules of arithmetic; 39, the compound rules; 40, geography; 72, French grammar; 40, inductive grammar; 40, spelling; 10, vocal music and 40 study history. All the teachers except one are sufficiently qualified. The average amount of salaries is from £15 to £45.

With respect to the age of teachers, the general average in both this parish and in all the others is from 18 to 20 years. Necessity obliges us sometimes to receive them under the age of 18, and these latter, generally speaking, are by no means the least capable.

St. Flavien.—A new parish, contains 6 school districts, in 5 of which schools are in operation. Matters here progress slowly, but steadily. All is as yet new. Of the five schools two are good and three are only passable. They will in time succeed, the minds of the people being well disposed. The inhabitants of this parish are for the most part poor; they have, nevertheless, made great sacrifices.

The number of scholars is 138, of whom 64 read well; 23, read fluently; 61, write, 44 learn the simple rules of arithmetic; and 5, the compound rules; 10, learn spelling; 12, geography; 28, learn French grammar; 10, inductive grammar and 30 study history. The general amount of salaries is from £16 to £17.

St. Antoine.—Contains 12 school districts and 14 schools in operation, attended by 472 scholars, of whom 210, read well; 140, fluently; 246 write; 210 learn French grammar; 135, spelling; 135, inductive grammar; 95, geography; 154, the simple rules of arithmetic; 100, the compound rules; 120, history and 12 vocal music. The superior school for girls does great honor to the parish.

The model school, which had been closed for a year, was opened again in July last; it is under the direction of Mr. Téléphore Lefebvre, whose talents for instruction are well known. We have already had occasion several times to visit his school, and every time we have remarked continued and rapid progress. Four other schools, kept by well educated female teachers, deserve to be specially noticed; in these schools are taught almost all the branches of education prescribed for superior schools.

It is to be regretted that the parents in the concessions here, as well as elsewhere, are not more zealous in sending their children to school.

The Reverend Mr. Béland, the *Curé* of the place, makes great sacrifices for the encouragement of education. He often visits the schools, and superintends the moral part of the instruction with indefatigable zeal.

A very good understanding now exists among the School Commissioners. They are punctual in the performance of their duties and pay their schoolmaster very liberally. The Secretary Treasurer discharges his duty faithfully. The accounts are in good order.

In speaking of St. Antoine we include St. Apollinaire, which was detached from it only in July last. In this parish there are only three school houses belonging to the Corporation. Their means are deficient, and they defer building until the Legislature shall have voted them a grant for that purpose.

St. Sylvestre.—This extensive and mountainous parish contains 15 school districts, in 12 of which schools are in operation.

The population of this parish being mixed, it is rather difficult to establish schools which will satisfy the two races. Two-thirds almost of the population are Irish, and there are only two poor Canadian schools. The English schools are pretty good; three are kept on a very good footing. There are 13 school houses built; they are, however, almost all incomplete and too small.

One must possess zeal in order to visit them, on account of the difficulty there is in crossing the mountains, and travelling the roads.

The total number of pupils is 489, of whom 225 read well ; 200, fluently ; 225 can write, 120 learn the simple rules of arithmetic and 50, the compound rules ; 15, learn spelling ; 10, geography ; 20, English grammar ; 8, French grammar. In these schools they generally teach only writing and arithmetic.

St. Giles,—A poor parish, has at present only 2 schools, one of which, kept near the chapel, is under the direction of the Rev. Mr. Richardson, and is a good school. The other, at Black River, is entrusted to an aged teacher. The population of St. Giles is also a mixed one, and this presents great obstacles to the opening of new schools. These two schools are supported by the *Curé* and Mr. Dionne, with the help of a few others. The number of pupils is 89, of whom 23 read well ; 35, fluently ; 30 write 18 learn the simple rules of arithmetic ; 10, the compound rules ; 12, parsing ; 23, French grammar and 6, history.

Ste. Agathe—Is as poor a parish as its neighbour, the parish of St. Giles. It possesses 2 mixed schools, one of which, for the Irish, kept by Mr. Burton, is a good one, and the other, for Canadians, is only passable. The two schools contain 168 pupils, of whom 24 can write, 30 learn the simple rules of arithmetic ; 12, the compound rules ; 15, geography and 15, English grammar.

Mr. *Curé* Richardson keeps in good order the accounts of the two parishes.

It is useless to repeat in this Report that four-fifths of the Commissioners can neither read nor write. It has already been admitted that three Commissioners would suffice, and that a literary qualification should be substituted, for the pecuniary.

I have now the honor humbly to submit the whole, and to subscribe myself,

Honorable Sir,

Your obedient servant,

P. F. BELAND,

School Inspector.

Report of Inspector BOURGEOIS.

ST. GREGOIRE, 19th December, 1855.

MR. SUPERINTENDENT,—I have the honor to transmit to you my Report of Inspection for the last six months of 1855, together with the Statistics and my General Remarks for the entire year.

As may be seen by the subjoined tables, the number of schools has considerably augmented this year, and has almost doubled that of last year. I may add that a similar ratio of increase appears in the number of children who have attended these schools during the last two years.

I have much pleasure in being able to state these facts, as they show that the cause is gaining ground, and that the carrying out of the law appears to be more and more general.

I cannot, however, say the same thing of the character of the schools ; they do not all make satisfactory progress.

There are a great many difficulties to be overcome, in order to ameliorate the schools now in operation amongst us. First, we are in want of qualified masters and female teachers, furnished with diplomas. A large number of the schools are kept by female teachers who are only fit to teach reading and writing, and even these with very little or no method. In the absence of any thing better, this may do for a few months, when the scholars are but beginners ; after which it

is desirable and necessary that they should have more competent teachers. This, however, is not always practicable, on account of the as yet limited number of qualified teachers of both sexes, and especially on account of the scarcity of means to remunerate those well qualified in a competent manner.

In a great part of the municipalities of my district, the majority of the inhabitants, who are but new settlers, are possessed of very small means, and could not, without subjecting themselves to great privations, furnish the sum necessary to remunerate a teacher competent to keep a school according to the provisions of the Act. This is the principal and insurmountable difficulty which prevents the carrying out of the Education Act in an efficient manner, especially during a year of penury and want, such as that which has just elapsed. I am in hopes that the wish that I expressed in my Report of the 28th September, 1854, will soon be realised, and that the Legislature, by increasing the annual grant, will come to the aid of the municipalities in distress, in the category of which are placed the greater part of those under my inspection. Nevertheless, I am far from alledging that there is cause to complain of a want of progress in all the schools in operation. On the contrary, a large number of them have been kept and conducted in a manner worthy of praise, and, generally speaking, in the municipalities that have competent means, the superiority of the schools of 1855 over those of 1854 shows itself in a very encouraging proportion.

I will now make a few remarks on each municipality in particular.

St. Guillaume—Contains 5 schools, all inferior at present, but which I hope will give greater satisfaction for the future, as 4 out of the 5 female teachers have been recently replaced by teachers more competent and better qualified.

The School Commissioners of this municipality seem to have taken but very little care of the schools in operation under their control this year. Far from superintending them as they should have done, they have not even visited them. I have on this subject inserted in their minute book some pretty severe remarks. I have also insisted that for the future there should be a public examination in each school at least once a year, and have fixed the period for such examination.

Grantham—Has 6 schools, 3 good, 2 middling, and one altogether inferior.

The village school, kept by Mr. Hughes, a teacher holding a diploma, deserves to be ranked in the first class, as well on account of the branches therein taught as on account of the rapid progress made by the scholars. I have never as yet visited this school, without coming away entirely satisfied. School No. 4, kept by two female teachers, (one for the French and the other for the English department,) deserves likewise special mention.

Wickham—Has 3 schools, which have just commenced, and promise very good results. I am afraid, however, that they cannot all be supported this year, on account of the poverty of the majority of the rate-payers. The School Commissioners have built one school house, and have another in course of erection.

Acton—Contains 2 schools, one of which is middling; the other, which has been but recently established, promises fair. This municipality, poor as it is, has nevertheless since eighteen months found the means of building two beautiful school-houses, which were already habitable at the time of my last visit, and it is with pleasure that I can testify to the zeal of the School Commissioners and the rate-payers of this municipality.

Aston—Has 3 schools, 2 inferior, and one which promises to give greater satisfaction for the future, as the former female teacher has been replaced by one better educated and more competent in every respect.

The amount placed at the disposal of the School Commissioners of this municipality is so very small that the salary of the teacher is almost nominal. I hope, however, that the 3 schools will remain in operation, and for this I rely on the zeal and devotedness of the *curé* of the parish, the Reverend Mr. Marquis, who has proved the deep interest he takes in it by undertaking the duties of Secretary Treasurer to the Commissioners.

Warwick, Bulstrode and Horton.—This extensive school district has 3 schools in operation, with a population few in number, poor and widely scattered; so that a large number of the children live at too great a distance to be able to attend any of the three schools now open. Nevertheless it is utterly impossible to establish any more, and I fear that the three which are now in operation cannot all subsist long. There has been a system of voluntary rate-paying established, and it is the only one practicable under the present circumstances. School No. 1, which is situated near the chapel at Warwick, is conducted with energy and success, and I have always great pleasure and satisfaction in visiting it. I sincerely regret that the female teacher in charge of it is not better remunerated for the zeal and devotion she has invariably shewn ever since her appointment to the school of this district.

The female teachers of the two other schools, which have not been long in operation, are tolerably well qualified.

St. Norbert—Has 4 schools. That of the village, kept by an old man, is very crowded, and the children make but little progress. On account of the position and number of scholars attending this school, I am of opinion that the Commissioners should place a young man of energy and decision in charge of it.

The other schools in this municipality are going on in a satisfactory manner.

The School Commissioners of St. Norbert have 5 school houses, 3 of which are in a lamentable state of disrepair and almost in ruins, so that it would be dangerous to keep school in them during the winter season. I have, with respect to the School Commissioners and the rate-payers, taken the measures which I thought requisite to remedy this state of things, and I hope that they have paid attention to my suggestions.

Stanford—Has 6 schools, one inferior and five good ones. Amongst the latter is a superior school for girls, kept with great success by Miss H. Trudelle, a zealous, highly educated and successful teacher. As this school, occupying a large two story house, has the advantages of ample accommodation, the Commissioners, assisted by the generous exertions of the parish Priest, are endeavouring to improve the course of study, with a view to enable it to rank as an academy for young ladies. I have done my best to encourage them in this noble enterprise, and it is to be hoped that in the estimates of next year the Legislature will allow a supplementary grant in favor of this institution. The want of an establishment of this nature is very much felt in this part of the Eastern Townships.

GENERAL REMARKS.—In general the assessments and other taxes are badly paid. The School Commissioners have almost always shown great remissness in collecting the taxes they impose: the teachers suffer therefrom and often get discouraged. Besides, this accumulation of the arrears of several years makes the accounts of the Secretary Treasurer very difficult to examine, or even to understand. I foresee that means more directly compulsory must be resorted to in order to enforce the regular payment of the assessments and other school taxes during each year. By adopting this method affairs would go on better, and the rate payers would suffer nothing from it.

The examination of the School Commissioners' accounts is not always an easy task. Many of the Secretary Treasurers are uneducated men, and have no

method in their way of keeping accounts. It is not always an easy matter in a newly settled country to find persons at once capable of acquitting themselves of this office with credit, and willing to accept it.

Nevertheless, I must say that in this, as in many other points, there has been visible progress made in the course of the last three years; and a considerable number of Corporations now have Secretary Treasurers who acquit themselves of their duties in a manner worthy of praise and above all criticism. Such are those of Grantham, Aston, St. Norbert and Stanfold. Some others are improving and will in course of time, by dint of application, become competent.

In summing up, I beg to say that, taking every thing into consideration, I am satisfied with the progress made during the year within the limits of my jurisdiction.

I have the honor to be, Sir,

Your most obedient servant,

G. A. BOURGEOIS,

School Inspector.

Honorable P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

Extracts from Inspector BRUCE's Report for 1855.

Of the incompetency of school-masters and school-mistresses, the inefficiency of their teaching, and what the country by this has suffered and lost, about enough has been said and written. Let us now take another and rather different view of the subject of teachers, (I mean the teachers of Canada East,) their relative position in society, and how by that society they have been treated and regarded. It is but fair, it is but right, that both sides of the question should be considered, that what is wrong in both may be discovered and corrected.

The difficulties of the teachers of our youth are neither few nor small; and yet by the mass, whose servants they are, and for the welfare of whose offspring they spend their strength, sacrifice their health, bear the obloquy of the ignorant and undiscerning, and suffer from the contemptuous neglect of those by whom they should be respected and protected, suitably rewarded, and in old age and sickness provided for, they are, nevertheless, or appear as if they are, a despised and cast aside class, and in rank placed lower than the menial. What then are these difficulties? Let us see:

There are difficulties of office. The discharge of its duties gives rise to difficulties with scholars and difficulties, especially with parents, who criticise their words and judge their conduct and teaching, and with terms not very measured; difficulties with those who engage and supervise, and by whom they are checked and buffeted, maligned and slandered and often undeservedly—pronouncing as faults what merit praise, and too purblind or too ignorant to see what really deserves reproof or needs correction. The visits of Inspectors are also to many public sources of difficulties; and should the Inspector possess not sufficient intelligence and prudence, and a sufficient knowledge of teaching and teaching methods, and of the innumerable difficulties attending mental training, as these respect himself as well as the child and the parents, the more fertile will this source become. Though to the sincere and laborious teacher, earnestly desiring to do his duty and to improve himself and his school, how deficient soever both may be, the Inspector should be regarded as an experienced friend, who is or should be able

and willing to direct him in the right way. Whether difficulties of this source be real or fanciful, they not unfrequently have not the best effect. When the time of visiting draws near, many teachers become uneasy and concerned, and apparently troubled with a vexatious and confusing pressure, which continues till the visit is over. But the difficulties of teachers have not their limits in these things. They have difficulties in the matter of society. Whatever be their talent or their worth, or their place as that respects their office, they stand too frequently alone. No doubt there are numerous cases where the teacher is *hail fellow, well met*, with nearly every neighbour, but this often to the cost of his principles or character, his usefulness or consistency. It is usually a rare thing to see the intelligent pious teacher with a companion, or to hear of his having any friend with him, except now and then from some far distant spot. It is almost an event of his life to be kindly asked out to dinner, or even invited to tea by any of his decent and well-to-do neighbours; and you do not find that he visits them, or that he is visited by them. And yet possibly he may have been for some years in his situation, be personally known to all the respectables of the place, and respected as an active, useful and efficient teacher by the neighbours generally, and still without one intimate acquaintance within miles from him. There can be no question about this being a sad and depressing state of things; but, however common it may be, there is no necessity for its long continuance. The difficulties of our teachers, as these respect the future, are not few; they are many and serious. There is the decay of the mortal house which many see and feel. Nevertheless, each is busily occupied in his or her accustomed round of toil, and probably may be for many years to come. This has to be or should be borne patiently, as must also the decay of intellectual vigour. If he is able to do all that is required of him, though at greater cost, if nothing is neglected or shuffled over, if his employers are satisfied, and if they feel that what he has lost is adroitness and energy, he has more than gained in experience and piety; he may have to-morrow to provide for his own, whilst he cheerfully and earnestly goes through the appointed tasks of the passing hour. As to the failure of resources, it most frequently appears that he has nothing at all to depend upon but his miserable pittance, 1s. to 2s. a day, and which is seldom or never paid when due. He may be told by way of friendly advice to enrol himself a member of some Insurance or Friendly Society; but how can he even do this? His salary barely meets his expenses; as he may have, in spite of his economical prudence and forethought, run so far into debt that even his little credit is gone. He may be willing to take advantage of any annuity or superannuation allowance of Government; but, behold, there is none. And will not these things create difficulties, and give existence to and feed corroding care? And are they not sufficient, indeed more than sufficient, to prevent young men and women from making teaching a profession? Many a teacher has confessed to myself that if he had known, before he commenced teaching, the difficulties attending this, its cares, obloquy and penury, he would a hundred times have preferred following the plough or handling the shovel. The Reports of Inspectors have disclosed a relation between the imperfection of our schools and the condition of the schoolmaster, of the most painful character. Few efficient schools are found to exist. The most prominent of the causes to which these defects are attributable is the fact that the master of an elementary school is commonly in a position which, as has been stated, yields him neither honour nor emoluments. He has therefore a scanty knowledge of even the humble rudiments of learning, meagre ideas of the duties of his office, and as little skill in their performance. Indeed, there is little or nothing in the profession of an elementary schoolmaster, as yet, in this country, to invite a man having a respectable acquaintance with the elements of

even humble learning; to exchange the certainty of a respectable livelihood, in a subordinate condition in trade or commerce, for the mean drudgery of instructing in one of our elementary schools, as now supported and conducted. Much is said in and out of our Parliament just now about establishing Normal and Model Schools for training masters; but unless concurrently with arrangements made for training masters of superior acquirements and skill, efforts be also made to provide them with situations of decent comfort, and the prospect of suitable provision for sickness and old age, they will be driven by necessity to commercial or other more remunerative pursuits.

Our Government has wisely foreseen the impolicy and danger to education of making the schoolmaster dependent only on local sources of fluctuation and change, and have, therefore, by law, secured a small portion of his salary. But this is far from being sufficient. He should enjoy a house rent free, and, if possible, be provided with a garden and fuel. If then an estimate be made of his salary on a scale equal to the position he ought to hold in society, one-third of his salary at least should be certain. The smallest sum which ought to be secured to the master, besides a comfortable dwelling, with garden and fuel, should be from £20 to £30, besides monthly fees; and to our first class teacher, an income of £45 to £60 per annum, not including fees.

No master can be deemed respectably provided for unless he has an income of from £60 to £90. In towns and cities his income should be about one-half more, with a dwelling.

It is very doubtful if our Government and that part of our community qualified to judge, are aware of the very small amount of intelligence, scholarships and teaching skill, which our educators, male and female, possess. I have repeatedly examined schools whose teachers did not know the different powers of alphabetic characters. One teacher whose vocation for many years is keeping school, could not distinguish the difference between the sound of *i* in *pin* and its diphthongal sound in *fine*; another did not know how to use a black-board for any purpose in teaching; and a third I found not able to question his scholars on the simplest lessons they were learning. Fully the half of the teachers under my supervision are not capable of questioning their scholars on what they read with much advantage. In teaching arithmetic, for instance, many cannot, with much profit, explain the processes, much less the principles of the simple rules. Finding this, I have had on many occasions to explain on a black-board, when I could get one, and on slates, when I could get none, the local and relative value of figures in the numeration table, to both teacher and scholar. Indeed I have found few teachers who can correctly explain the simple process of a subtraction sum where borrowing is required. Even not a few schoolmasters with diplomas of the first and second class are unable to explain and exemplify the common technical terms of the branches they teach. At first these serious deficiencies of our teachers were to me matter of surprise; but now that I know more of how they received their education, the circumstances under which they are placed, and the difficulties with which they have to contend, my surprise has become much less. The wonder is that so many are able to do so much in educating our youth. How very disadvantageously placed are our teachers, compared with those of countries whose Government and the public at large have taken up the subject of education in earnest, and have followed up their measures with untiring efforts and patriotic zeal! Not only is care taken that teachers be efficiently trained for their work, and respectably provided for, but means are used to advance their teaching skill, and add to their attainments. In Switzerland, the Board of Education for the Canton of Neuchatel has established annual meetings of masters, for the purpose of enabling the heads of

schools to communicate periodically on any change or improvement in system, studies, books, &c., which their personal experience may suggest, as well as to compare their respective methods. A late conference was attended by upwards of seventy masters, who conferred together for three successive days, and discussed a variety of topics connected with the treatment and instruction of youth. This admirable plan has been carried still farther in some of the Swiss Cantons, where the masters have established "Reading Societies," for the purpose of circulating such periodicals and books among themselves as bear upon the subject of education. This admirable practice prevails also in many parts of Germany, Saxony and Prussia; and it is surely high time that it was extended to Canada East, where the public, it is hoped, are growing too wise any longer to estimate the quality of instruction by so sorry a gauge as *its quantum of cost*. In England and in many parts of the United States much attention has of late years been paid to the improvement and comfort of teachers. In England there are yearly district meetings of teachers during the summer holidays, for mutual improvement and for receiving instruction and information, and associations of schoolmasters are numerous in almost every part of the island, many of which are countenanced by Government; and it is proposed to bring such meetings and associations under their immediate auspices. Her Majesty's Committee of Council on Education has done and is doing much to improve the condition and add to the respectability of schoolmasters and schoolmistresses, as the following extracts from the Official Correspondence of the Committee will show: "A teacher who obtains Their Lordships' lowest certificate of merit, and the grant of augmentation annexed to it, will be in the receipt of £45 per annum and a house rent free, or £55 per annum if he is not provided with a house rent free. My Lords are of opinion that such a minimum is not fixed at too low a point. Their Lordships' measures have a tendency to bring salaries up to that minimum, because they hold out no encouragement of assistance till this minimum is attained. Their Lordships' annual grants are, in all cases, meant to be additional, not supplementary, to the sums previously expended upon the schools to which they are made. Their Lordships will grant as an augmentation to the salary of every schoolmaster and schoolmistress appointed to a school under their inspection annual sums varying from £10 to £30, according to specified conditions. The highest salaries, including the Government augmentation to male teachers of Common Schools are £90 10s. to £100 sterling; the lowest £55 to £59 10s. sterling; to schoolmistresses, highest £60 to £66, lowest £36 to £39." Therefore, the lowest salaries given to female teachers of schools under the inspection of Her Majesty's Committee of Council on Education are about equal to the highest salaries (currency) given to our best common school male teachers. The beneficial results of the Committee's continuous, well directed and regulated efforts are, that there are now in Great Britain not fewer than 13 training schools for masters, 8 solely for mistresses, and 8 for both male and female teachers; in all, 29 training schools, each of which has a complete and very efficient staff of teachers. The Home and Colonial Training School, for female teachers, has 19 officers, each of whom has a distinct department in the work of training. From the Reports of Inspectors, the methods of teaching pursued in these institutions are greatly improved, and their courses of study, much extended.

Another act of Her Majesty's Committee of Council on Education is the establishing of a "Retiring Fund" for teachers. This Fund will greatly benefit both teachers and the country; for it will induce many to make teaching a profession, and encourage them to be at more pains in qualifying themselves for the office: were our Legislature to establish such a Fund, I am sure it would

greatly aid in advancing the cause of education, for hundreds would make teaching their profession, who, did not such a Fund exist, would never think of following the vocation of schoolmaster. A large number of our most active teachers are beginning to hesitate much about continuing to teach, and for the very reason that their paltry salaries make it impossible for them to make any provision for sickness or old age. Not a few have in disgust given up teaching and engaged in other pursuits to them more remunerative.

My Report of School Commissioners is, in some instances, not very favourable; duties are discharged by many negligently, by others never. A few are disqualified for discharging any duty which the School Law imposes, especially in matters of teaching. How, can he who never studied be a proper judge of studies, or report a scholar's progress in a thing about which he knows nothing? I supervise no Board of School Commissioners or Trustees, all whose members attend regularly to their duties. And this neglect on the part of some is discouraging to those who do attend, and it greatly increases their work. With the majority of, such remonstrance is vain. They excuse themselves by saying: "It takes up too much of our time, and for our trouble and loss of time there is no remuneration. The work far exceeds the profit."

I find that Commissioners generally discharge their duties rather to please the people than to come up to the requirements of the School Law; yet a large proportion of their constituents is nevertheless dissatisfied with their proceedings, not because they do not come up to the law, but because things are not managed so as to tally with their notions. He who tries to please every body, pleases no body. I have, however, to report favorably of not a few; they appear the earnest and not unintelligent friends of education, men who have no party purposes themselves, and who detest them in others. From their proceedings and conduct in school affairs, I have every reason to infer that they are guided by principle and not by party influence.

The books and papers of the Secretary Treasurers have all been examined since I made my 1st Report. Of twelve I am able to report very favourably. Receipts and disbursements are satisfactorily accounted for, and all accounts are kept in a business like manner. The Secretary Treasurer of the Trustees of the dissentients of Hinchinbrooke and of the parish of St. Auncet have neglected to bring up their books, and give full public statements of their receipts and disbursements, as the 10th section, 14 & 15 Vic., cap. 97, requires. I think some notice should be taken of this by the Education Office, when they make the school returns.

The School Commissioners of the Townships of Godmanchester and Dundee need also some little inciting. Those of the latter have attended to their duties rather remissly, since their allowance from the Common School Fund has been reduced. The Commissioners throw some blame for their negligence on their Secretary, and he again in some things blames them. I am beginning to suspect that the requirements of the 27th section, 9 Vic., cap. 27, are not always attended to, neither by the Secretary Treasurer nor by Commissioners in making returns. The requirements of this section, in order to entitle any school to its allowance out of the general or local school Fund are seven, viz:

1st. It shall be requisite and sufficient that such school has been under the management of School Commissioners or Trustees appointed as the law requires.

2nd. That it has been in actual operation during at least eight calendar months.

3rd. That it has been attended by at least fifteen children (periods of epidemics excepted).

4th. That the returns have been certified to the School Commissioners or Trustees by the master, mistress or teacher, and at least two of the Commissioners or Trustees.

5th. That a public examination of the schools has taken place.

6th. That a Report signed by the majority of the School Commissioners or Trustees, and by the master or mistress (I suppose also) has been transmitted to the Superintendent of Schools, according to the form prescribed by him for that purpose, every six months, that is to say, before the first day of July and the first day of January in each year.

7th. That a sum equal to the allowance made by the Legislature for the municipality has been raised as hereinbefore provided.

If what some teachers assert be true, the 2nd, 3rd, 5th and 7th, are not always attended to.

Since the beginning of November last, till the end of March, the whole of my time has been occupied in examining schools and teachers, settling disputes, answering correspondence, and in inspecting the books and papers of School Commissioners, Trustees and Secretary Treasurers.

When in the rear of the county of Argenteuil, three days of successive storms so blocked up roads, that I found it impossible for a few days to proceed on my tour of inspection. My time, since the end of March, has been wholly taken up in writing my Report, filling tables and in examining schools which were not in operation when I visited their municipalities before, or did not lie near my former route of travelling. Only two schools in operation have been missed: one is in the mountain fastnesses of Chatham, the other is in a remote corner of Lachûte. No roads were opened up to their district, when I was in that part of the country, travelling being stopped on account of heavy falls of snow. Having, however, repeatedly examined the schools of the teachers of this district, I have a pretty correct idea of the state of their schools and of the results of their teaching. The statistics of their schools I received from their respective Secretary Treasurers.

I much regret having to report as unfavorably as heretofore of Grenville and Union. Not a school was in operation in either when I was there, in the end of February, except a small chance school in the village of Grenville. From repeated enquiries and conversations, I am convinced that a spirit of opposition, determined opposition to the School Law prevails in many districts. I have repeatedly stated in conversation and perhaps in writing, that the only way to make dissatisfied and rebellious districts (when it is considered prudent not to use coercion) come under the School Law, is to disallow Government aid to such, though there were but one in a municipality. It is unjust to withhold aid from a whole municipality, because of the rebellious conduct of one or two districts. This is the opinion of the most intelligent and observant, not only in Grenville and Union, but in other parts of the country. They say, let those districts in any municipality that fully conform to the School Law receive the Government aid and disallow it to those that will not conform. Leave them to support their own schools. Thus left depending on their own resources, they will soon be convinced of their inability to keep the school regularly in operation, and also of the advantage which their loyal neighbour districts have over them, being able with Government aid to keep their schools always in operation, and under efficient teachers.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,)

JOHN BRUCE,
School Inspector.

 SHORT ABSTRACT OF THE RESULT OF EXAMINATIONS.

Godmanchester.—In Godmanchester, 5 schools were in operation when I visited the township. The examination of two of these was favorable, that of two others pretty favorable, and one not satisfactory. The teachers of Nos. 1 and 2 showed considerable intelligence and professional skill in their teaching; and their scholars when under examination distinguished themselves for readiness and correct answers. The teachers of Nos. 5 and 7 are willing and earnest; but they want more scholarship and teaching skill to make them successful educators. The teachers of No. 10 and of the dissentient school are no more than qualified to take charge of a common school. The progress of their scholars consequently is, what might be expected, little.

Elgin.—All the schools in this township were in operation. I believe the majority of their teachers endeavour to discharge their duties to the best of their abilities; but to be efficient teachers, higher qualifications are required, and greater degrees of teaching gifts. In one thing they, as well as most teachers, fail, viz: in giving simplicity and clearness to what they teach. The reading of a considerable number of their scholars was pretty correct. They had a tolerable apprehension of the sense of the lessons they read when examined, and gave correct answers to a very considerable number of text questions; their progress in other branches is tolerable. Taking age into account, the senior scholars in all the schools of Elgin are very far behind in their education.

St. Anicet.—Of 8 schools in operation in this parish, in three considerable justice is done to the education of the children. The examination of the pupils exhibited considerable knowledge of the substance of their lessons; but in grammar, geography and arithmetic they showed rather less. The advancement of the scholars in the rest of the schools in operation was less satisfactory. The teachers appear not to have sufficient energy and animation in communicating instruction; irregular attendance and short engagement of teachers greatly hinder the advancement of education here as well as in other municipalities.

Dundee.—Education in this township is very far behind-hand, more so than in any other part of the country, except the parish of St. Chrysostôme. Only 2 schools were in operation, when I last visited it. The qualifications of the teachers of these schools are very moderate. Their scholars, considering their ages, are very backward. They read tolerably well, but their progress in grammar, geography and counting, is little.

Huntingdon.—The Academy of Huntingdon is conducted to my entire satisfaction. Every branch of education there taught, is taught with skill and intelligence. The principal is a young man of considerable attainments and professional skill. He teaches and examines with considerable ease and intelligence; nor does he, as is the case with many teachers, blindly follow the book, but puts very pertinent questions derived from other sources, and such as impart interest and additional instruction. The other teachers are also persons of much acquirements, and discharge their duties efficiently. The progress of their scholars in all the branches they study is over ordinary.

Hinchinbrooke.—7 schools in this township have teachers, and 3 are closed. Of two I have to report very favourably. The examination of the other three I have stated in my Table of Summaries as fair, and one as tolerable. Two of the greatest faults of teachers in Hinchinbrooke are that they do not throw into the subject they teach the whole man, and the children are hurried on from one thing to another too rapidly, so that sufficient time is not given to enable them to master every thing as they progress. The teacher of No. 2, however, is an honorable exception. In addressing scholars, at the close of examination,

I generally direct their attention to this : " Master everything as you advance." The progress of children in the majority of schools in this township is rather slow.

Parish of St. Jean Chrysostôme.—The state of education in this parish is lamentably slow. The great mass of youth is growing up ignorantly, or with an education scarcely deserving the name. Of only one district can I say that its children are receiving a tolerable education.

Hemmingford.—In Hemmingford, 10 schools were in operation when last visited. The results of the examinations of seven were satisfactory, and of three fair. One could not be examined, the teacher being sick. The teachers of this township are generally earnest and persevering. They appear to have a laudable desire to have their schools well organized, and their methods of teaching improved. This is particularly the case with the teachers of Nos. 5, 11 and 12. To encourage the teacher of No. 5 in his praiseworthy efforts, and his scholars in their studies, I sent about 40 books, selected with considerable care, to be given to the most deserving.

Ste. Malachie d'Ormstown.—In Ormstown, all the schools in operation, except one, are doing well. This municipality has some of the best teachers in the field of my supervision, and can produce some of the best scholars. Moral as well as professional earnestness characterises their teaching. The discipline of two if not of three of its schools is in a state of high efficiency. In these every thing appears to be done in a thorough and masterly manner. The teacher of No. is, however, a marked exception. He wants natural aptitude, or, if he has it, he requires to have it largely developed. I was so much pleased with the progress of the scholars at No. that I spent some money in books for them. The teacher himself and some of the parents also handsomely contributed. It will be observed, in the Table of Summaries, that, with the exception of two schools, a large proportion of the scholars of this municipality study all the branches taught in our common schools. The same remark applies also to Hemmingford.

Parish of St. Andrews, County of Argenteuil.—2 schools in this parish are in a flourishing state. In every department, the discipline, tone and character of the instruction of these schools stand pretty high. I seldom had to wait for answers to text questions; answers appeared to flow spontaneously from the scholars. A spirit of earnest and cheerful exertion was observable in every class. The teaching of other schools is only of an ordinary character. It is but justice, however, to state that there is an evident tendency towards improvement in both discipline and the art of teaching.

The attendance of the Academy of St. Andrews (dissentient) is much less than it was last winter. For want of funds, the Rev. Mr. Thibaudier has been able to engage this season but only one teacher. Under him, all the classes are advancing satisfactorily. I was much pleased, particularly with their improvements in writing. The discipline of this institution is excellent.

Lachûte.—The School Commissioners and other inhabitants of this parish are quite zealous for the advancement of education. Establishing lately an academy in the district of No. 1 is an evidence of this. I hope every encouragement will be given them. Without superior schools and academies, the genius of our youth can never be drawn out or developed. Just now few schools are in operation in Lachûte. The cause is scarcity of teachers; and they are getting scarce because of low salaries.

Two of the schools in operation are doing well. The school of district No. 1 is flourishing. Over 100 scholars are on the school journal. Its teacher shows a good deal of professional energy and of aptitude and skill in training the ex-

panding mind. The teacher of No. 3 also deserves particular notice. Since I first examined her school, a very favorable change in both discipline and mental training is manifest. Considering her limited attainments and the few opportunities she had in acquainting herself with improvements in teaching, she deserves credit for her persevering and laudable efforts in advancing her scholars. Of the schools Nos. 5 and 6 I cannot speak less favorably than I did before. The children are learning a good deal, and the teachers are evidently throwing more intelligence into their teaching.

Chatham.—6 schools in this township, when visited, were without teachers, and 6 were in operation. Of those in operation 4 are conducted satisfactorily. The two best are those of No. 2 and 8. That of No. 8 is very flourishing. The discipline is excellent, and the teaching favorably compares with that of any school within my jurisdiction. School No. 2 is also doing well. Of the 12 School Districts, into which Chatham is divided in 5 of these districts, can it be said that education is advancing very slowly. The people in the other districts are too poor to be able to keep their schools long in operation, and the teachers they engage are generally very inefficient.

Gore and Wentworth.—All the schools in these townships are in operation, except that of No. 1 Wentworth. I have reported of them all as being in a fair working state. Mr. McVicar is the only male teacher they have. The advance of education in Gore and Wentworth is very slow. Reading, writing and counting are the only branches just now taught; and even in these, owing to irregular attendance, and the low attainments of the majority of their teachers, the children make no great progress. I am satisfied, however, that the present teachers are willing to discharge their duties to the best of their ability; and the children generally exhibit a corresponding desire to learn. The townships very much need an increase of Government aid for their schools.

Grenville and Union.—These townships have no schools of which to report. The disaffected are as hostile to the School Law as ever; but they appear to be now suffering for their opposition. They will accept no aid on the condition of law, and yet they are not able to keep their schools in operation without it.

MONTREAL.

School No. 1, under School Commissioners.—Teacher, Mr. Thomas Allan, aged 48, and married; teacher by diploma for a model school. His engagement is a continuation of the first salary of £75 from Commissioners; amount of fees besides, about £35. Highest number of scholars on his school-roll since last examination, 115; boys 70 and girls 45; lowest, 60, in time of cholera; reading classes 5, and reading on cards, the same number; writers 50; cipherers, 60; in grammar 15, and in geography, 30. Time appropriated for reading, spelling, catechetical exercises, 3 hours; writing, $\frac{1}{2}$ hour; grammar and geography, each alternate day 20 minutes; the rest of the time is appropriated to ciphering. Method of teaching, principally the monitorial and the individual, occasionally the simultaneous. I observe in Mr. Allan's school at present a want of well qualified monitors. This is much against both Mr. Allan and the children. In his junior classes some of the least qualified monitors (I suppose) teach too much by rote. School well supplied with maps, prints and cards, &c. The school has, besides a pair of globes, two black boards, a numeral frame, and Johnston's Maps and Illustrations of Natural Philosophy. School house in the same state in which it was when I last reported; dimensions, 43 x 28, including the passage. It is kept clean and pretty well ventilated. The construction of the windows admits not a proper ventilation. Furniture, 10 desks in parallel rows, facing the teacher's pulpit, and 19 forms; passage in the middle of the school room. Yard full of stagnant water, which must be exceedingly prejudicial to the children's health, and the teacher's

family, to the latter especially, as they reside in the upper story. There is a small back-house for the children.

Examination.—The junior classes were first examined. Considering their ages and their very irregular attendance during the time of sickness last summer, their progress is fully as much as could be expected. Some of them read pretty distinctly, spelt correctly, and gave the meaning of a number of words in their lessons. A considerable time was spent examining his senior classes on the different branches which they study. A very considerable number read with ease and expression, and the majority with considerable accuracy. The orthographical and catechetical part of the examination was, upon the whole, satisfactory. All their copy books showed advancement in penmanship, and care on the part of the teacher; hand and shape of letters good, and intervening spaces regular and uniform. I saw only two copy books which were a little blotted. Grammar classes not far advanced. Knowledge of the accidence considerable. Of geography they know more. Progress in the fundamental rules of arithmetic fair; some calculate with considerable quickness and accuracy. They are well exercised on arithmetical tables. Mental arithmetic is taught occasionally; perhaps it should be taught more to his junior classes. Order and discipline of the school good. The children appear to be properly graded, and the school is generally well conducted.

School No. 2. —Mr. H. Arnold still continues to teach this school, and with much credit. Salary, £75 and fees, which amount to about £12. Highest number of boys on his roll since I last examined his school, 59; lowest, 50; average, 55. Number of reading classes, 6; writers, 37; studying grammar, 22; juniors taught the elements. All are receiving instructions in geography, and in arithmetic nearly all; book-keeping, 1; 12 are receiving lessons in composition. Distribution of school time: about 3 hours are devoted to teaching reading, spelling, catechetical exercises and dictations; 20 minutes to grammar, and half an hour three days in the week to geography; to writing, daily half an hour, and to arithmetic one hour. Methods of teaching, the simultaneous, individual, and in preparing classes for the teacher, the mutual. The school house is in the same state in which it was when I last reported. Furniture sufficient, apparatus and wall maps, and number of cards and prints, and one practice board.

Examination.—Junior classes: the junior classes were first examined. These are taught very intelligently, and so as to engage the attention and interest of the scholar. Every lesson from the A B C is explained and made the subject of minute questioning; his method makes it impossible to learn anything by rote. Every one is explained, exemplified, and by repetition and questioning, the meaning is thoroughly worked into the mind. One mode of questioning them was to me rather new: by adding, taking away, and substituting letters, other words are formed in their lessons. They are made to tell these words, give their meanings and application, himself always explaining and exemplifying, so far as this may be required. This method tends much to sharpen the intellect and exercise the power of discrimination at the very outset of school training.

Writing.—All the copy books showed improvements, except perhaps one or two. The improvement of some boys, considering their ages and the time they have been writing, is very satisfactory. Method of teaching writing good.

Senior Classes.—The second senior class read with considerable fluency and correctness. I found that much attention was paid to the pauses, emphasis and vocal flections, both in this and in his first senior class. The meaning of words separately and in composition were readily given. Their knowledge of orthography was tested both orally and in writing. Few words were spelt incorrectly.

His first or highest reading class read in a commanding tone of voice, and with considerable expression. A good deal of attention is paid to the principles of correct reading in this class. The orthoepy and orthography of words are particularly attended to.

Grammar.—He has two grammar classes, and the elements are taught to all the rest of the scholars generally conversationally.

Methods of Teaching.—The catechetical and illustrative. Only one boy has advanced as far as syntax; geography is taught generally, and all are advancing satisfactorily. Much practice is given both in mental and slate arithmetic. Then progress was variously tested; result satisfactory. This school suffered much from cholera last summer; some of its classes were nearly broken up. It is just beginning to recruit. It would be much in favor of this school were it nearer the centre of the city.

School No. 3.—This school is still conducted by Mrs. Gaw. First engagement continued; salary, £30 and fees, which amount to only £3 in the year. This school is for girls, and in the same building as that of Mr. Arnold's; but in a part of it far from being favorable to the health of the teacher and children, the teacher especially, as her family occupies as a dwelling, part of the flat on which the school is, which is low and damp. Highest number on her roll, 40; lowest, 30; average, 36; reading classes, 4; 20 write, and 25 cipher, 4 study grammar and 3, geography; elements taught the rest. All are taught sowing, knitting, and a little fancy work. Distribution of school hours: for reading, $2\frac{1}{2}$ hours; writing, $\frac{1}{2}$ hour; ciphering, 1 hour; grammar and geography, each $\frac{1}{2}$ hour. Dimensions of school-room, 16 x 15; confined and damp. Furniture: 4 desks in parallel rows, and 5 or 6 forms. Apparatus: 1 practice board, 2 wall maps, and a chirographical chart.

Examination.—I spent considerable time examining this school, especially in exercising the children on the black board. I believe Mrs. Gaw is at considerable pains in teaching her scholars, but the small space in which her 35 or 40 scholars are crammed makes it almost impossible to establish good order and discipline, or keep the school room clean. With respect to the progress of her scholars, I would say that their progress, considering the disadvantages under which she labours, is as much as could well be expected.

OTHER EDUCATIONAL INSTITUTIONS IN MONTREAL.

Mr. Phillips' Academical Institution.—This excellent seminary has existed for several years. Its beginning was small, but it has steadily increased in scholars, efficiency and usefulness. We cannot have too many such schools as Mr. Phillips'. In it all those branches which constitute a liberal education are skillfully and intelligently taught. His method of teaching embraces the most improved principles of teaching. Present staff of teachers, 9, and the Principal, Mr. Phillips.

American Presbyterian Free School.—This school is now in a new building erected for it. It is of two stories and of brick. The school occupies the whole, or nearly the whole, of the lower flat. Dimensions of the part occupied by the boys, 30 x 30; of that by the girls, 30 x 16. Both school rooms are too small for their number of scholars. About 3210 children have been entered on the school roll since 1849 inclusive. Many who receive their education in this school are now in good situations, and not a few are doing business for themselves and prospering. Number at present on the roll, 70 boys and 64 girls. Highest number since my last visit, 160 boys and girls.

British and Canadian School.—This school continues to be well supported, and pretty well conducted. The boys' department has a new teacher, Mr. James Smith. He appears to have a pretty good idea of teaching, but has not had the

conduct of his school sufficiently long to enable me to say much respecting either his method of teaching or success as an educator. The discipline of his school appears to be pretty fair; but I observed marks of insufficient control over the scholars. Perhaps he devotes too little time to teaching the primary and essential branches of education, and too much in giving instruction in those which are only secondary. Number of scholars on his journal, about 200.

The girls department is conducted by the same teacher. Mrs. Merichal appears to be a zealous and watchful teacher. The school discipline appears to be good, and I think free of severity. Number of scholars, 128.

Both departments are pretty well supplied with books, slates and school apparatus. This institution from its commencement has generally been well conducted and regularly supervised by Directors distinguished for their zeal in the cause of education.

National School in connection with the Episcopal Church.—This school is of late better managed than it was formerly, and much more is done now to increase its usefulness. It is watchfully superintended, and its general affairs are well managed. Teachers: for the boys' department, Mr. John Pope; for the girls, Miss D. Forsyth. Engagement, from year to year. Salaries: to Mr. Pope, £85 and children's pence, which may amount to £25; to Miss Forsyth, £50 and ditto, which amounts to about £30. The schools sources of support were mentioned in a former Report. Scholars: boys, 56; girls, 75. All the essential branches of a good practical education are here taught and of late pretty efficiently. The school is pretty well supplied with books and school apparatus.

High School of Montreal in connection with McGill College.—This seminary is evidently increasing in efficiency and usefulness. Its present staff of teachers consists of gentlemen of high literary attainments, and, I am convinced, well qualified for efficiently conducting all its departments. I very much approve of the system of teaching pursued; it embraces many of the most improved principles of teaching, and this appears to be intelligently applied. The school course of studies embraces all those branches which are considered to constitute a liberal education. All the departments are ably conducted, those especially of the Rector and first assistant master, T. A. Gibson, Esq.

Number of pupils, 170; of these, 25 study Greek; 140, Latin; 150, French; 10, German; and all English about 150 study history; 170 English grammar and geography; 40, geometry and algebra; 15 study the high branches of mathematics, and 40 receive lessons in natural philosophy. Number of writers, 170; number studying arithmetic, slate and mental, 170; book-keeping, 12; drawing, 25; and music, 20. About 110 are less or more exercised in composition.

McGill College.—In McGill College every thing is nearly as it was when I last reported. Number studying the arts, 10; number of medical students, 77. For further particulars, see the annual announcement of the Medical Faculty for 1854-5, and a pamphlet giving the officers, professors, and course of study, for the same session. (Montreal, Hew Ramsay.)

BENEVOLENT INSTITUTIONS HAVING SCHOOLS ATTACHED.

Ladies Benevolent Institution.—This institution deserves very favorable notice. It has for many years gained, and deservedly, the favorable opinion of the public. Institutions of this kind should be well supported. They become homes, homes of comfort, safety and instruction to numberless fellow creatures, who, had we not such, would be left to perish on our streets or public highways. The school of the institution continues to prosper. It numbers 80: boys, 37; girls, 43. All are taught the common branches of education, the girls also plain sewing, knitting and quilting; 80 read, write and cipher; 16 study grammar, and

37 geography; 16 are taught plain sewing, and 26 knitting and quilting; they are taught singing, but only by ear. Funds low, needing much to be replenished.

Orphan Asylum.—This institution deserves the countenance and support of the Government and the public, as much as the preceding. 48 orphans are here clad, fed, protected and instructed. Number of boys, 25; of girls, 23. They are taught reading, writing, ciphering, grammar and geography, and the girls also receive instruction in all kinds of needle work and domestic economy; 48 are taught reading; 38, writing; 25, arithmetic; 25, grammar; geography, no class just now. Funds of the institution very low.

House of Refuge for Widows and Orphan Children.—This institution has not long existed, but has, since opened, done considerable good. I feel convinced that this institution, if properly conducted, and sufficiently supported, will prove itself one of the most useful benevolent institutions in the city. Number of widows living in the house, 12; number coming daily to work, 12; number of children, 15 boys, 96 girls. For these a school is to be opened so soon as circumstances will admit. The institution is to be also useful in affording refuge to emigrant girls who come to the country to engage as servants, till they get places. A number of such have already experienced its benevolent protection and the friendly services of its managers in getting them into service. Situations have been provided for 14, and only 2 are now in the house.

House of Industry.—This is another institution deserving notice. It has existed for nearly twelve years, and appears to be steadily increasing in usefulness. Its designation tells its object. The children attending it receive a common education, and are trained to habits of industry from early age. They are generally from the humbler classes of society. Present number, 60, all girls, except 10 very young boys who attend to receive instruction in the mere elements of education. Ages of girls, 5 to 15. They are taught reading, writing, grammar, geography, arithmetic, and needle work. Instructions are also given in house-keeping. The institution is supported by subscriptions, the proceeds of the children's work, and their nominal fees. Two teachers are generally engaged; but often for want of funds, they are able to engage only one. All the children read, nearly 30 write, and 15 study grammar, geography and arithmetic. All the girls are taught needle work.

The number of applications to these institutions (not a few of which they are obliged to refuse for want of funds) sufficiently indicates the general estimation in which they are held.

Of other independent schools in Montreal, supported by the Protestant population, I may remark generally that a very considerable number deserve the support they receive. Several schools conducted by ladies appear to be in a very efficient state: of these may be mentioned particularly Miss Malone's, Miss Lyman's and Miss Renaud's, which are conducted on rather a large scale. Those of Misses Turner, Miss Lay, Miss Matchitt, Misses Abbott, Misses Radford and Huddell, and Mrs. Marshall, with a few others, are worthy of particular notice. Misses Grafton, Watson and Maxwell have good schools, and they appear to be well supported. These, with perhaps three or four others, may be classed with our superior schools. In the majority scholars receive a good practical education, and in a few the education given is rather liberal and extended. Of the particular character of the method of teaching pursued I had no opportunity, except in two or three instances, of ascertaining. In the High School, Phillips' Academical Institution, and the Model School of the Colonial School Society, the methods of teaching embrace most of those improved principles of school training so successfully pursued in Switzerland, Germany, Russia and Great Britain for many years.

GENERAL STATEMENTS AND OBSERVATIONS.

I have now gone over every part of my field of supervision where schools are in operation. Only two schools have not been examined. It was impossible to reach them, when near their localities, the roads leading to them being blocked up with snow.

Visits.—The length of my visits varies according to circumstances, being regulated by the number of scholars, the state of schools, and the number of branches taught. Owing to the low standard of education in most of our schools, the defects in methods of teaching, and consequently the difficulty of forming a correct judgment of the progress of pupils without minute and searching examinations, it is indispensable to devote very considerable time to each school. Since the commencement of my inspection I have therefore made my examinations as minute as possible, examining class after class, omitting no scholar from the abecedarian upwards. And to draw the scholar's attention as much as possible, test his progress in knowledge, and to ascertain the peculiar character of the training which the powers of the mind are receiving, I vary my modes of examining very frequently. At first I found in the majority of schools the work tedious and difficult, attributable principally to the very unintelligent way by which children were instructed, and partly no doubt to the newness of such examinations. In testing progress, I have still, in the majority of schools, both to answer and explain my own questions. Generally the greater part of my time is spent in showing how children should be taught, how everything should be so explained, and in language the most clear and simple, as to be understood, and how, by kind treatment, proper management, and interesting illustrations, the work of the school may be made both pleasant and interesting. This is the only way to make children feel at home in school, to make them feel happy at their work, take a pleasure in study, be earnest in improving, and learn for learning's sake. As yet, I cannot always extend my visits to two schools in one day, and seldom or never to three. Large schools take generally a day, and I have a few which take more. The improvement of some is so satisfactory that I have to regret the insensible escape of time available for their inspection. In other schools I find so much to be corrected that I have often to regret my time is so circumscribed that I can scarcely spare so much as to do such the justice they require. To free methods of teaching from faults, and to improve school discipline, are two of the most important of the duties of School Inspectors. In these there is something so practically important that it must claim attention from all imbued with the true spirit of education, and no lack is so fatal to the work of education as the want of efficient methods of instruction and a comprehensive view of the true object of education.

Education is a life work, and it is this fact which invests the school with such tremendous import; of how much consequence, then, is it that our teachers be wise master builders, and that they be able to view the work of education in its entirety, and by an intelligent method of training be fully qualified to form the basement of the child's education so as to ensure its progressive advancement through the whole of life. How few of us recognise in the subjects taught our *instruments* for the cultivation of both intellect and heart, and then instead of setting out in a haphazard way, sit down thoughtfully first to calculate their capacity and then to predetermine the issues of this or that method in their adoption. Our procedure is too commonly marked by a vagueness to indicate the presence of any thing like the well defined method, springing out of careful deliberation or the possession of broad views, of means and ends; and thence we jog and jolt in some pedagogic road, crooked or straight through quags or thorny dells, verifying that to follow foolish precedents and wink with both our eyes is easier than to think.

Whoever thinks that there is no art of instruction, and therefore no apprenticeship necessary, must think that a person who has once been instructed, in a good school or a poor school, will be able, when it is necessary for him to teach, to go at once into his school and arrange all his classes, the order and succession of the lessons, and the length of each, determine upon the principles and mode of discipline, and do all that is else necessary for the proper organisation of a school, as readily, as rapidly, and as well, without previous thought, as the teacher will who shall have before hand fully considered and studied out all these points, under the guidance of a skilful and an experienced teacher; and he must be prepared to maintain also that any one who has ever considered a subject, however cursorily in a school, with whatever guidance, is as well prepared to present that subject to the mind of the learner as he who has made a careful and continued study of it, with the advantage of the having different views presented by other minds in pursuit of the same truth, and all of them sifted and tested by the discriminating scrutiny of an experienced and well informed educator.

There is enough of talk and enough of writing about teachers, the importance of their office, and the difficulties of their position. But men cannot be prepared for a difficult position, or fitted for any office by mere writing and talking, but by being very diligently and thoroughly taught whatever they are required to know, by having the difficulties they are sure to meet with carefully pointed out to them, and being made to feel rather than speak of their responsibilities.

If we are in earnest in getting good teachers, and through them draw out and thoroughly cultivate the genius of our youth, we have to consider well, and do much to accomplish this noble object. We see and read what is doing in other countries for encouraging and training teachers. Surely our country has not made up its mind to merely sit still and look on, to see training schools and training colleges rising up every where around, to mould and make the efficient teacher, to see works on education and periodicals almost without number issuing from the press and circulated for the benefit of the educator, and farther to mark and even laud teachers themselves doing so much, by periodical conferences, by associations, by libraries, by journals conducted by themselves, and by other means, and yet take no part in this onward and life giving movement. It is the schoolmaster that makes the school; it is the school that makes society, that makes the nation. We may build school houses as so many practical protests against ignorance, yet unless occupied by men who will make good the protest, they will become protests against the builders, an evidence of their apathetic spirit in a cause the most important and noble.

Many, the great majority, indeed, of teachers under my inspection, have earnestly and repeatedly expressed a wish to have means of improvement within their reach, or be provided with suitable books to instruct and direct them in the discharge of their duty. I have endeavored, by conversations, by showing in their schools how profitably to instruct their classes, the necessity of making themselves masters of what they teach, and as a farther aid to such, have in every tour since my first given them short perusals of some of our best periodicals on education. But much more than this is necessary to do justice to our teachers, or even to meet their own wishes. Our Government should encourage, nay, insist upon the forming of associations of teachers, and periodical conferences similar to those which exist in Prussia, Baden, France, Belgium and many other countries. The circulation of books and journals containing practical information on the management of schools, the principles of teaching, and the most improved systems or methods of elementary instruction they should also encourage. Of these the following are a few: Dunn's Normal School Manual, Stow's Training System, Dawse's Suggestive Hints, Papers for the School Master,

Young's Art of Questioning, Tate's Philosophy of Education, The Educational Expositor, Richard's Manual Method, Principles of Education by Hugo Reid, The Rational of Discipline by Pillaus, Jackson's Principles and Methods of Teaching; and for French teachers, such as the *Manuel Général de l'Instruction Élémentaire, l'Echo des Ecoles Primaires, les douze Vertus d'un bon Maître, &c., &c.* Libraries for teachers should also be encouraged; indeed, every parish and township should have a library for teachers.

The many facts which are daily coming to my knowledge tell in a way which cannot be mistaken the great amount of ignorance among our teachers, ignorance of the very elements of education, and in these totally incompetent to teach efficiently their scholars. The ability of teachers is a matter of prime, of vital, importance in every thing about schools. We may erect school houses in profusion, and make them everything which could be wished to fit them for their intended use, yet if filled with incompetent teachers, if ignorance presides within and intelligence is banished from their precincts, it is but the awkward appearance, devoid of mind and soul; we are spending money for that which is of little value, and wasting the precious time of our youth.

I have the honor to be,

Sir,

Your obedient servant,

(Signed,)

JOHN BRUCE,

School Inspector.

Extracts from another of MR. BRUCE's Reports.

* * * * *

On my last tour of inspection, not fewer than 45 schools were without teachers. This is nearly the number I find vacant at every round. These vacancies are caused by two things, viz: want of funds and want of teachers; probably a fourth is closed for want of competent teachers. The others are without teachers because their districts are too poor to bear the expense of keeping them continuously in operation. I am not far from the truth in stating that the majority of these have their schools in operation only one whole year in three, and even that not at any one time. The amount of education received by children in schools so frequently closed must indeed be small. If a child under ten years of age be absent from school two years in three, and for the remaining year attend irregularly, his loss in education is nearly equal to his gain.

Suppose a child begin to go to a school so seldom open at six years of age, and continue to attend it even regularly, while it continues in operation, till he is fourteen years of age, I do not think he receives, deducting holidays, &c., over two years of continuous schooling; and small indeed must be the amount of training that a scholar's mind can receive, even in a good school, in two years.

Irregularity of attendance, as well as the frequent closing of schools, is an evil of such magnitude in schools that attention cannot be too often directed to it. By it, the scholar loses much, and it greatly discourages the teacher. It is a general complaint of teachers that owing to the frequent absence of a very large proportion of their scholars, their efforts to advance the education of such never shows. All they gain one week in school is nearly lost by the next week's absence. They form classes, but irregular attendance breaks them up. Scholars are promoted to higher classes, but with these, owing to the bad attendance, they cannot keep up. They fall back, and the teacher has either to instruct them individually or place them in their former classes. I am within the truth when I say that

this is the case with about one-fifth of the pupils in the school under my supervision. Any expedient by which it may be diminished would certainly be a great benefit to our school-going youth, and tend not a little to advance education. The following has been tried with marked success by one teacher :

At the end of every month he sends to the parents of each scholar in his school a small printed note, containing the time lost by irregularity ; and once every quarter adds to this note the results of a complete examination in each subject of instruction, with appropriate remarks on the pupil's progress.

Of about 105 teachers, about 34 are really efficient, 16 conduct their schools pretty satisfactorily, 10 or 12 tolerably well, and the rest with not much advantage to their scholars. I am sorry to have to state that a number of our most incompetent teachers are those who have passed our Boards of Examination. Their greatest defects are in their methods of teaching, and in their want of animation, energy and perseverance in conducting their schools.

The School Commissioners' practice of engaging teachers is very disadvantageous to our schools. It is disadvantageous both to the teacher and to the scholar. How little can a teacher do in teaching a new school, and how little can a child learn under a new teacher in a few months, and the engagements of the majority of our teachers are no more. Of about 105 teachers whose schools I lately examined, only 47 were engaged for 12 months, and the rest for only a few months : one for 2, one for $2\frac{1}{2}$, and two for only 3 months. No teacher, unless circumstances urgently requires it, should be engaged for a shorter period than three years. It takes nearly a year to bring a school into proper order and discipline, and to put classes in a fair way of intelligently and advantageously advancing in their studies. After this, two years more are short enough for training the scholars under any peculiar system, however excellent, so far as to enable them really to benefit by it, for a change of teachers is as yet, in most of our schools, a change of method of teaching.

Respecting the engagements of teachers, does the School Act not require some amendment ?

Our schools, with very few exceptions, and these owing to the negligence of School Commissioners, have now all school registers ; but, excepting a very few, they are defective : they give only the children's names, ages and daily attendance. They should embrace the following things, viz: names, ages, daily attendance, branches studied, progress, remarks on moral conduct, mental condition, or state of the child's education on entering school, and, compared with this, his advancement during any term. For the last, a distinct table should perhaps be kept.

A large number of our school houses are too small and ill constructed ; they are neither commodious nor suitable for school purposes. They are generally sufficiently lighted ; but no arrangement is made for safe and sufficient ventilation. The school furniture is, in a great number of school houses, of bad construction, and the disposition of forms, desks, &c., is such as to leave too little room for class movement. No attention is paid to play grounds in the majority of districts. To these several things I have directed, and repeatedly, the attention of Trustees and School Commissioners, but as yet, in a few instances, not very successfully.

In introducing better school books I have been more successful. Few schools have not now a better and more uniform series of class books. The grammar used and some of the geographies and arithmetics are not the best.

Only in a few schools is there yet any apparatus, and in these it is yet very incomplete. I have succeeded in getting black boards introduced in the majority of schools under my supervision. In some it is beginning to assume its proper place, and its use is being appreciated. But in not a few I have to teach the

teacher its use. The paucity of apparatus is strikingly observable in all our schools. Without Government aid I fear our schools will never be sufficiently supplied with apparatus.

The organisation of schools, and which at first I found to be very defective, is improving considerably. In few schools it is yet what it should be. The number of classes is generally too great, by which the teacher's time is too much divided.

On the subject of methods, I have had many opportunities of forming a judgment, and to this my intention in examining schools has uniformly been directed. In few schools does the monitorial agency exist; class and individual teaching prevails; the simultaneous method is less or more used in a considerable number. Collective or gallery teaching, and that of object lesson instruction, are as yet unknown. Any attempt to introduce these generally with our present staff of teachers would, in my opinion, be attended with little success. The successful working of these methods requires more intelligence, more professional skill and much more knowledge of mental training than nine-tenths of our present teachers possess. These different methods have been approaching during the last two or three years to our common method. Educational journals, hand books for directing teachers, &c., are greatly needed. I have at my own expense imported and circulated a number of such works, but I find the expense is too much for an individual to bear; I consider the attention of Government should be directed to this subject.

The state and character of discipline vary greatly; in some schools, perfect order and quietness are maintained at little or no apparent trouble or thought to the teacher; in others, much valuable time is wasted, and exhaustion of the energies both of body and mind experienced, in continued and fruitless efforts for that purpose. Efficient discipline depends almost entirely on the teacher's own manner, character, mode of conducting his school, and teaching his scholars: the severe master seldom succeeds in establishing order and maintaining due control; the easy and yielding again has never a well disciplined school.

The subject of reading is generally taught with efficiency in most schools. In a number it is easy, sensible, distinct and correct, with due observance of pauses. In others it is, in some measure, spoiled by the manner. In the schools of which I have reported unfavorably it bore all the symptoms of mere eye and tongue teaching; the words only not the sense were read. In some of the best schools, great pains is bestowed on the reading, places being lost for neglect of stops, mis-pronunciation of words, misplacing of emphasis, and for the use of improper tones.

In teaching spelling, there is much improvement in all the schools committed to my inspection. Writing from dictation is now pretty generally practised, and in many schools with marked success. This is, without question, the most efficient way to teach the orthography of words.

In a considerable number of schools, the writing is neat, accurate and legible; and, in a few schools specimens of very fine penmanship were produced. In one school (No. 14, St. Malachie,) very fine and excellent specimens were exhibited. The writing in that school is the best, and shows the most progress of any I have seen for many years. To excite emulation in other schools in teaching this useful art, I have carried with me, to exhibit in other schools, specimen leaves taken from the copy books of the scholars of said school, and I find these of much service in accomplishing my object. Teachers and scholars consider them as a challenge, and some have taken up the challenge.

In many of the schools conducted by females a very objectionable practice prevails of confining the scholars to small-hand copies. Such a system should be done away with. Free and easy hand writing is most satisfactorily and safely taught by properly graduated steps. The most successful teachers adopt the following gradations, viz:

- (1) Position of the body, and holding of the pen.
- (2) Introductory strokes, curves, oval, &c.
- (3) Classified letters of the alphabet.
- (4) Long words, with letters of easy formation, without capitals.
- (5) Large hand lines without capitals.
- (6) Round hand with capitals.
- (7) Small hand of considerable size, with and without capitals.
- (8) A round commercial hand.
- (9) Running hand.

Some variety of hands may then be indulged in. A bad system prevails of allowing the children to buy their own writing materials. These are usually of the worst description. The best sets of copy books and copy lines are those of Foster, Mulhouser, McCloud, Swan, and Hernmax; Scott's are also good.

To the subject of arithmetic I have, in examining schools, paid particular attention. In about 30 to 35 it received the attention and care it deserves. The proportion of schools in which it is taught by a mere blind following of rules is, I find, not small. In such the business of teaching is merely mechanical.

In nearly all the schools under my inspection the number studying arithmetic has of late been very considerably increased.

In many schools arithmetical instruction is given entirely through books; rules are committed to memory without being explained; large numbers are added, subtracted, multiplied and divided by those who cannot read them. In every school, teachers should be required to render every rule intelligent, by oral explanations to each individual child; and arithmetical questions should frequently be framed so as to have some practical bearing on the ordinary business of life.

Though the study of grammar forms the principle constituent of education, I find its study altogether neglected in not a few schools; and in at least two-thirds of the schools in which some attention is paid to it the mode of teaching it is so defective, unintelligent and repulsive, that the time devoted to it is next to a waste of time, and often causes an utter aversion to its study. I have reason to believe that some teachers deny that they teach grammar, because they know either their own inability to teach it to any advantage to their pupils, or that they cannot sustain the test of an examination. These imputations of total neglect or unprofitable teaching of this subject are not, however, to be charged upon all teachers. Not a few teach it intelligently and skilfully, yet I have to remark that in the schools of even such I found few classes far advanced.

Geography is very nearly as much neglected in our schools as grammar; and in a number of schools in which it is taught, children derive little benefit from it. The memory is burdened with names and technical terms without being accompanied by the understanding, or the eye aided by map exercises. Taught with such feeble methods, there cannot be but a *poverty of results*. It is true that in most schools a certain acquaintance with the superficial features of the globe, its territorial and political divisions, the local and relative situation of many countries, relative magnitude of rivers, mountains, &c., is exhibited; but the whole science is too often degraded into the mere study of topography; and even of this the amount of instruction is very meagre. I attribute the imperfect

teaching of this interesting and useful subject of study partly to the incompetency of teachers, but principally to want of maps, of wall maps particularly.

History is professed in very few schools; what is taught is the mere outline contained in class books. This gives scholars but a very imperfect knowledge of it. It is, however, if properly taught, better than none.

The elements of geometry, a good deal of practical mensuration, and algebra to simple equations, are taught in a small number of schools.

Latin and French are pretty well taught in a few schools. The French scholars examined by me showed considerable progress. Of seven schools in which the French is the medium of instruction, the reading, orthography and grammar of the language is tolerably well taught in six. The Greek language is as yet taught in none.

In our common schools, needle work is entirely neglected. It forms no part of female instruction.

In closing this Report, I may be permitted to state that while I have refrained from interfering with, or even inquiring into the religious teaching of the individual schools of any class which fall under my inspection, I neglect not opportunities of calling attention to moral results, and encouraging teachers to aim at the acquisition of an influence resting upon some better foundation than force and fear. In addressing children, which is always done, often in the course, and always at the close, of every examination, I endeavor to impress upon them not merely diligence in acquiring knowledge and mastering every study in which they engage, as well as submitting to discipline, but to have their best feelings called forth, their noblest faculties exercised and their minds trained to an intelligent love of order, and an habitual practice of what is right, the blessing of the Most High to be asked both on the labours of the teacher and their own.

READING.

The subject of reading generally covers too large a surface, and is wanting in depth, precision and reality. Much is read, but little is mastered; a large surface is gone over, but little of it is thoroughly explored; words are pronounced, but no meaning is often attached to them, and whole lessons are often read with considerable correctness, but on which the understanding is never exercised. No intelligent definition nor exemplification of words is given, nor dissecting of sentences, to give a knowledge of words to each other in sense and construction. In not a few schools lessons are merely read; in others teachers take parts of lessons for description, and endeavor to ascertain, by questioning, how much of what is read is recollected, and here and there explain a difficult word. In a few, and as yet only in a few, they do more: they explain and illustrate, and, taking the book as their guide, they enlarge upon particular parts of the description, and invite the pupils to express their ideas in language of their own. But our teachers should aim at something *still better*. They should make themselves so far masters of what is read as to be able to alter the plan of treatment in the book, and bring out all the details in a *vivà voce* examination, taking care that the whole examination is conducted in an animated, a judicious, simple, patient and graphic manner, and then make the scholars go over the same ground in the same *vivà voce* way. This method, however, supposes a well stored and a well trained mind. *True teaching in reading* consists in the healthy cultivation of the intellect, and the communication of knowledge with reference to its use and value, and the effective training of the voice, and exercising of it on every species of composition. Some of the most common faults in reading are hesitancy, rapidity and indistinctness, bad articulation and slipping over words, marring the sense by improper pausing, slurring over and huddling syllables, sinking the voice

and giving it a singing tone at the end of every sentence, a too loud or too low tone of voice, and the practice, in some instances, of stopping at the end of lines without regard to the punctuation or to the thought. In not many schools do I find good reading made the subject of *direct effort*. Wherever I find the children understanding what they read, there, (if attention is paid to the training of the voice,) reading is generally easy and expressive. Methods of teaching to read are improved most in orthoepy and pausing.

WRITING.

The art of writing in the majority of schools is not sufficiently studied, and hence defects in methods of teaching writing. A few of the defects of method are want of proper system in teaching the elements, giving a small and scratchy character to figures, not joining the parts of letters, not all the letters of a word, a disregard to orthography, and mis-spelling left without correction, slovenly writing, and books dirty and defaced, inefficient superintendence during the time of writing, premature practice in writing without specimens before the hand is sufficiently formed. In many schools desks do not afford sufficient accommodation for writing, and in others both seats and desks are ill constructed to enable scholars to write with ease. But in several schools the writing is first rate, excellent in form, and very carefully executed. Wherever the teacher understands the principles and character of a good hand, where pupils are closely watched over when writing, made to compare and correct, and wherever care and punctuality are bestowed in often fixing the order of merit, I have found writing to be excellent.

ARITHMETIC.

A much larger proportion of scholars is now receiving instruction in arithmetic than was at my first tour of inspection. In my first visits I met with very striking deficiencies in this department, and I find there are many yet. I attribute these to two things: first the powers of the mind are not sufficiently exercised, nor fully brought into action; second, the principles of calculation are not to a sufficient extent mastered and made familiar, nor is sufficient practice to make pupils accurate and expert in going through processes given in the majority of schools. There is in schools a failure in teaching the simple rules. In not a few, senior scholars do not understand the principles of numeration; an entire want of intellectual cultivation is found. The scholars are made mechanically to move in a certain track, but they have not been introduced to the *rationale*, and therefore do not know why the operations they perform will produce required results.

In the greater number of schools far too little practice is given in the business rules of arithmetic; in others a lazy habit is indulged in referring too often to the multiplication table, and not to the memory; nor are scholars sufficiently checked for copying answers from each other: in this way they often copy each other's blunders. Giving promiscuous exercises in all the rules the pupils have gone over, is too much overlooked in all the schools. There is also too little of oral explanation and questioning upon the application of rules to business.

Mental arithmetic is only beginning to be taught in our schools; it is therefore premature to state anything respecting results.

But while I am compelled by a sense of duty to point out the foregoing sources of deficiencies, I have pleasure in alluding to favorable cases of arithmetical training. Both in simple and compound rules, hundreds of scholars explained the *rationale* with perfect clearness and accuracy. Skill in method and rapidity in operation were also exhibited. I have had accounts quickly and accurately wrought

by many pupils in all the higher as well as in the fundamental rules, and at once proved, when required. In a few schools, so versant are some senior scholars with the principles of calculation that they appeared to have little difficulty in casting up sums in any way they were required.

GRAMMAR.

The proportion of scholars yet learning grammar is small. For this, teachers blame parents, and parents often blame teachers. I am convinced both are partly to blame. Neither know much of the advantage of a thorough practical knowledge of grammar, and hence their indifference about making it an essential branch of study, hence also the many defects in teaching it; what is not well understood can never be efficiently taught. One great fault is that there is nothing in the method of communicating grammatical knowledge which habituates the scholar from the outset to connect grammar with spoken and written language, and to search for grammatical relations through the medium of the sense. In the majority of schools, owing to the incompetency of teachers, learning it is all rote work. The object of the teachers appears to be to cram into the heads of their scholars the words of the book, without any explanations, and, in answering questions, if they give the words exactly and correctly, as in the book, they are understood to know the meaning of the question and of its every word perfectly. I have often allowed teachers to go on questioning their classes and receiving answers in this way; then, take the class or classes, and interrogate them on the answers and definitions from their grammars which they gave, and I have found to my surprise that scarcely a single thing answered and repeated was understood. In this way, time is misspent and lost.

The etymology of grammar is very imperfectly taught in nine-tenths of our schools, and the derivation of words is seldom attended to. What is known is incidentally got, and is not the fruit of regular incessant training. Parsing and syntax are also very unintelligently and unprofitably taught. The matter which should flow spontaneously from the pupils requires to be extracted piece-meal, nothing being stated, how trifling soever, but in answer to a question, where, when they know the parsing, they cannot get on without leaning on the master, who puts a question for every answer however minute. I am not satisfied that scholars in general understand the rules of concord and government clearly. Few of them can explain the construction of complicated sentences. The reason is obvious: they are pushed on to syntax, and through syntax without understanding the rules of the language. The memory is exercised, but the understanding is not addressed. To the study of grammar and language far more attention should be given in our schools. Their study is peculiarly fitted for the youthful mind. It expands and refines the intellect, it aids and enriches the imagination, and strengthens the reasoning power. In a few schools, the subject of grammar is taught rationally, and the fruit of this was seen in the remarkable ease with which the scholars resolved various kinds of constructions. In one or two schools pupils are taught *viva voce*, in a clear, simple and instructive manner, beginning with the elementary points, and advancing gradually to higher matters.

GEOGRAPHY.

Far too few in our schools study geography. Its study is greatly hindered or limited for want of a sufficient number of wall-maps. The majority of schools have no maps. I am sure many of our teachers have not a sufficient knowledge of geography to teach it with advantage. I have met with several instances which I noted as symptomatic of superficial knowledge. Insufficiency is occasionally attributable to want of method, but generally to a defect of pains and application. I have often felt grieved to find pupils readily pointing out the four cardinal points on maps, and yet could not point to the east, west, north or south

part of the horizon. I have sometimes observed, when the simultaneous method was employed in examining, scholars often shelter themselves under the knowledge of one or two clever pupils, but such, when tried in sections (rejecting the leaders) or individually made always, a poor and very unsatisfactory exhibition. The majority of teachers give little of geography to their scholars, besides details of names without the commonest information.

TABLE showing the Population of each Scholastic Municipality receiving instruction in the branches taught in Common Schools, decimally expressed.

Counties.	MUNICIPALITIES.	Population.	Population receiving instruction in						REMARKS.
			Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Other Branches.	
County of Huntingdon.	Dundee.....	984	.234	.103	.045	.029	.143	N. B.—Let it be observed that these proportions of the inhabitants do not receive every year a twelve months schooling. On an average, in many districts, they receive not in three years, one twelve months teaching. And we may safely deduct a third of this time for what they lose of the teaching they receive, by irregular attendance and by the frequent closing of schools. To say, therefore, that the proportion of children in these municipalities receive not over what may be considered equal to eight months of continual teaching in three years, cannot, I believe, be very wide of the truth. Only a few school districts, and one or two municipalities can be considered exceptions. Need we then wonder that the progress, in the majority of districts, of children is so very little.	
	St. Anicet.....	2565	.154	.109	.019	.007	.117		
	Godmanchester.....	2100							
	Huntingdon.....	679	.176	.132	.076	.076	.135		
	Elgin.....	1110	.189	.124	.076	.007	.110		
	Hinchinbrooke.....	2657	.157	.096	.043	.022	.103		
Co. of Chateauguay.	Hemmingford.....	4025	.202	.129	.047	.018	.127		
	St. Chrysostôme.....	3656	.234	.093	.032	.022	.100		
	St. Malachie d'Ormstown.....	3268	.179	.155	.066	.034	.123		
County of Argenteuil.	St. Andrews.....	2329	.171	.134	.048	.040	.092		
	Lachûte.....	2124	.169	.123	.025	.025	.117		
	Gore and Wentworth.....	1232	.200	.162	.090	.016	.112		
	Chatham.....	3167	.133	.097	.052	.015	.143		
	Grenville and Union.....	2259	No schools.						
	City of Montreal, Protestants.....	16251	.183	.130	.104	.112	.132		

RATIO of Children enrolled at the time of last examination, receiving instruction in Reading, Writing, Grammar, Geography and Arithmetic, to the population of the different Scholastic Municipalities, the number of Schools in operation being 576, of the total number of School Districts.

Counties.	MUNICIPALITIES.	Population.	Proportion receiving instruction in					REMARKS.	
			Reading.	Writing.	Grammar.	Geography.	Arithmetic.		
County of Huntingdon.	Elgin.....	1110	.147	.097	.046	.032	.098	N. B.—Deducting 1-5 from the ratio, the remainder will give a near approximation of regular school attendance. The first and second figures from the decimal point show the number in every hundred of the population, receiving instruction in these branches, as an instance. In Hemmingford, in every hundred of the population 13 are receiving instruction in reading, 9 in writing, 6 in grammar, 6 in geography, and 10 in arithmetic, by the last examination of the school in this township. And so of the rest of the municipalities.	
	Godmanchester.....	2100	.076	.043	.028	.030	.049		
	Huntingdon.....	679	.283	.219	.176	.188	.234		
	Hinchinbrooke.....	2657	.090	.068	.032	.031	.067		
	Hemmingford.....	4025	.131	.091	.060	.057	.103		
	St. Chrysostome.....	3656	.106	.052	.035	.016	.053		
Co. of Chateauguay.	Ormstown.....	2368	.144	.095	.070	.067	.125		
	Dundee.....	984	.048	.043	.005	.007	.027		
County of Argenteuil.	St. Andrews.....	2326	.096	.072	.038	.030	.063		
	Lachute.....	2124	.077	.077	.025	.017	.077		
	Gore.....	1232	.171	.120	.090	.060	.113		
	Chatham.....	3167	.068	.054	.041	.016	.069		
	Grenville.....	1259	No Schools.						
	St. Anicet.....	2566	.102	.063	.017	.012	.078		
	City of Montreal.....	16251	*						

* Proportion of the population whose children attend the schools of the Commissioners could not be ascertained.

Municipalities.	School District.	Engagements and Salaries of Teachers.			School Roll Attendance.				Learning to			Studying			
		Names of Teachers.			Highest No.	Lowest No.	Average Boys.	Average Girls.	Read.	Write.	Cipher.	Grammar.	Geography.		
			Ave.	Engagement.	Salaries.										
					£ s. d.										
Godmanchester.	1	C. Brodie.....	49	12 mon.	50 0 0	45	19	15	14	45	21	25	8	10	
	2	No Teacher.....													
	3	P. Caldwell.....	19	8 "	40 0 0	55	25	15	25	55	30	40	14		
	4	Miss Cox.....	20	8 "	18 0 0	30	16	14	6	30	20	20			
	5	Watson.....	27	12 "	27 & Board	45	20	16	14	45	22	25			
	6	McCluskey.....				35	33	15	15						
	7	Miss McGaughan.....	18	12 "	20 id.	36	30	12	20	36	20	20	8		
	8	Miss Blake.....	27	8 "	20 id.	40	20	16	9	40	9	30	4	12	
	9	Sutherland.....	20	8 "	34 id.	48	30	18	17	48	36	44	21	9	
	10	Mr. Hassan.....	21	10 1/2 "	27 10 0	51	22	16	19	51	20	20	40		
							385	215	138	130	350	178	214	55	31
	Dundee.	1	Miss Cameron.....	19		1 5mo.&B.	30	21	10	11	30	10	5	2	
2		Miss Baker.....	40	.....	3 10 mo.	40	25	11	28	40	30	28	12	9	
3		No Teacher.....				28	24	12	13	28	7	8			
4		"				40	36	19	17	40	16	20	12	6	
5		J. Gibson.....	49	12 mon.	22 & Board	35	24	12	18	35	36	24	18		
6		No Teacher.....				50	40	22	22	50	25	25	12	14	
7		"													
8		"				20	15	10	10	20	10	14			
						243	185	96	119	243	138	125	46	22	

TABLE B.—(Continued.)

MUNICIPALITIES.	School Districts.	Engagements and Salaries of Teachers.			School Roll Attendance.				Learning to			Studying						
		NAMES OF TEACHERS.			Age.	Engagement.	Salaries.	Highest No.	Lowest No.	Average Boys.	Average Girls.	Read.	Write.	Cipher.	Grammar.	Geography.		
Elgin.	1	J. McManus.....	43	20 mon.	£ s. d.	27	19	15	10	27	26	26	26	26	26	26	26	
	2	W. McHardy.....	39	8 "	20 & Board	32	19	14	13	32	25	19	3	2	5	1	1	
	3	A. McIntosh.....	39	8 "	32	60	39	25	25	60	52	50	20	5	1	1	1	
	4	W. Eddie.....	38	10 "	30	64	46	30	20	64	60	64	1	1	1	1	1	
	5	Miss McGarvey.....	18	12 "	19 & Board	40	22	15	15	40	30	30	30	30	30	30	30	
					223	145	99	83	223	190	195	70	30					
Parish of St. Anicet	1	J. Irvine.....	44	8 mon.	36 0 0	2	17	10	10	29	26	18	8	5				
	2	No Teacher.....				3	20	17	15	35	25	25	10	10				
	3	Mr. Bourgeauld.....	33	12 "	55 & Hous.	6	50	27	27	62	40	62	21	21				
	4	No School.....																
	5	W. McWilliam.....	37	12 "	50 0 0	68	23	24	18	63	42	40	30	26				
	6	E. Smythe.....	29	11 "	42 10 0	3	20	13	12	30	30	30	3					
	7	J. McGowan.....	18	6 "	9 10 & B.	4	20	16	14	46	16	21						
	8	Miss Devine.....	20	6 "	7 10 & B.	34	18	10	14	34	14	15						
	9	No Teacher.....				30	20	13	12	30	20	22						
	10	Do.....				4	20	14	14	40	20	17	1	3				
	11	Mr. Laffan.....	50	6 "	23 6 8	35	31	16	17	35	33	29	12	4				
	12	Miss Asseline.....	19	12 "	18 & Board	45	43	29	16	45	19	32	9	2				
	13	No School.....																
					469	282	196	169	449	285	311	109	71					
Huntingdon, Dissentient Academy	1	Three Teachers.....	1	12 mon.	270 0 0	210	196	100	120	210	210	120	60	40				
	2	No Teacher.....	2															
					210	196	100	120	210	210	120	60	40					
Hinchinbrooke.	1	A. Montgomerie.....	42	12 mon.	55 & Hous.	57	70	35	25		69	71	35	2				
	2	J. Ruthierford.....	41	12 "	35 0 0	66	38	27	15		45	55	45	59				
	3	E. Scarlett.....	50	12 "	82 0 0	44	40	21	21		32	40	12					
	4	Miss Irvine.....	19	8 "	18 & Board	38	30	17	17		21	16	6	4				
	5	Miss Russell.....	20	5 "	22 10 0	40	30	18	18		27	23	6	3				
	6	No Teacher.....				50	29	19	11		23	26	11	11				
	7	Do.....				20	18	10	10		5	7		2				
	8	Do.....				40	30	18	17		35	20	7	5				
	9	E. Kidd.....	25	5 "	15 0 0	38	28	15	15		30	30	6	6				
	10	Miss McGinnis.....	23	3 "	6 0 0	20	18	10	10		10	11						
					443	331	190	162		287	299	128	99					
St. Malachie.	1	Miss Cuscaden.....	19	12 mon.	50 0 0	62	40	27	26		32	42	12	12				
	2	R. Hall.....	12	"	60 0 0	70	38	28	32		32	48	8	8				
	3	E. Scarlett.....	49	12 "	40 0 0	45	22	30	20		33	30	7	2				
	4	No Teacher.....																
	5	Do.....				26	24	14	10		14	8	3	4				
	6	W. Maitland.....	27	12 "	50 0 0	60	40	28	23		40	20	15	15				
	7	Henderson.....	12	"	50 0 0	80	50	36	24		40	58	30	27				
	8	W. Fraser.....	41	12 "	50 0 0	64	43	30	25		40	45	31	22				
	9	Do.....				62	50	40	15		43	60	37	5				
	10	Out of the Municipality.																
	11	Mr. McHaffery.....			22 0 0	35	20	15	8		16	22	4	4				
	12	Miss Keagh.....	19	8 "	7 10 0	33	25	10	15		23	20						
	13	No School.....	2 1/2	"														
	14	R. Robertson.....	12	"	50 0 0	54	40	26	16		40	38						
					652	432	310	244		393	428	160	109					

TABLE B.—(Continued.)

MUNICIPALITIES.	School Districts.	Engagements and Salaries of the Teachers.				School Roll Attendance.				Learning to			Studying			
		NAMES OF TEACHERS.			Age.	Engagement.	Salaries.	Highest No.	Lowest No.	Average Boys.	Average Girls.	Read.	Write.	Cipher.	Grammar.	Geography.
Parish of St. Jean Chrysostôme.	1	A. S. Spiden.....	25	12 mon.	45 0 0	42	40	20	22	42	30	30	16	6		
	2	Miss Dugas.....	22	12 "	25 0 0	70	50	36	24	70	25	25	8	3		
	3	Miss Peterson.....	8	"	25 0 0	26	15	15	11	26	10	20	8	3		
	4	Miss Oligny.....	17	12 "	25 0 0	41	20	13	12	41	20	18	20	20		
	5	J. McGoldrick.....	36	12 "	33 14 0	64	40	18	23	64	40	20	12	8		
	6	Mr. Ryan.....	49	12 "	25 0 0	52	40	31	11	52	12	3	1			
	7	In St. Malachie.....														
	8	No School.....														
	9	Miss Boyer.....	18	12 "	25 0 0	71	59	36	30	71	25	25	7	4		
	10	Nearly closed.....				60	30	36	20	60	20	27				
	11	E. Douglass.....	17	6 "	7 10 0	60	30	36	20	60	10	8	29			
	12	No Teacher.....				35	25	14	14	35	15	1	6	3		
	13	Miss Johnson.....	25	12 "	15 & Board	31	23	17	10	31	11	20	9	10		
	14	No Teacher.....				46	30	20	20	46	38	29	9	14		
	15	Independent.....														
	16	Miss McPherson.....	20	12 "	30 0 0	82	39	29	25	82	40	50	20	20		
						680	441	309	241	680	296	270	116	129		
Academy. Lachute.	1	Three Teachers.....	12	mon.	150 0 0	103	80	50	40	103	83	50	52	22		
	2	No Teachers.....				44	30	14	21	44	21	18	10	15		
	3	Miss Aiken.....	20	12 "	30 0 0	47	32	16	20	47	34	37	10	10		
	4	J. Carson.....	19	6 "	15 6 0	44	31	8	23	44	24	30	5	5		
	5	G. Gray.....	56	12 "	34 0 0	55	34	18	12	55	18	12	6	4		
	6	G. Kneeshaw.....	65	12 "	23 0 0	39	25	14	12	39	34	34	12			
	7	No Teacher.....														
	8	Miss Winfield.....	26	5 ½ "	15 0 0	31		9	21	31	14	20		1		
						363	232	129	149	363	228	241	95	57		
Chatham.	1	Miss Stephen.....	4	mon.	10 0 0	42	25	11	13		24	24	0	6		
	2	J. C. Stewart.....	29	12 "	74 10 0	37	20	15	15		30	37	37	37		
	3	J. Winkless.....	20	6 "	18 0 0	50	45	27	18		28	28	14	6		
	4	G. Johnston.....	47	5 "	12 10 7	25	15	8	12		8	15	4			
	5	Miss Hicks.....	22	6 "	15 15 0	55	50	21	29		55	28	27	2		
	6	Miss Hunter.....	22	6 "	15 15 0	62	45	23	22		52	45	20	10		
	7	Miss Thompson.....	18	5 ½ "	13 7 6	48	35	25	19		29	29	16			
	8	J. Emslie.....	39	12 "	15 & Hous.	58	51	27	24		40	50	20	16		
	9	Miss McPhail.....	26	4 "	9 0 0	26	18	8	10		9	12	4			
	10	Miss Townsend.....	16	5 ½ "	On trial.	25	23	18	5		23	23	20	6		
	11	No Teacher.....				34	31	16	15		24	16	16	6		
	12	Do.....				38	30	18	12		13	18				
	13	No School.....														
						500	388	217	191		335	305	184	89		
St. Andrews.	1	Vacant.....				33	20	12	12		15	6	0	6		
	3	Miss McGregor.....	28	12 mon.	36 0 0	60	50	33	27		59	60	50	50		
	6	E. Henne.....	22	"	5 On trial	34	20	15	15		14	11	3			
	11	Miss Grant.....	18	3 "	7 10 0	28	20	13	12		6	7	7	7		
	12	Miss Smith.....	20	12 "	30 0 0	34	20	16	14		20	15	6	2		
	13	Miss Elliott.....	18	6 "	15 0 0	25	18	11	14		16	20	5	12		
	14	Miss Grant.....	20	6 "	15 0 0	41	30	18	17		12	11	10	10		
	17	A. C. Macartney.....	22	12 "	84 0 0	60	43	32	18		45	42	38	39		
	19	J. L. Grant.....	49	12 "	36 & Board	50	20	18	22		25	36	24	24		
	20	No School.....														
Academy.	1	Academy.....				104	48	60			104	50	44	56		
						469	289	228	161		316	258	192	200		

TABLE B.—(Continued.)

MUNICIPALITIES.	School District.	Engagements and Salaries of Teachers.				School Roll Attendance.				Learning						
		NAMES OF TEACHERS.				Age.	Engagements.	Salaries.	Highest No.	Lowest No.	Average Boys.	Average Girls.	Writing.	Grammar.	Geography.	Arithmetic.
Hemmingford.	1	Mr. Wright.....	45	12 mon.	£ s. d. 45 0 0	79	57	35	25	65	24	20	65			
	2	Miss Woolrich.....	22	5 "	22 10 0	66	40	30	29	40	40	40	56			
	4	Miss Keddy.....	20	6 "	13 10 0	30	28	22	6	11	2	7	56			
	5	S. Sturgeon.....	26	12 "	.....	74	74	34	40	45	38	1	60			
	6	Vacant.....				36	30	17	10	14	12	5	16			
	7	Miss Hendley	17	6 "	15 10 0	30	19	11	0	11	13	3	25			
	8	J. Camion.....	21	3 "	3 15 & B.	37	20	20	10	29	10	6	37			
	9	R. Boyd.....	30	12 "	30 & Board	35	30	17	16	19	3	3	22			
	10	Miss Hall.....	21	8 "	20 0 0	47	37	20	22	24	33		35			
	11	Miss McFee.....	20	7 "	17 10 0	40	36	19	15	30	30	3	30			
	12	W. Colgan.....	50	10 "	40 0 0	46	38	16	22	20	12	29	20			
	13	J. McJenkins.....	12	" "	40 0 0	63	48	25	25	60	20	12	46			
	15	Just closed.....				60	40	25	25	50	20	20	40			
	15	No School.....														
	16	Miss Cuscaden.....	17	6 "	12 & Board	40	23	15	15	7			13			
	17	Miss McConnell.....	17	6 "	15 10 0	28	21	13	12	25			4			
	18	No Teacher.....	17	6 "	15 10 0	45	30	24	16	22	1	1	11			
	19	Do.....	15	12	10 0 0	15	12	10	5	7			7			
	Dissentient.	20	Miss McPhee.....	18	12 "	18 & Board	30	21	14	11	15	2	2	23		
		1	Miss Biltian.....	43	12 "	27 10 0	47	33	18	20	23	9		20		
					848	624	385	339	508	269	202	531				
City of Montreal.	1	A. Robertson.....	33	12 mon.	116 0 0	106	65	53	52	70	50	50	105			
	2	H. Arnold.....	38	12 "	90 0 0	70	53	60		65	65	65	65			
	3	Mrs. Gaw.....	35	12 "	35 0 0	53	40		45	82	6	30	30			
					229	158	118	97	167	121	145	200				
Gore.	1	Miss McVicar.....	17	5 mon.	12 10 0	62	28	24	16	32	32		48			
	2	Miss Curren.....	21	9 "	15 & Board	52	26	24	16	32		1	32			
Wentworth.	3	No Teacher.....				30	16	14	11	22	1		22			
	4	Do.....				60	30	30	20	30		6	20			
	1	Miss McVicar.....	19	12 "	21 0 0	33	30	15	15	20	12		27			
	2	Alternate with No. 1.....				50	25	15	15	12	12		12			
					269	155	122	93	148	57	7	161				

Grænville and Union, No Schools.

AGGREGATIONS OF TABLE B.

MUNICIPALITIES.	Highest No. on School Roll.	Lowest No.	Average Boys.	Average Girls.	Writing.	Arithmetic.	Grammar.	Geography.
Godmanchester.....	385	255	138	139	178	244	55	31
St. Anicet.....	469	282	196	169	285	311	109	71
Dundee.....	245	185	96	119	138	125	46	29
Huntingdon.....	210	196	100	120	210	120	60	40
Elgin.....	223	145	98	83	180	195	79	34
Inchbrooke.....	443	331	190	162	287	299	128	98
St. Malachie.....	652	432	310	242	393	428	160	109
St. Jean Chrysostome.....	680	441	309	241	296	270	116	120
Hemmingford.....	848	624	385	339	508	531	263	208
Montreal.....	229	158	113	97	167	200	102	148
St. Andrews.....	469	289	228	168	316	258	129	206
Lachute.....	363	232	129	149	228	241	95	57
Gore and Wentworth.....	269	155	122	93	148	161	57	7
Chatham.....	600	388	217	194	335	305	184	89
Grenville.....	No School.							
	5983	4078	2632	2149	2679	3688	1671	1234

TABLE C.
PROTESTANT EDUCATIONAL INSTITUTIONS in the City of Montreal, receiving
Government Grants.

DESIGNATIONS.	BRANCHES TAUGHT, AND SCHOLARS STUDYING EACH.									
	Total of Pupils.	Boys.	Girls.	Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Singing.	Needle Work.
American Presbyterian School.....	139	75	64	139	61	12	139	75	139	64
British and Canadian School.....	330	175	155	330	290	125	305	305	330	134
Ladies Benevolent Society.....	78	28	50	78	40	26	26	50	78	51
National School, (Church of England).....	154	70	84	154	80	65	80	130	155	84
Model School, (Colonial Church Society).....	330	170	160	330	320	320	320	330	330	120
Orphan Asylum School.....	53	30	23	53	30	30	30	30	53	52
School of Industry.....	60	8	52	60	24	60	60	60	60	52
Total.....	1144	556	588	1144	855	628	950	970	1144	409

TABLE D.
ACADEMIES OF HIGH SCHOOLS.

DESIGNATIONS.	Total of Pupils.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Natural Philosophy.	Book-Keeping.	Drawing.	Composition.	Music.	Latin.	Greek.	French.	German.	Mathematics.	Geometry.	Algebra.	Instrumental Music.
High School, Montreal.....	200	200	200	200	200	200	180	45	10	25	45	25	170	45	140	5	45	45	45	25
Academy of Huntingdon.....	210	210	210	120	60	40	130	10	10	16	210	210	5	5	9	5	45	45	45	25
Academy of Lachine.....	103	103	83	90	52	22	50	5	5	52	103	103	5	5	9	5	45	45	45	25
Academy of St. Andrews.....	104	104	104	50	44	50	50	211	211	10	14	100	100	100	104	30	40	40	45	25
Phillips' Academy, Montreal*.....	211	211	211	211	211	211	211	211	16	29	100	100	100	100	24	30	40	40	45	25
Wanless' Academy, Chatham*.....	25	25	25	25	25	25	25	3	3	15	15	15	5	5	5	5	5	5	5	25
Total.....	853	853	833	696	592	548	596	256	38	59	242	350	286	69	293	5	45	45	90	25

* No Government Grant received.

TABLE E.
PROTESTANT SUPERIOR INDEPENDENT SCHOOLS, MONTREAL.

NAMES OF TEACHERS.	Number of Pupils.		Boys.	Girls.	Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Music.	History.	French.	Drawing.	Composition.	Needle Work.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Geometry.
TEACHERS.																				
Commercial School.....	107	107	.....	107	75	70	90	100	.....	.....	90	20	95	.....	.....	.....	.....	.....	.....	.....
Grafton's School.....	105	105	.....	105	100	105	105	105	.....	.....	55	12	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	212	212	.....	212	175	175	195	205	.....	.....	145	32	95	.....	.....	.....	.....	.....	.....	.....
SCHOOLS KEPT BY LADIES.																				
School by Miss Abbott.....	50	20	30	50	50	15	20	50	12	8	.....	.....	23	25	25	.....	.....	.....	.....	.....
Do. do. Radford.....	40	4	36	40	30	20	20	40	.....	5	20	.....	25	28	28	.....	.....	.....	.....	.....
Do. do. Matchett.....	40	12	28	40	28	25	25	40	6	13	.....	.....	6	.....	.....	.....	.....	.....	.....	.....
Do. do. Renaud.....	70	10	60	70	60	60	60	60	10	50	40	25	40	.....	.....	.....	.....	.....	.....	10
Do. do. Bowie.....	67	.....	67	67	30	30	67	67	10	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do. do. Malcolm.....	80	6	72	80	80	80	80	80	20	35	.....	12	40	.....	.....	.....	30	.....	.....	.....
Do. do. Lyman.....	70	.....	70	70	60	40	62	62	11	60	.....	12	40	70	.....	6	20	20	20	16
Do. do. McDonald.....	45	15	30	45	25	10	24	24	15	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	.....
Do. Mrs. Marshall.....	40	.....	40	40	40	40	40	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do. Misses Tate & Hamilton.....	30	.....	30	30	20	20	20	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do. Mrs. Lay.....	70	6	64	70	50	50	50	50	5	32	8	20	12	.....	.....	.....	.....	.....	.....	.....
Do. Miss Dutton.....	20	5	15	20	20	20	20	20	6	13	8	13	15	.....	.....	.....	.....	.....	.....	.....
Do. Mrs. Noel.....	20	.....	20	20	18	14	14	18	1	.....	4	1	3	.....	.....	.....	.....	.....	.....	.....
Do. Misses Turner.....	70	.....	64	70	56	60	56	56	12	.....	6	.....	20	.....	.....	.....	.....	.....	.....	.....
Total.....	712	84	626	712	567	475	485	627	123	256	78	134	251	168	6	50	20	20	20	26
Independent Common Schools.....	500	221	279	500	200	310	209	212	.....	.....	8	.....	30	112	.....	.....	.....	.....	.....	.....

GRAND TOTALS OF TABLES B, C, D AND E.

TABLES.	Total of Pupils.	Reading.	Writing.	Grammar.	Geography.	Arithmetic.	Music.	History.	French.	Drawing.	Composition.	Needle Work.	Latin.	Greek.	German.	Mathematics.	Geometry.	Algebra.	Natural Philosophy.	Botany.	Chemistry.	Instrumental Music.
Table B.....	7083	5983	5679	1671	1235	3688	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Table C.....	1144	1144	855	628	950	970	1144	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Table D.....	853	853	833	592	518	693	350	596	293	50	242	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Table E.....	1424	1424	962	966	889	1044	123	401	118	234	290	280	.....	286	69	5	85	26	6	50	20	20
Totals.....	9404	9404	6329	3851	3622	6398	1517	997	411	293	672	689	286	69	5	85	111	96	306	20	20	25

From the total of average school attendance, so far as I can ascertain, 1 in 7·2 of the rural population attend school, and in Montreal, of the Protestant population, about 1 in 6·5.

Extract from the Report of Inspector CHILD.

* * * * *

I am glad, however, to be able to report a greater degree of activity in the academies and superior schools of my district; several new ones have been established, and received aid from the Legislature. Yet, the course of study pursued in them is far from being what the country needs, and I see but little prospect of improvement in it, as long as the law leaves the matter to be dealt with by the School Commissioners.

It has been exceedingly difficult to procure teachers for these schools, of superior instruction, without going to the States for them; and when we consider the impressions they are making upon the mind and character of our children, we ought to awake to renewed exertions to qualify them in our own institutions of learning, so as to give that education to the mass of our children which harmonizes with the character of our country and its people.

In nearly all the municipalities in this district the people continue to be liberal in their contributions for schools and school houses. There are some of the best built, and most commodious of the latter, recently completed, which can be found in the land, and on which no incumbrances of debt remain. The school assessment is regularly laid and collected, almost without an exception, and the school funds are applied according to law, and not one case of delinquency has occurred out of the the twenty-five scholastical municipalities in my inspection district.

I am happy to say that wherever difficulties have unfortunately arisen, they have been successfully removed, and are being so; and the angry feelings which too frequently attend them have been allayed, and harmony and good will restored in due time.

It affords me the greatest pleasure to say that the confidence and good will of all parties to the schools in this district appears to continue toward me unabatedly, and those few individuals who were clamorous for some amendments in the School Acts seem to have become quiet about them, and I trust are deriving daily benefit therefrom, in educating their children under their own immediate guidance and control, and in accordance to their moral and religious views and belief.

Report of the Inspector of Model and Elementary Schools for the Counties of Saguenay and Tadousac.

To the Honorable P. J. O. Chauveau,
Superintendent of Education
For Lower Canada.

SIR,—I have the honor to transmit you my fifteenth Report on the condition of the elementary schools in my district.

Escoumains.—I visited the only school in this parish on the 24th of September last. The scholars are divided into four classes: in the first, reading (in which the pupils do pretty well) is taught; they also do a little at writing, simple multiplication and grammar; those of the second class are beginning to read without spelling; in the third they spell, and in the fourth the children are at their alphabet. There are 35 pupils at the school, which is kept by a woman of about thirty. I observed by the journal that the school is without any rules, and that the scholars are very irregular in their attendance; no person visits the school.

Although the teacher has no diploma, I shall take the liberty of recommending her to you. This municipality, inhabited principally by poor labourers, has not the means of doing more than it does. The sum required to entitle the school to a share of the grant is raised by voluntary contribution, a great part of which is subscribed (although he has no children) by the head of the commercial establishments which have formed the municipality. Were it not for the zeal of that gentleman, Escoumains would be without a school.

The pecuniary affairs of the municipality appeared to me to be in good order.

St. Fidele.—This municipality is divided into two school districts. The school of district No. 1 contains five classes: in the first the children read fluently, are beginning simple subtraction, but understand little about it, and make the figures poorly, and know very little of their multiplication table; they also write a little; in the second they read fluently; in the third they spell and read tolerably well; in the fourth they spell a little, and in the fifth are beginning syllables. At this school I found at the time of my visit 31 children present.

The school of district No. 2 is kept by a female teacher holding a diploma: in the first class the children read pretty fluently; in the second they are beginning to read, in the third to spell and some of them to write. When I visited this school it was attended by 40 scholars.

Malbaité.—There are in this municipality only four school districts in operation: they are Nos. 1, 2, 4 and 5. District No. 1 has two schools, one for boys and one for girls: the boys school is kept by a young teacher holding a diploma, who divides his scholars into five classes: in the first class three pupils have gone through the greatest part of their grammar, three are learning to calculate interest, and the others compound addition; they have gone through the geography of North America, and are besides learning English and writing; in the second class the children read well, have got to the participles in grammar, and are learning writing; in the third and fourth classes they read passably, and in the fifth spell pretty well. At the time of my visit 35 boys attended this school.

The girls school is kept by a girl of twenty-two, a very apt teacher although she has no diploma. On visiting her school, I found 22 girls, divided into three classes: in the first, grammar, arithmetic and writing are successfully taught; in the second, reading and the multiplication table; in the third, spelling.

The teacher of school district No. 2 divides his school into four classes. On my visit to this school, having found only 4 boys and 6 girls present, I was unable to make a regular examination; this state of things is the consequence of a difficulty between a large party of the rate-payers and the Commissioners, respecting the selection made by the latter of a lot for a new school house.

The school of district No. 4 is kept by a master. At the time of my visit, there were present only 9 boys and 6 girls, so I was unable to make a satisfactory examination; the number of pupils is 45. It is really lamentable to see a school so poorly attended in a district which contains a large number of children; I am informed by the teacher that there are never more than a third of the scholars present.

The school district No. 5 is kept by a master; his scholars are divided into three classes: in the first, arithmetic, grammar, geography, and writing are taught; in the second, spelling and reading; and in the third spelling. There were present, when I visited it, 24 children.

The accounts and books seem to be in good order.

St. Agnes.—I am happy to retract what I said of St. Agnes in 1854. The way in which school affairs were then managed led me to think that there was not in the parish one friend to education; I am now obliged to acknowledge that I was mistaken, for it now possesses two schools, and proposes, notwithstanding present hard times, to establish another.

The two schools now in operation are in districts Nos. 2 and 4. That of No. 2 is kept by a female teacher holding a diploma; she divides her scholars into three classes. The children of the first class read pretty well, write and do the simple rules of arithmetic; those of the second are beginning to read without spelling; and in the third they spell. At the time of my visit the school was attended by 37 children. I recommended for the third or fourth time that the space used as a school room should be separate from that occupied by the family of the teacher.

The school of district No. 4 is kept by a youth of sixteen who, appears able to teach an elementary school well. His school is divided into four classes; in the first the children read fluently and do the simple rules. At the time of my visit, 22 boys and 20 girls were present.

St. Irénée.—There is still in this parish only one school; it is kept by a master. When I made my visit more than three-fourths of the children were absent, so that all the classes were in disorder. I examined those present, and found that there was not so much progress as in 1852 and 1853: this is due to the irregularity of the attendance. While I was making my inspection, the scholars came in at all hours, and upon my noticing it to the teacher, he told me that the parents desired that this should be allowed!

Eboulements.—Since my last Report a fourth school district has been added to this municipality. I found all the schools in operation. No. 1 has two schools, one for boys and one for girls: that for boys is kept by a teacher, who complains that, at least, the half of his pupils are constantly absent; I made those who were present read, parse, and cipher, all which they did pretty well, but with more assiduity might do better.

The girls school is kept by a female teacher, who also complained of the frequent absence of the children. Her scholars read and write pretty well, and are commencing grammar and arithmetic.

No. 3 is kept by a teacher, who complains of the want of assiduity of his scholars and has good reason to do so; for, on visiting his school, I found only 9 children present.

Isle-aux-Coudres.—At the time of my visit, the four schools of this municipality were in operation.

In district No. 1 there are two schools, one called the School of the Church, and the other the School of the Parish. The Church School was attended at the time of my visit by 20 children; in the first class the children parsed a little, did sums in multiplication, and wrote copies; in the second they were beginning grammar and writing, and in the other classes they were learning reading and spelling.

Parish School: in the first class the children read in French and in Latin, have some knowledge of the map of the world, are learning writing and arithmetic as far as aliquot parts inclusively; in the second they learn reading, the multiplication table, and writing; the others learn reading and spelling.

No. 2: in this school the children parse tolerably, learn reading, arithmetic to aliquot parts inclusively, writing, spelling and geography; the children are frequently absent.

No. 3: the children parse tolerably, do the simple rule of three, and learn reading, writing, and spelling; the children are also frequently absent.

I shall terminate my Report by informing you that I am happy to be able to say that there has been some progress made, and although it is not very remarkable, everybody admits that it is worth what it costs the rate-payers. I do not mean that we should stop at this; no Sir, we require model schools in our county, and for this we need money. As the inhabitants here are too poor to bear the

expense, it is absolutely necessary that the Government should come to their aid, and give the people more money than is allowed at present. It is useless to repeat what I have said in all my preceding Reports; I only wish it to be understood that it should not be neglected to establish superior schools, at a time when a disposition is everywhere shown to second the efforts of the Legislature. The prejudices which were entertained against education exist no longer, and in all the municipalities there are schools, and the people are desirous of increasing their number. Does not the number of independent schools of itself show that it is time to have model schools, where French and English shall be taught?

I have the honor to be,

Sir,

Your most obedient servant,

C. CIMON,

School Inspector.

Extract from the Report of Inspector CREPAULT.

ST. VALIER, 25th October, 1856.

SIR,—You will see by my statistics that popular instruction has again this year made great progress in my district of inspection. The law works admirably. There is not one parish or one school district without a school. The people, far from being opposed to the Educational Law, regard it as a benefit accorded by a Legislature whose views are unceasingly directed to the advancement of the moral and the physical prosperity of the country. The enemies of the cause have disappeared, to give place to warm and zealous friends of education, whose earnest desire is the improvement and the happiness of the rising generation. The father of a family exults to see his children acquiring the knowledge essentially necessary for a citizen called to render service to the community. Deeply grieved at his own total want of it, he consoles himself by devoting a part of his property to the instruction of his children, in order that he may afterwards behold them acting that part in life which he himself was unqualified to take.

The number of masters and mistresses furnished with diplomas is much increased. I have not in my district of inspection ten schools entrusted to unskilful hands. The body of teachers offers at present strong guarantees and is fully equal to its position both in regard to devotedness and activity, and to the attainments required by the law. The salary of the teacher is augmented, and it would be well to have it now fixed by the law, in order that we may not have the mortification of seeing those who are well qualified displaced by the ignorant and useless, who, unable to gain anything else, engage for a miserable salary.

The master finds himself now better lodged than ever, for the number of school houses has greatly increased. New ones are rising in all the municipalities, and these are so constructed as to give much additional comfort.

The School Commissioner, valuing highly the advantages of education, makes no difficulty about setting aside his daily labours to visit his schools, in order that he may give a good account of what is going on there. He is punctual in his examinations, and the numbers who attend them evidently prove how much the people feel interested in the instruction of their children. Nevertheless I regret to have to say that in some localities, difficulties have arisen springing from the ignorance of the Commissioners, and this tells us clearly enough that it is absolutely necessary to require from them some literary qualification,

You will see by my statistics that the number of children attending the schools has greatly increased this year. The number of superior schools for girls

has also augmented. It is seldom we find a municipality without either the one or the other. Bellechasse may well be proud of its schools, for besides several model and superior schools for girls, it boasts a handsome college, which is every year making rapid advances. Superintended by directors and professors worthy of the name, it already reckons a number of students. This establishment is provided with an English teacher, a music master, and four other professors. In my opinion the instruction given in this institution is well adapted to the wants of the country.

St. Michel, not satisfied with having founded this establishment, has just opened a reading room under the name of Institute, where mutual instruction may be given.

The friends of education and the people in general are in expectation not of a new law but of reforms and amendments in the present. We can no longer conceal from ourselves the fact that the Superintendent of Education and the Inspectors have need of more ample powers, that they may be enabled to cut short the difficulties which are constantly arising in the municipalities. Experience every day proves to us that they must be invested with a more complete control. Every one knows that the want of a normal school is a great obstacle to the advancement of education: from that want spring a host of disadvantages, such as the multiplicity of systems, the want of uniformity in books.

I have spoken at length in my last Report of the amendments indispensably necessary to be made in the present Law of Education, and to that I refer the reader.

I have the honor to be,

Sir,

Your most obedient servant,

J. CREPAULT,

School Inspector.

Report of Inspector CONSIGNY.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Montreal.

SIR,—I regret sincerely that circumstances over which I had no control have prevented me from transmitting to you earlier the present Report, along with the statistical tables for the year 1855. Have the goodness to believe that I can well appreciate the nature of that trouble which even the least delay in the transmission of Reports, &c., may cause you. Trust me, that for my part I would have been able in 1855 to accomplish that portion of my duties, if I had not been obliged to intermit my visits at the end of last November; but, owing to a very severe and serious attack of peripneumony contracted in making my visits, I was obliged to discontinue them.

I go on to some observations which ought to form the basis of this Report. Although they are not so circumstantial as I would have desired to present to you, still I think they are of a nature to show that the great cause of Education perceptibly gains ground.

In fact, at present, the absolute necessity of instruction attracts the attention of many. This may be said with truth, and I have great pleasure in being able to state that the punctuality of parents in sending their children to school becomes every year more and more evident. This fact is doubtless of happy augury, and gives vast room to hope for a prosperous future.

I have this year given special attention to the state of money matters, and must say that in the majority of the municipalities I found it satisfactory. The School Commissioners have certainly given more attention than usual to these affairs. There are, however, some municipalities where arrears to a considerable amount have been allowed to accumulate. I have taken pains to make the Commissioners of these municipalities understand that even if there should have been received a sum sufficient to meet the expenses incurred during the year, still the surplus, if there is any, ought in justice to be collected. I have done my best to convince them of the necessity there is for their demanding payment regularly from the rate-payers, because those who, are solvent to-day may at a future period become insolvent.

I flatter myself that I shall be able to say in my next Report that the advice and counsels I have thought it my duty to give have been adopted and exactly followed out.

In some municipalities I found too many school districts. I thought it right for the sake of the real progress of education, to call the attention of the Commissioners of these municipalities to this subject which has its own share of importance, and to take the necessary measures for making whatever reduction shall be thought proper.

It is with pleasure I assure you that, generally speaking, education has for some years back made great progress in my circuit. The number of children attending the schools has not, it is true, much increased, but at least I am able to say that those who have regularly attended the schools prove, by the readiness with which they reply to questions asked them, that they have profited by the lessons taught them.

These documents ought to have been transmitted to you a month ago, but for the reason already given, it was impossible for me to send them. I must own that there are some municipalities which I was not able to visit myself, but with respect to these I took the measures necessary to obtain the information wanted for my statistical tables. It must be acknowledged that there is in them some blanks, which, however, I shall not fail to fill up in my next Report.

I cannot better conclude than in soliciting anew the favor of your indulgence.

I have the honor to be,

With the highest consideration,

Your very humble obedient servant,

(Signed,)

A. P. L. CONSIGNY,

School Inspector.

St. Cesaire, 7th February, 1856.

Report of Mr. DORVAL, School Inspector for the Counties of Berthier and Leinster.

Honorable P. J. O. Chauveau,

Superintendent of Education,

Lower Canada.

SIR,—I have the honor to transmit to you the first Report of my school visits. It is far from being all I could wish it, for I have been obliged to omit a great number of details of which I had only taken notes for my own use, not supposing that I would have to send in my Report so soon. I thought it necessary to make a preliminary visit, in order to prepare myself for the duties of an office which, like all others, and more than some others, requires a sort of apprenticeship. But the months of July, August, and part of September, are vacation ; it was

therefore the 20th of September last before I was able to set out on my journey, which was often interrupted, as well on account of the bad roads as in order to attend to special business which you had entrusted to me.

So, in this visit, which I made, as it were, to form a system of inspection, and make myself acquainted with the people and the localities, I have not been able to collect notes of anything new or striking respecting the usual and principal object of these visits. With regard the statistics I have not even regularly followed the order prescribed in the General Order of the Department; I noted down only what struck me most. The statistical tables of the first thirteen municipalities which I went over have suffered from the hastiness of my visits; I hoped to be able to go over these municipalities again, but your requesting me last November to send in my Report has not allowed me time to do so; I therefore send it in as it is, sincerely hoping that the general remarks which it contains will in some degree make up for its other deficiencies.

When I inspected the County of Berthier, several schools were not yet open, and a great number of the pupils of those which were opened were still working in the fields: this is what makes the number of scholars appear less than it really is, and often much less than it was the year before.

The number of pupils of the three classes of reading ought to equal in my tables the total number of pupils of each school; but in general I have included in these three classes only the children present at school, and whom I have heard read; while to ascertain the total number of pupils I had recourse to the journal of the teacher, from which I took all the names inscribed, even of those not present at the time of my visits.

In fine, if the mission of the School Inspector be not so much to discover and suggest new theories as to assist in and superintend the carrying out of the present law, which will soon have the prestige of antiquity; if above all I may count on some of that indulgence which every debutant is entitled to expect, I will console myself for the want of piquancy in my remarks; but I shall always regret their not being more complete and worthy of presentation to you.

I have the honor to be,

Sir,

Your very humble and obedient servant,

A. D. DORVAL,

School Inspector.

L'Assomption, 2nd January, 1856.

SCHOOL HOUSES AND GROUNDS.

I have been surprised to see everywhere, with some rare exceptions, such small school houses. They are also almost all wanting in that elegance in the distribution of the apartments and in the exterior and interior arrangements, which, however trivial it may appear, is nevertheless where it exists, a source of real enjoyment to the teacher, as its absence is a cause of disgust and *ennui*.

In general the school houses where I found these approaches to order and comfort, indicated the amount of the zeal and attention of the School Commissioners in the cause of education; for the comfort of the teacher, who has in reality a home in the school, is a species of encouragement quite equal to many others. Were they better lodged and better paid, it would be more easy to find good teachers, who being pleased with their position would every day make new efforts to entitle themselves to retain it long. If I appear to estimate very high a long residence of the teacher in the district, it is because I think that there

must ensue from its relations and ties of friendship between him and those by whom he is surrounded, the results of which may be very advantageous for both parents and children. For all is not accomplished when the children have learnt to read, to write and to cipher, and are able to read their prayer books at Church, (*porter leur livres à l'église*;) if after leaving school they throw aside books writing and all, what benefit will they have derived, from the fine and costly germ of instruction? But as there is nothing more instructive, or more calculated to excite the desire of knowledge, than daily intercourse with persons of education, if the former teacher, and actual friend, of the children, were near them, to keep alive by his evening conversations with them, their old habits of study, to inspire them with a taste for instructive reading, guide them in their choice of books and assist them by explanations and advice, the teacher, whom I suppose what he ought to be, that is to say moral and well educated, becomes the guide of all those who surround and listen to him; his school is a school for adults, often an evening school: such will be the consequences of a prolonged residence in the same district.

My tables of statistics do not give the dimensions of the school houses or of the grounds; they are stated in the detailed Report of my predecessor, and as they are the same still, I thought it would be useless repetition to insert them here. I shall only observe that the neighboring highway is generally the children's only play ground and that the lots are badly fenced, if enclosed at all.

I know not if it be from want of means or from parsimony that the Commissioners have the greater part of their school houses without double sashes for the winter; however that may be, the single sashes at that season present such a surface of ice, that it requires a violent heat of the stove to counteract its effect. From an ice house the school is in less than twenty minutes converted into a hot furnace; a change so sudden that the health of both children and teacher can hardly fail to suffer from it.

If under this heading I point out as obstacles to the progress of education some things which have no direct effect on the operation of the schools, it is because I consider as against education everything that is against the teacher.

The teacher is a functionary whose position must be made agreeable to him, if we wish him to be worthy of his vocation; but when badly lodged, and badly paid, it happens with him, as it generally does with the functionary who dislikes his office, or who, from the smallness of his salary, is reduced to all sorts of expedients for a living, that he performs his duties badly.

INTERNAL REGULATION OF SCHOOLS.

In general, the smallness of the school room prevents the classification of the children according to the subjects of their studies; it follows that, when the teacher calls a class, the going and coming of the children who have to take their places before him disturbs the others, and occasions loss of time or dissipation. I do not like the ordinary form of the desks, which are made in such away that the children seated at them are face to face, and look much more at one another than at their books; besides which petty quarrels for possession of half of the desk occasion loss of time, and trouble the harmony of the schools. I would like the desks to be made single and be occupied only by the pupils of the same class, who in that case would not have, in order to say their lessons, to move or disturb the others.

Of the 34 municipalities of my inspection district, I know only of three in which the Commissioners have made rules for the internal regulation of the schools; as might be expected, both male and female teachers complain greatly of this; without fixed rules to guide them, and dependent as they are upon the

Commissioner, they are constantly uneasy and anxious. I have been frequently asked for rules; but I am waiting till another visit shall have made me better acquainted with the more essential points in the internal regulation of schools, to make rules of which the general bearing will be adapted to all schools; and I shall then have the honor, with your permission, of submitting them for your examination.

For my part I am yet unable to suggest any means of removing an obstacle to the progress of the children, the extent of which is much to be regretted. I allude to their irregular attendance at school. Besides the inevitable but exceptional cases of sickness, of want of clothes amongst the poor, of their parents requiring them at home, I have frequently discovered with pain that its most frequent cause is the apathy of the parents.

SCHOOL BOOKS.

The great variety of books used is a serious impediment to the progress of public instruction. I found such a number of them that although I have been frequently requested, I have not been nor am I yet able, for want of time, to examine them all, to give my opinion on the selection which I could recommend. I have therefore left things as they were, hoping for the best.

The inconsiderate readiness to change books in the schools, and the want of uniformity in those which are used, arise in a great measure from the practice still more injurious of changing masters almost every year, the teacher has his favorite books, those which he has always used; he is no sooner established in a district than he wants to introduce them; the parents, who find it difficult enough to replace worn out books, complain, and often with good reason, of being obliged to buy new books, while those last purchased are still good. It is very true that the selection of books is in the discretion of the Commissioners, and that by law the teacher can do nothing in the matter. But in most cases the Commissioners pay very little attention to the subject, and even if they were to do so, the teacher having the advantage of education, would easily convince them of the superiority of the books which he prefers; the parents would complain, and the poor children be obliged in order to read their lessons, to pass from one to another the two or three volumes which they possess. I have always thought, and this is the proper place to say it, that, spelling excepted, for which special books are needed, books intended to be used in passing from spelling, to reading without spelling, are of no use; that in order to read the Duty of a Christian it is not necessary to go through the "*Instruction de la Jeunesse*," the "Testament;" in this I am supported by the experience of several teachers who have put their pupils from A B C at once to read the Duty of a Christian, and have succeeded well with this method.

I regret very much that some of our enterprising citizens do not undertake the publication of a map of the world, a map of Canada, and a general map of Europe and America, on a much larger scale than those now in use in our primary schools. The things which I would think most desirable in such maps would be strength of outline, clearness, and cheapness. The most of the maps which we get from Europe do not agree with our geographies, and not being designed for us, Canada is barely sketched, and that on the smallest scale; in fine I would that the mural maps should be large enough to make any point indicated by a scholar visible to the whole school.

MULTIPLICITY OF SUBJECTS TAUGHT.

The multiplicity of branches which the teachers wish, in emulation of one another, to teach is another impediment to the progress of the

pupils; I here allude only to the elementary schools. I know a school which no sooner numbers a dozen children able to read without spelling, than the greatest haste is made to burden their memories with a little English, a little arithmetic, a little natural history, a little lineary drawing, a little sacred history, the utility of all which I am pleased to acknowledge; but to perfecting their scholars in their own language, in reading and writing, arithmetic necessary for tradesmen, or in commercial affairs, the geography and history of their own country, there is not sufficient attention paid, and it is too easily forgotten, that these things are essentially the foundation of the instruction of our children. Nevertheless it seems to me that each of these subjects, besides being of daily practical use, offers to the teacher desirous of developing the intellect of the most forward of his pupils, a field sufficiently vast and interesting. However useful the study of the English language may be, I think that its premature introduction into many schools is an abuse. I do not see the need that the son of a French Canadian farmer has of a language not his own, and which can never become so, unless he study it equally with his mother tongue, a language which he intends hardly ever to speak, and which he has still less need to read, a language which has not even the advantage, like the dead languages, of teaching him the etymology of his own; I do not, at all events, see that his need of it is sufficiently pressing that we should incur the risk of neglecting necessary studies without after all succeeding in acquiring a satisfactory or even an appreciable knowledge of English.

With respect to the other branches, such as natural history, lineary drawing, &c., if they were studied seriously, they would certainly be of some benefit to the more advanced pupils, by serving to develop their judgment; but in all the elementary schools which I have visited, the study of these subjects is merely an affair of the memory. I will do my best to remedy the inconveniencies resulting from the great variety of school books, as well as those arising from the great number of branches which the teachers take upon themselves to teach. I shall, however, wait until you think proper to communicate to me your views upon this matter.

If a great many parents were less apathetic, their children would not be without books, paper, and everything else necessary for their education. They allege as an excuse the distance to the store, the loss of time necessary to go for them, or else the high price of the articles; these are doubtless bad reasons, but that does not prevent them from doing a great deal of harm. I would like that the books, so to speak, should go to meet the children at school; for this object, if the Commissioners were to entrust every teacher with books chosen by the Inspector of the county from amongst those approved by the Board of Examiners to be sold at cost price to the children of his school district; if besides this they were to deposit at every school house a certain number of copies, of which poor children should be allowed the use gratis, and which would be sold to the other children, there would then be no reason for pupils being without articles so indispensable as books, paper and pens. The monthly fees are at present in general a merely nominal rate; let the law require the Commissioners to raise it a little, and employ the surplus in the purchase of books. I know of no teacher who would not, for the benefit of his pupils, willingly lake the trouble of selling these articles. An account of these sales might be required every six months, and this the teacher could furnish to the Secretary Treasurer at the same time as his school journal.

MALE AND FEMALE TEACHERS.

Of the teachers whom I have seen very few practise their profession by choice or vocation; the greatest part of them are teachers by accident, and the reason

of this is quite natural ; teachers have been always so little and so badly paid that no person would take the situation except for necessity. Those who, from necessity, devote themselves to teaching, are from the same cause constantly obliged to strain after a higher salary, and with this object to change from one municipality to another. The children change masters and change books, and lose an immense deal of time in accustoming themselves to the system of every new master ; truly I see nothing more prejudicial to the general cause of public instruction, nothing which depreciates it more in the eyes of the people, than this migration (excuse the word) of teachers looking for a living and scarcely anywhere finding one.

I know a school district where the Commissioners have changed masters three times in three years ; as might be expected, there are there children bright-eyed, with features full of intelligence, who have been at school from three to four years, and who yet could hardly read without hesitating. The greater part of the Commissioners call this a saving of money ; the child loses his time, and the time and money of his parents, loses confidence in his own ability and intelligence, and becomes discouraged : the parents blame the teacher, who throws the fault upon his predecessor ; then the Commissioners, to please the school district, change teachers again, and again, and always they save money. I would esteem myself happy if, by my exertions, my importunity even, I should succeed in producing some change in this system of mistaken economy.

Our superior educational institutions, colleges, academies, and others, furnish every year a large number of persons of education ; let these be attracted to teaching by the prospect of reasonable and sufficient salaries, and we shall soon see a new generation of teachers replace the present incapable school-masters, and raise the profession of teaching from the abject condition to which prejudices have caused it to fall. In a country like ours, the most useful calling ought to be the most honorable ; let a short time pass, and why shall not the diploma of the well paid teacher, whose high mission it is to mould the heart and train the intellect, be considered as equal to the parchment which in our times in general gives (so to speak) to the professional man only the right of vegetating without advantage for himself, or utility to any one else, so much are the professions over-crowded.

In general the Commissioners are not sufficiently strict in exacting, before engaging them, a certificate of qualification from female teachers ; the result is that the Inspector, to avoid making the children lose the rest of the year, is obliged to tolerate persons very poorly qualified.

I regret that I can say nothing about the model schools of my district ; I count only three, and even these are nothing more (properly speaking) than good elementary schools, such as all our elementary schools ought to be. The 14 or 15 colleges, convents and academies, in my district, are all that they ought to be. In my next Report I will have occasion to speak of them at more length ; let it suffice for the present to say, in passing, that these fine and useful institutions are in no respect inferior to those with which I am acquainted in other parts of the country. I only regret that the number of establishments in which an academical course is followed is so limited. I have also to regret that I have been able to meet the Commissioners only in a few parishes, and that accidentally ; for from want of time I was obliged to adopt a course of inspection so irregular that I could not give them timely notice of my visit. I, however, owe it to justice to say that I found the greater part of those whom I did see, if not always very enlightened, at least well disposed and sometimes even zealous ; but I cannot say if their zeal was accompanied by steadiness of purpose. It has, it is true, been frequently said to me that, the Inspector once out of sight, his counsels are very soon forgotten ; but

if this be so, how can it be helped? Besides, what can the Inspector do more than give his advice?

In fine, Sir, if this, my first examination, has not enabled me to judge if public instruction is stationary or progressive in my district, it has sufficed, imperfect, hurried even as it has been, to justify me in saying that there is almost every where, I ought almost to say every where, a desire for instruction, that I have above all things found intelligence and honesty; some remaining prejudices, it is true, deteriorate these fine qualities; but with a little more patriotism or charity on the part of people of education, and with the help of God, time will soon do the rest.

I have the honor to be,

Sir,

Your most obedient servant,

A. D. DORVAL,

School Inspector.

Extract from the Report of MR. GERMAIN, Inspector for the Counties of Laval, Terrebonne and Two Mountains.

Having lately had the honor of submitting to you the statistics of the schools which I have inspected, I now take the liberty of adding, to complete my Report, some remarks and observations upon the result of my visits during the year eighteen hundred and fifty-five.

I will restrict myself to showing, by facts and figures, that although the progress for that year in the number of pupils compared with the preceding year is not very striking, it is none the less evident that the schools in the counties of which I have the inspection are rapidly improving.

The numerous complaints which had been made against the local authorities charged with the execution of the law have frequently occasioned difficulties which threatened to destroy that good understanding so necessary to all progress. I have the satisfaction of saying that there remain few of these difficulties unsettled, and that I hope to see no new ones rise. Obvious as is the intellectual progress of the past year, apparent in the comparative sketch which follows these remarks, the astonishing efforts of several localities, in emulation of one another, in material improvements, prove beyond a doubt that their praiseworthy rivalry will soon place the counties under my control amongst those best provided with superior and classical educational institutions.

College of St. Thérèse de Blainville.—This establishment has already acquired a reputation which ranks it with the best clerical colleges of this country. The increasing number of its pupils speaks more strongly than I can of its efficiency.

The new Masson College at Terrebonne.—The old buildings bought for £300 by Madame Masson in the year 1847, being insufficient to accommodate the inmates of the college, it was decided to erect a new building; and in the spring of 1855, the foundation of a new college of the following dimensions: was laid

Length of building,	136 feet.
Breadth of building,	56 "
Height under dome,	50 "
The whole being four stories.	
Height of dome,	50 "

The principal part of the building, which is of cut stone, has a frontispiece ornamented with the following inscription on white marble:

"Masson College, founded in 1847 by Mrs. Masson widow of the Honorable "Joseph Masson, and destined, under the patronage of St. Joseph, to agricultural, "commercial and industrial education. 1855."

Mrs. Masson has generously given £1000 towards the construction of the new building, and the contributions of the parishioners of Terrebonne now amount to £500; the grant from the Legislature may be estimated at an equal sum, so the building has been undertaken with a fund of £2000, and will require about as much more to complete it. There is reason to hope that the Institution will be as successful in the new building as heretofore, and that the Legislature and the friends of the establishment will be induced to furnish means of promptly and completely finishing the edifice. It accomodates 200 students, and is situated at the eastern extremity of Terrebonne on a height which overlooks the river and village.

In its general appearance the edifice may compare favorably with any other of the same sort in the country. For the regularity of its achitectural proportions, remarkable for elegance and simplicity of style, it is indebted to the Rev. J. B. Peltier, Priest and Principal of the institution, and Rev. Mr. Théberge, *Curé* of Terrebonne, who has sacrificed both time and money in the direction of the works.

On the first of November, 1855, Masson College numbered within its walls 186 pupils, under the charge of 12 professors and the Principal. It does not, like the old colleges, follow what is called in this country a classical course: its special design is to give in both languages an education to its pupils which shall fit them for agricultural, commercial or industrial pursuits. This species of instruction has gained for it so large a share of the public patronage that the new building was an absolute necessity. As the greater part of the teachers are ecclesiastics, and the rules of the establishment require that this should be the case as far as possible, there is a course of instruction for the special purpose of preparing teachers in accordance with the rules of the house. This of itself sufficiently indicates that Masson College should not be classed amongst those establishments in which all the pupils without distinction are required go through a classical course.

This institution last year obtained from the Legislature a grant of £400, as well for annual aid as to assist in building. The erection of the new building, as well as the necessary improvements demanded by the progress and the increasing number of students, would require a much larger appropriation.

The library, from want of funds to increase it, contains only 800 volumes. The elementary principles of agriculture are regularly taught in the classes; and it is the intention of the Directors, as soon as their rescources will permit, to join the practice to the theory.

Judging from appearances the new building will be open for the beginning of the classes in 1856, and will rival the finest specimens of the sort in this country.

Laval College.—The year 1855 also witnessed the erection, as it were by enchantment, of the new College of Laval, situated on one of the finest sites in Canada, on a plateau commanding the village of St. Vincent de Paul, six miles from Terrebonne and ten from Montreal. Having already in my Report of last year described the course of instruction pursued at that Institution, and how and by what means it was founded, I shall content myself with noticing the increase in the number of pupils,—an increase which would have been much greater if the new building had been completed, for the Superior found himself under the painful necessity of refusing boarders, for want of proper accommodation.

The administrative body consists of the Priests, Superior, Director and Bursar; Professors, of whom two are Priests and two laymen, superintend the studies of the pupils according to the system laid down in the programme of the institution. 110 pupils are there taught in a manner which gives satisfaction as well to their own relations as to the friends of education in general. The

inhabitants of St. Vincent de Paul again distinguished themselves by their contributions towards the erection of the new building, and the Legislature has also come to their assistance by voting them £300. The progress of this Institution will render it necessary to have recourse to a loan to finish the building, in the hope of further assistance from the Legislature.

New Educational Establishment at St. Eustache.—A new educational establishment was also founded in the fine and flourishing village of St. Eustache, in 1855. The Brothers of St. Joseph, who conduct the establishment, have at their head a Priest Director, and two Brothers, Professors. The tuition embraces, reading, writing, grammar, arithmetic, the elements of ancient and modern history, geography, book-keeping, lineary drawing, surveying; the rudiments of astronomy and of literature; the English and French languages are taught with equal care and attention. The branches included in the foregoing programme form a course of three years, exclusive of the preparatory class. To supply the requirements of the establishment, the School Commissioners have erected this year a fine brick house sixty feet in front by thirty-six in depth, two stories in height, with attics, and covered with sheet iron; this house presents an agreeable appearance, and is built on a lot of ground of about three acres in superficies, belonging to the vestry; the probable cost will not be less than £1000, of which £275 was raised by subscription to which the young Seigneur of the place failed not to contribute his share; the rest was raised by loan, in the hope of obtaining a grant from Government. I have often expressed to the School Commissioners of St. Eustache, in my various communications with them, my desire to see them throw aside that apathy and indifference which kept their village school, considering the importance of the place, a mere nullity. But the satisfaction which must be felt by all those who visit the new establishment, the good conduct of the pupils, the clearness and unhesitating manner in which they answer the questions put to them, do honour to the parish of St. Eustache, and show more conclusively than ever what rapid progress can be made with union and perseverance.

I must now give the names of the persons entitled to the credit and honour of this undertaking: they are Julien Gatineau, *Curé*, Principal; Louis Ouimet, Jean Bte. Proulx, Jean Bte. Paquin, Edouard Lefebvre.

GENERAL STATEMENT of Statistics of the Counties of Laval, Terrebonne, and Lake of Two Mountains.

Municipalities.		No. of Mu- nicipalities.	School Dis- tricts.	School Houses.	Schools.	Teachers.	Female Teachers.	Scholars.
County of Laval.	St. Vincent de Paul,	1	5	3	5	4	2	582
	St. François de Sales,	1	3	1	3	1	2	111
	St. Rose,	2	7	6	9	3	6	312
	St. Martin,	8	8	7	8	3	7	541
County of Terrebonne.	Terrebonne,	1	4	1	4	5	4	362
	St. Anne,	1	4	1	4	2	2	185
	New Glasgow,	1	4	4	4	2	2	198
	St. Jerome,	2	9	9	10	7	3	446
	St. Janvier,	3	5	4	6	0	5	187
	St. Thérèse,	6	6	5	8	2	1	462
	St. Adele,	1	1	1	1	0	1	67
	St. Sauveur,	0	0	0	1	0	1	37
	St. Angelique,	1	2	2	2	2	0	98
Old County of the Lake of Two Mountains.	St. Raphaël,	2	2	2	2	0	2	123
	St. Eustache,	1	8	8	9	3	9	497
	St. Augustin,	1	7	7	7	1	6	237
	St. Scholastique,	3	12	9	11	5	10	623
	St. Joseph,	1	2	2	3	1	2	121
	St. Benoit,	1	7	6	7	1	8	347
	St. Hermas,	1	4	4	4	1	3	265
	St. Placide,	1	4	4	4	0	5	223
	Mission du Lac,	0	0	0	2	1	0	70
	St. Columban,	0	0	0	0	0	0	0
Total,		39	104	86	114	44	87	6124

COMPARATIVE STATEMENT showing the Progress made during the year 1855.

		In 1854	In 1855	Increase in 1855.
Number of Pupils attending Schools,		6122	6124	2
“ “ “ reading from A B C to fluently,		2462	1867	
“ “ “ “ fluently,		2251	2064	
“ “ “ “ well,		1409	2193	784
“ “ “ writing,		1487	2820	1333
“ “ “ learning Simple Arithmetic,		1243	1422	159
“ “ “ “ Compound, “		718	1092	573
“ “ “ “ Book-keeping,		58	123	65
“ “ “ “ Orthography,		624	1107	483
“ “ “ “ Geography,		490	951	461
“ “ “ “ French Grammar,		1287	1808	521
“ “ “ “ English “		114	328	214
“ “ “ “ Parsing and Inductive Grammar,		536	982	446
“ “ “ “ History,		572	1247	675
“ “ “ “ Letter-writing,		57	259	202
“ “ “ “ Horticulture or Agriculture,		0	36	36
“ “ “ “ Mathematics,		0	12	12
“ “ “ “ Mensuration,		15	71	56
“ “ “ “ Lineary Drawing,		2	110	108
“ “ “ “ Singing,		36	78	42
“ “ “ “ Instrumental Music,		28	180	152

The parish of St. Columban is without any school, as you may see by this table. It is true that this municipality is poor, but it is also ill disposed. The parish of St. Sauveur is not yet incorporated as a municipality, although it has a school: I have put it in my statistics amongst independent schools; I shall hereafter have occasion to request the erection of that parish into a municipality.

I have the honor to be,

Sir,

Your most humble and devoted servant,

(Signed,)

CESAIRE GERMAIN,

School Inspector.

Report of MR. HUBERT, Inspector of the School Municipalities of the Town of Three-Rivers and the Counties of St. Maurice and Champlain, in Lower Canada, for the first half year of 1855.

YAMACHICHE, 7th July, 1855.

SIR,—I have the honor to transmit to you, with the present Report, the statistics of my school inspection for the first six months of the year 1855.

The hope cherished by the friends of public instruction, to see the general desire of a reform in the administrative system of schools realized, must for the present be relinquished. Weighty reasons of expediency have without doubt led to this; nevertheless I cannot refrain from stating that the state of schools and the public interest demand the fusion of the existing laws into a code better adapted to present wants and circumstances.

That which seems to be the prominent defect in our system of public instruction, that which is the primary cause of the slow progress we make, is the inversion of the administrative powers of the department, too much discretionary power allowed to the School Commissioners, who find themselves, so to speak, overburdened and paralysed by it, too little control over them on the part of the Chief of the Department and his deputies, the School Inspectors.

The varied information which the Legislature has collected from various sources is a strong assurance of its solicitude for an object difficult of attainment, and it is after all better to defer action for another year than to hurry through a defective measure. Let us, therefore, endeavour to do the best we can with the means now at our disposal.

It would be superfluous for me to repeat the details contained in the statistical tables; I shall therefore restrict myself to some general supplementary remarks, intended as a review of my three years of inspection.

In the month of January last I visited the school municipalities of Dumontier, (St. Léon) de Maskinongé, of River du Loup, of St. Didace, of St. Paulin and of St. Ursule; in the month of March I inspected those of the Banlieu of Three Rivers, of the fief St. Maurice, of Gatineau, (St. Barnabe,) of la Pointe du Lac, of St. Sévère, of the Town of Three Rivers, and of Yamachiche, in the County of St. Maurice; in the month of May I went over those of Visitation, of Champlain, of St. Anne de Lapérade, of St. François Xavier de Batiscan, de St. Geneviève de Batiscan, of St. Mary de la Cape de la Madeleine, of St. Maurice, of St. Prospère, and St. Stanislas de la Rivière des Envies, in the County of Champlain.

Dividing my time in this way, I am enabled, without much injury to my health, to pay the proper attention to matters, and fulfil the duties of each half year.

At *St. Leon*, I found only one good school, that of the village, kept by Mr. Harman, an able teacher of about 52 years of age; he holds a diploma, and deserves a higher salary, having, with 64 children under his charge, only £45 a year. The other schools could hardly be called satisfactory; one of them was kept by Mr. Paquin, who holds a diploma. Of the seven remaining female teachers, only one, Miss Dupaul, possesses the necessary qualification; the others, although of the lawful age, have not a thorough literary qualification. In this municipality the Commissioners show something of an egotistical and arbitrary spirit. Mr. George Caron, the Secretary Treasurer, keeps the accounts well.

At *Maskinonge* six schools out of eight were satisfactory; that kept by Mr. Henry, who holds a diploma, and is possessed of talents and energy suitable to his calling, was particularly so. I cannot say as much for those kept by Mr. Houde and Miss Lavergne, who both hold diplomas. In this parish the Commissioners have, by resolutions in open controvention of the law, allowed each school district the amount of its own assessment, irrespective of the number of children between seven and fourteen residing in it, and have also allowed them to stop paying the monthly fees; nevertheless the school houses are in need of repairs, and the salaries of increase; yet the Commissioners are taking a method which will not furnish them means of providing for these objects. In order to put them on their guard they have been remonstrated with upon this subject. Mr. Lajoie, the Secretary Treasurer, keeps the accounts in very good order.

At *Rivière du Loup* I was very well satisfied with the schools of Messrs. Tétreau and Ringuette, and of Miss Berthe and Miss Allarie, who all hold diplomas, and are very able teachers. These are good schools, but those kept by Miss Coulombe and Miss Beland, teachers of very little ability, are only middling, and have very few scholars. Mr. Ringuette's salary, which is only £45, ought to be increased. At the village, the girls school, kept by Miss Bonnet, a competent teacher, was closed for the vacation, but I already knew this school to be one deserving of praise. This teacher also deserves more than her present salary of £25. The Commissioners, however, seem to be active. I saw in the accounts of the previous Secretary Treasurer, whose place is now filled by Mr. Louis Bonnet, some notable errors, which I pointed out to the Commissioners, and told them to see to the matter promptly: I have since been informed that they had done so and it was settled; there is reason to hope that the books will in future be better kept.

At *St. Didace*, a new school municipality, there are two schools: one is pretty good, the other only middling; the two female teachers have not as yet obtained diplomas, according to the statute. There is more goodwill than skill in the management of affairs; and a great deal would be left undone, were it not for the benevolent zeal of Commissioner Turgeon.

At *St. Paulin* there are three schools; two, one of which at the church is kept by Miss Lambert and the other at Hunterstown, by Miss Ayotte, both of whom are competent and commendable teachers, are pretty good; the third, at Waterloo, was below par, and was not to be continued longer than the year. The Commissioners, collect the monthly fees only in those school districts in which schools are held although I brought to their notice that in this respect they were not fully carrying out the law. The affairs of the office are more honestly than skilfully conducted.

Of the schools at *St. Ursule* I consider three, kept by Messrs. Lefèvre, L'Ami and Béland, teachers holding diplomas, and of considerable ability, as pretty good; I was, however, obliged to request Mr. Béland to teach every day the different branches required by law, which he was in the habit of teaching separately at too long intervals: this appeared distastful to him, but I insisted

upon it, as some of the parents had complained to me of the loss of time occasioned by such a method. The two other schools, kept, one by a mistress, of sufficient ability but too young, and the other by one who has the requisite age but not the ability, I found only middling. Here also the Commissioners have discontinued the monthly fees, although they are well aware that such a course is contrary to law. The books and accounts are extremely well and carefully kept by Mr. J. P. Trudel, Public Notary, the Secretary Treasurer.

In the *Banlieue of Three Rivers* there are no monthly fees levied; and I have not yet been able to bring the Commissioners to divide the monies between the school districts according to the number of children between seven and fourteen years of age, on this account I have threatened them several times, and with this exception they perform their duties well. The three schools of this municipality are very satisfactory, particularly that kept by Miss Lacerte, a competent, and worthy teacher. The two other female teachers are well qualified in all respects, except that one of them is only seventeen years old. The affairs of the office are passably managed by Mr. Aubry, Secretary Treasurer.

In the *Fief St. Maurice* a school is kept at the Forges by Miss Buisson : this must be classed amongst the good schools in my district, and the parents show their appreciation, by voluntarily contributing an amount larger than their share of the grant. This is a new municipality ; there are in it a few persons of education, and its affairs are managed with little skill, but with honesty and sincerity. Besides this there are, at a place called *La Poste des Grès* two independent schools, one kept by Mr. Geoffroy, a Protestant and a native of Europe, the other by a young Canadian Catholic female teacher.

At *St. Barnabe* the four schools in operation were of small importance ; Mr. Bellerive is the only teacher of sufficient ability, and furnished with a diploma, but he seems to have little energy ; the three female teachers are not qualified according to law ; one of them was only thirteen years old ;—this is an abuse. The Commissioners have been warned of the consequences of trifling in such a manner with the law. Mr. Boucher, Notary Public, is Secretary Treasurer, and keeps his books and accounts well.

At *La Pointe du Lac* the Commissioners persist in their old mode of dividing the monies equally amongst all the municipalities, whatever be the number of children, although I have several times pointed out to them the evident injustice and spoliation which it entailed upon the more populous municipalities, who in reality suffer from this system. I found the five schools pretty well kept, especially that of Miss Eléonore Décôteau, who takes a great deal of trouble, and deserves a higher salary, having only £20, while her school numbers 80 scholars : she and two other teachers are competent ; the rest have little instruction, and are under age.

At *St. Sévère* four schools are in operation : that kept by Miss Josephite Gélinas, a competent teacher, is well attended and very satisfactory ; the other three are middling : one of the mistresses has a good deal of ability, the other two have little instruction. The business of the office is carried on pretty well ; it is a new municipality and education is scarce.

The Corporation of the Town of Three Rivers is composed of men of education. They have in Abraham Désaulnier, Esq., Advocate, an able Secretary Treasurer, who is very active in the discharge of his duty. Both schools under control and independent schools are well kept and very popular. In the independent school of the Ursulines Convent there is an elementary course, and the higher branches are also taught in a manner which leaves nothing to be desired : of this the examinations gave ample proof.

The independent academy for boys, kept by Mr. Lawlor, successor to Mr. Lanegan, and attended by about 50 pupils, who do honor to the ability and zeal of their teacher, is a school of which Three Rivers has a right to be proud. It receives from the Legislature an annual grant of £100 currency.

In the Brothers School, divided into four classes, are taught French, English, the rudiments of the sciences, singing, instrumental music, and particularly the principles of religion and morality. In this school four hundred children, whose exemplary conduct is the subject of general admiration, receive instruction in the branches I have mentioned. The Society of Education has obtained from the Legislature, in aid of this institution, an annual allowance of £125 currency, in addition to the grant to the Commissioners.

The mixed English and French school kept by Mr. Feannell, an elderly teacher of sound merit, who holds a diploma, and who counts amongst those who have received their education at his hands many of the most notable citizens, continues to be well attended: this is a useful school, and worthy of encouragement. The salary of the teacher is very small, only £36.

The elementary school for girls, kept by Miss Dupont, deserves honorable mention: not less than 69 little girls, residing on the outskirts of the town, far from other schools, have the means of acquiring instruction of a character satisfactory to their parents, placed within easy access.

The three last mentioned are the only ones under the control of the department.

There are besides in the town two other elementary English independent schools, kept by Miss Macdonald and Miss Thompson; at which from 50 to 60 children receive, I am told, a good education.

At *Yamachiche*, for such schools as they are, there are too many of them. The office business is well managed by Dr. Désauniers, their able and energetic Secretary Treasurer, but he is not supported by the Commissioners. It is disagreeable to me to speak thus of my own parish, but I am bound to tell you the whole truth. There are ten schools under control, of which eight are very middling; the two others are the elementary schools, kept by Mrs. Dufresne at *Rivière-aux-Grasses*, which, all things considered, is very satisfactory; and the fine model French and English school at the village, kept by the Brothers of the Christian Doctrine. Five teachers devote themselves to the instruction of two hundred children, beginning with primary tuition, and taking them past the prescribed limits of model school instruction; religious education, good behaviour, knowledge, sacred and secular, vocal and instrumental music, are all imparted under the able superintendence of Brother Leo, the young Director of the establishment, who was one of the best and most brilliant pupils of the late much regretted Brother Gélisair (first Director of this institution.) An annual allowance from the Legislature, of £50 currency, along with the grant to the Commissioners, and some other sums, serve to support it; but there is urgent need felt of assistance to complete the edifice which, for the accomodation of the numerous pupils, it had become necessary considerably to enlarge, and it is to be hoped that this assistance will be obtained either from the Government or from the Department: this school is about to be erected into an academy.

We also have an independent superior school for girls, kept by the Sisters of the Congregation of Notre Dame, who are equal to the Brothers in zeal, and pretty nearly so in success. There are not, however, so many pupils, the rates being a little higher. About a hundred girls are objects of the most assiduous care and indefatigable zeal of three good Sisters. The Legislature allows £50 a year in aid of this school, and it is not too much.

When the late Mr. Dumoulin after having, as Pastor, *Curé*, administered the parish for 29 years, told us some years before his death that before leaving

us he wished to leave us a monument, which would perpetuate his memory, he was alluding to the founding of these two inestimable houses of education, with which, by his perseverance, energy and self-denial, he succeeded in endowing his much loved parish. From year to year these two fine institutions will keep alive his memory and our gratitude.

The buildings which they occupy are of brick, 80 feet long and two stories high, and are the ornaments of the village of Yamachiche.

I now pass on to the County of Champlain.

At the *Visitation of Champlain*, of four schools in operation, three were not very satisfactory, and the fourth very middling. The law is pretty well obeyed, and Mr. Lamotte, the Secretary Treasurer, manages the office business well, but here, as in many other places, the Commissioners appear apathetic.

The teacher of the principal school holds a diploma, but does not appear to have much ability; two of the female teachers are competent, the other is very poorly qualified. The teacher's salary is only £36, which is not sufficient. I am convinced that with better Commissioners, the parish of Champlain would justify the good opinion which I have always entertained of it.

At *St. Anne de Lapérade* in eight school districts I found only six schools in operation: this number is sufficient for the whole parish, and I strongly advised the reunion of the school district of the Fief of St. Marie to the village, thus forming a district worthy in size and population of the centre of the district. The schools of Mrs. Mayrand and Mrs. Maguire shew considerable progress; the three other schools in the concessions are badly kept: of the five female teachers who keep these schools, three only are competent.

But on returning to the fine village of St. Anne we hasten to enter the large school of Mr. St. Cyr, a young teacher holding a diploma and possessed of real talent, uniting to eminent ability for the duties he discharges, extensive erudition and indefatigable energy; success also, brilliant success, crowns the annual period of his course of instruction. His salary is £90 and, to complete that amount, I say it to the praise of the inhabitants of that village, they know so well how to appreciate the merit of their teacher, that they subscribe every year £24 or £25 over and above the assessments and the monthly fees, which of themselves form a large contribution. Mr. St. Cyr is usually at the head of a hundred pupils of both sexes, to whom he teaches with advantage, the French and English languages scientifically and practically, the elementary branches of education; and advances beyond the limits of those prescribed for model schools.

The Ladies of the Congregation so favorably known in the country, have recently taken possession of a fine two-story stone house in the village of St. Anne, the erection of which is principally due to the zeal and generosity of the late *Curé*, Mr. Brien. The School Commissioners, on their part, have taken measures to introduce here, the course prescribed for academies and followed in the school of Mr. St. Cyr; and thus, from a laudable rivalry between the two schools, great benefit may result not only to St. Anne but to the adjacent parishes.

The books and accounts are remarkably well kept by Mr. David Laflèche, a secretary treasurer, well qualified for the office. The School Commissioners seem to have sufficient respect for the law, but here, as elsewhere, they hesitate about putting some of its requirements in execution.

At *St. Francis Xavier de Batiscan* two schools only were in operation, kept by female teachers sufficiently qualified; other two were on the eve of opening. Mr. Laurant Moreau, Secretary Treasurer keeps in good order the affairs of the office. The School Commissioners levy the monthly fees only in those districts where schools are in operation: this, however, is so much gained, for in preceding years they would not levy any.

At *St. Geneviève de Barisican* the mixed school of Mr. Robertson, a teacher holding a diploma, a man of real merit, is the principal ornament of the village ; for the tuition of at least one hundred pupils Mr. Robertson has but £50 of salary ; he deserves much more.

There are in the concessions of this parish two other teachers, Mr. Rosier and Mr. O'Donnell, both holding diplomas, both educated men, but not at all to be compared with respect to ability for teaching : the first succeeds well, the second very poorly ; their salaries are but small. Besides these a fourth and a fifth school are kept by two young girls of sixteen and seventeen years of age, and not well qualified,

The School Commissioners always refuse to exact the monthly fees, notwithstanding the necessity for their doing so ; they do not appear to be equal to their duties. Mr. Robert Trudel, Notary, who is Secretary Treasurer, discharges well the duties of his office, and his advice would be of great service to the Commissioners, if they were disposed to follow it.

At *St. Mary of Cape Madelaine* only two schools were kept, by qualified female teachers ; these schools, however, can be ranked but as middling. There, there is no payment of the monthly fees ; the Commissioners have but little intelligence and little activity, and the affairs of the office are managed with more honesty than ability.

At *St. Maurice* the law works well enough at present ; at the time of my visit there were five schools, which gave proofs of some progress ; one school master holding a diploma, one competent school mistress and three others but poorly qualified. The salaries are low, but the means of the parish are so likewise ; it is a new settlement. The affairs of the office are managed with strict honesty but with little skill.

St. Prosper.—Three schools of but middling rank are opened in this new parish : they are kept by female teachers, only one of whom is competent. Only a part of the monthly fees have been levied, but I have been informed that the Commissioners now intend to obey the law. The affairs of the office are but poorly though honestly managed.

At *St. Stanislas de la Rivière des Envies*, I found five schools on a better footing than ordinary, and their teachers competent, one of them, Miss Blais holds a diploma and is superior to the others. The two other schools are but tolerable : their teachers neither have the knowledge, nor are they of the age required, one being but seventeen and the other, fifteen. There were heavy arrears of assessments uncollected, the Commissioners have little activity, and the affairs of the office suffer in consequence ; but it seems difficult to make any better arrangement for the present.

You see, Mr. Superintendent, that there is yet a great deal to be done everywhere, before the people can attain that amount of knowledge which the friends of education have in view and earnestly desire. All goes on slowly, as I have already remarked ; although great obstacles have been surmounted and great difficulties overcome, we are still deficient in the means of attaining the ends we are striving for.

I have the honor to be,

Sir,

Your most obedient and humble servant,

(Signed,)

PETRUS HUBERT,

School Inspector.

Report of MR. HUME, Inspector for the County, of Megantic, &c.

LEEDS, 24th October, 1855.

SIR,—I have the honor to inform you that since I transmitted my Report in the month of February last, I have made two general visits of inspection in my district, one in the months of March and April, and the other in the months of July, August and September last. Of the first of these, I had so little additional information to convey, that I made no formal Report thereon.

On the present occasion I shall in the first place proceed to make a few observations upon the state of education in each municipality in my district, beginning with the County of Megantic :

Tring.—In this township there are three schools in operation : in one of these schools in particular the pupils have made very great progress. The teacher (a young female) is well qualified, and has devoted much skill and attention to her task ; in the other two schools the progress of the scholars, although less than in the other, is satisfactory. The School Commissioners in this municipality attend to their duties with assiduity, and their affairs are in good order ; a necessity, however, exists of establishing two more schools in this township which the Commissioners promise to do as soon as school houses in the localities in which they are required can be built.

Forsyth.—In this township there has been only one school during the last year, and as no school had been kept for some time previously, the children were but little advanced. Many of the inhabitants are also poor, and they are scarcely able to raise a sufficient sum to procure the services of good teachers ; two good schools would suffice at present for the whole of this township.

Lambton.—In this township the schools, two in number, are in a very satisfactory state, and the pupils have made a very respectable progress. The children attend regularly, and the School Commissioners and Secretary Treasurer are attentive to the performance of their respective duties.

Allymer.—Only one school has as yet been established in this township, although two more would be required. But as the inhabitants, few in number, are much scattered, and its being a new settlement, some of them are poor : they are not able to raise a sufficient sum to procure the services of the requisite number of teachers.

Broughton.—In this township also the inhabitants are much scattered, and one school only in the most thickly inhabited part of the township has been in operation for the last year.

Leeds.—Five schools have been in operation in this township during the last year, but two of these only during the winter months. The teachers are nearly all very well qualified, and the scholars have made good progress.

Nelson.—In this township two schools have been kept ; they were not, however, numerously nor regularly attended, and but comparatively little progress has been made. The inhabitants in this township are also much scattered, and many of them are poor.

Inverness.—In this township great progress has been made during the last year: seven schools have been in operation for the most part under good teachers, and the pupils have generally made very satisfactory progress.

St. Calixte de Somerset.—In this municipality also satisfactory progress has been made. There are three schools in operation ; in two of them the teachers are well qualified. The school in the village is generally attended by more than one hundred scholars, and has two teachers.

St. Julie de Somerset.—There is as yet only one school in this municipality, which is numerously attended. The teacher is very well qualified, and the

scholars are making good progress. Two or more additional schools are required in this municipality.

Halifax.—Very little has been done in either of the school municipalities in this township: I have reason to hope, however, that a sufficient number of schools will shortly be established, at least in St. Ferdinand.

Ireland.—In this township also very little progress has been made: two schools were in operation during a part of the last year, but at present there are none.

Frampton, (County of Dorchester.)—In this township the progress of education is not very satisfactory; one school is very numerously attended, and has a good teacher, but the others are neither very well attended nor do the teachers altogether possess the requisite qualifications; there is also a deficiency of schools in the township, the Commissioners having found it extremely difficult to procure good teachers. I trust that some improvement will soon be effected, as the Commissioners are very desirous to have a sufficient number of good schools established.

Standon, (County of Bellechasse.)—In this township although there are but few inhabitants, there had for a long time existed a difficulty amongst them with reference to the site of the school house. I am happy to say that this difficulty is now almost removed. The school has been placed in a more central part of the township, and more unanimity prevails amongst the inhabitants.

Having referred to each of the school municipalities separately, I will now offer a few general observations upon the state of education in my district of inspection: although I cannot say that there has been a very great improvement effected since the date of my last Report, yet there has still been a general progress. The majority of the schools had during the last year very good teachers, and many of the pupils had made a very creditable improvement; it will also be seen by the statistical tables which accompany this Report, that the number of children attending school during the last year is rather more than during the previous one.

There is, notwithstanding, still much room for improvement: more schools and in some instances better qualified teachers are required.

I have already, in some of my previous Reports, referred to some of the causes which I conceive retard the progress of education in this locality: the scattered state of the population in many of the townships (so different in that respect from the old parishes) is one great cause, and prevents a great number of children from receiving any education at all, as in many places there is not a sufficient number of children within a reasonable distance of each other to form a school.

It must also be acknowledged that a number of parents do not and will not take a sufficient interest in the education of their children: many of the settlers have been but indifferently educated themselves, and they do not consider it necessary that their children should in that respect be superior to themselves. It is, however, but justice to say that this indifference to education does not uniformly prevail amongst uneducated people; there are many honorable exceptions to this rule.

I am of opinion that there will not be generally any very great improvement in education in many parts of Lower Canada, until a good municipal system be in full operation, and that the whole of the amount required for school purposes, be raised as part of a general assessment.

In a former Report I stated that I conceived the feeling against taxation for local purposes was on the decline, and such certainly appeared to be the case at the time that Report was written.

I now regret extremely to have to say that since the passing of the Lower Canada Municipal Road Act, that feeling has been renewed and now exists in this

quarter more strongly than it did at any former period, nor is it confined to one nationality, a considerable portion of the English population being perhaps more vehemently opposed to it than the French Canadians: so strong is this feeling that I am afraid it will in many places prevent or retard the beneficial working of that Act.

The most intelligent portion of the community of both classes are desirous of putting the law in operation, but as the majority of the people in most cases are opposed to it, a considerable time, I am afraid, will elapse before it will be generally and effectually adopted throughout the country.

I have always been of opinion that the school system would work more efficiently, and be productive of greater benefits, if the whole sum required for school purposes were raised by assessment, instead of by voluntary contribution; but I fear that the attempt to enforce this would occasion the schools in many of the municipalities to be closed.

I conceive therefore that it would be advisable to continue to permit for some time longer the substitution of voluntary contributions in lieu of assessment, until the inhabitants of the country become more favorably disposed to the efficient operation of municipal institutions.

The difficulty of procuring good teachers has also prevented many schools from being in operation which might otherwise have been well attended, the rate of remuneration generally given to teachers not being sufficient to induce qualified persons to accept such situations, when almost any other employment is found to be more lucrative.

In the municipalities settled by French Canadians, this deficiency of teachers is perhaps less felt than in those which are settled by a population speaking the English language, as in the former places female teachers are generally employed, and at a lower salary than a well qualified male teacher would accept of.

I am happy to have it in my power to say that the greatest number of these female teachers devote the whole of their attention to the performance of their duties: many of them are well qualified as teachers, with the exception perhaps of not possessing a sufficient knowledge of arithmetic, and in this branch the pupils in the French schools are generally less advanced than those in the English schools. In the other branches, however, the pupils in the former schools appear to make fully as much progress under female teachers as they do in the latter, under even qualified male teachers. There are no teachers in my district having diplomas. The loss of time and expense consequent upon going to Quebec for the purpose of undergoing an examination has prevented many of them from seeking to obtain them. I have, however, no hesitation in saying that the majority of the teachers in my district are capable of sustaining in a creditable manner the required examination.

During the last year many of the settlers in this locality have labored under great difficulties. There had been a partial failure of the crops, and there were but few settlers who had not to purchase more or less provisions for their families. The high prices which they had to pay for these provisions taxed to the utmost extent their available means, and from this cause many of them were unable to pay, at the required period, their contributions for school purposes, which had the effect in some instances of delaying the transmission by the Commissioners of the School Reports beyond the usual time, and in a few instances in which the inhabitants were poor, the Commissioners were unable to raise a sum sufficient to equal the Government grant. I trust these difficulties will not be so much felt during the present year.

In concluding my Report it affords me much pleasure to say that the School Commissioners in every municipality within my jurisdiction have on all occasions

without any exception been anxious to co-operate with me for the advancement of education, and have been always ready to listen to and act upon any suggestions I conceived it my duty to make.

I am also much indebted to many of the Clergy for the kindly feeling which they have manifested towards me, and for the assistance I have received from them in the performance of my duties.

I transmit along with this Report the statistical tables, which I have endeavoured to fill up with as much care and attention as I was capable of bestowing upon them.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed,)

JOHN HUME,

School Inspector.

Hon. P. J. O. Chauveau,

S. E.

Report of MR. LANCTOT, Inspector for the Counties of Laprairie, Napierville, Beauharnois, &c.

SIR,—Those who have truly at heart the progress of education among the people, especially if they have been called to assist in the work, encounter a strong temptation when they have to give an account of the true state of matters. It is difficult for them to avoid taking more or less their wishes for realities, and a sentiment in itself commendable inclines them to robe the picture in colours too brilliant.

For us, among whom popular education is still in the cradle, who are as yet in that vast enterprise, at the period of experiments and disappointments, it is of the utmost importance to be informed of the truth. This is the principle which has guided me in all my preceding Reports and which will guide me in this.

It must not be inferred from these observations that I co-incide in the opinion of those turbulent spirits who regard everything through the prism of their own ideas, and whom even perfection would not satisfy, unless they could attribute the merit of it to themselves. Our system of common schools has, without doubt, produced great advantages. Under its auspices a considerable number of school houses have been built, and thousands of children have learned and are at present learning three things, the knowledge of which ought in this age to follow next to that of God and religion, I mean reading, writing and the rudiments of reckoning. Yet more, it has proved to the people that by a wise and well matured law, instruction may be procured for their children without any great expense. It has improved a system introduced with great difficulty, and which has now gained the support of enlightened men. In fine, it has verified the words of an ancient classic author: *Dimidium facti habet qui incipit*.

But, if it is no more than justice to acknowledge that our school system has been productive of considerable benefits, is it not equally just to deny that it has attained the degree of efficacy which we have a right to expect? I think that at present there is but one opinion on the subject amongst those who take a special interest in it, and what is more the remedy required seems to be as well known as the evil itself.

You, Sir, however, understand this better than any one else, for it is known that popular education was one of your principal studies long before you were called to occupy the high position to which the voice of the whole country so readily

acknowledges your title. If nevertheless you should desire to know my ideas in this point, I shall tell or rather shall repeat to you what has already been often suggested, and of the necessity of which the experience of several years has clearly convinced me :

1st. We must have teachers far better qualified than are the greater part of those employed at present, and for this purpose we want two normal schools, one at Montreal and the other at Quebec.

2nd. We must have at least one secondary school or academy in each county, and one model school in each parish. These schools, it is well understood, cannot support themselves without the aid of a special grant.

Besides the principal advantage of these superior schools, that of giving a better education than the elementary schools, a practical education which should only be excelled by that received in educational establishments of the highest order, there would be the forming of qualified teachers, an advantage which would do away with the necessity of our having more than two normal schools.

3rd. We must have class books different from those which are at present generally in use in our schools, that is to say, such as the National School Books, or even those books translated. The books at present in use can only serve for an education purely religious.

4th. An augmentation which will at least double the present grant of the Legislature.

5th. A Council of Education, composed of the Superintendent and at least some of the School Inspectors, having the right to make regulations for the government of schools, the choice of the books to be used, and of those to be given as rewards to the scholars at the public examinations ; the keeping correctly the accounts of the municipalities, &c., and with the necessary power to enforce these regulations.

6th. A more efficient superintendence of schools : 1, by means of Commissioners who have themselves had the benefit of some instruction ; 2, by means of School Inspectors sufficiently remunerated to permit them to devote themselves exclusively to this hard task.

7th. Many changes in the details of the law, that is to say : a prompt, easy and inexpensive judicial process for the collection of rates and the ejectment of discharged teachers from houses belonging to the Board of Commissioners. Within the last few months two instances occurred of teachers who, though regularly discharged, persisted in retaining possession of the school houses in spite of the Commissioners, and thus occasioned a great deal of trouble in the locality.

I dwell, Sir, on these reforms, because they are the most important.

I have now a few words to say respecting the manner in which, particularly in my district of inspection, the law is carried out.

Taking as a whole those schools the supervision of which has been entrusted to me, I must say that during the last year very little progress has been made. Moreover, I do not think that we can indulge the hope of greater, whatever may be the zeal of the other functionaries, unless we begin by having better teachers. The gradual diminution of the share of the Legislative grant coming to the ancient parishes, the difficulty of collecting the rates by a law which, in extorting five shillings or even less from a poor rate-payer, imposes on him costs amounting to ten, puts it out of the power of the Commissioners to give sufficient salaries to teachers ; many of them have already on that account given up teaching, and their places are filled by young girls. Thus we have no competent teachers of either sex, and parents have so little confidence in them that they manifest great indifference about sending their children to school.

Besides this the Inspector strives in vain to prescribe to the teachers a better method of managing their schools. Little heed is generally paid to his sugges-

tions or his advice. Too much is taught by rote, and the judgment not sufficiently called into exercise. The pupil is not brought to understand properly what is taught him, and no attempt is made to explain it to him in familiar language. The younger scholars are neglected, being merely called up to read four or five minutes in the forenoon and in the afternoon, and neither learning to write, to reckon, nor any other branch which at their age they might learn. In fine, there is still great neglect of the means which common sense might point out, to inspire the pupils with a love of school and of study.

Nevertheless I have made it a point that the best, or rather the least incompetent among teachers of both sexes should be employed. All have passed through an examination, either before the Board of Examiners or before myself; all possess a certain amount of knowledge; but it is the experience, the taste, or the skill in teaching which is generally wanting.

The schools are pretty well supplied with geographical maps: but they are still deficient in furniture, and the children are much in want of books, paper, and other necessary articles. I have every where endeavoured to induce the Commissioners to purchase these articles at the expense of the municipalities. The school houses generally are in bad order, owing to faults in their construction.

It is much to be desired that the Secretary Treasurers would adopt one uniform method of keeping their accounts, and that that method were simple and clear. There are many amongst them whose accounts it is difficult to understand, and their obscurity give rise to murmurs and distrust. I have succeeded in some parishes in getting a method adopted which is, it seems to me, of a nature to satisfy every one. But no method, not the best it is possible to find, will become universal till it be introduced by that authority which has a right to command its adoption.

There prevails every where great pecuniary difficulty, and not less than eight superior schools in my district would have fallen victims to it, had it not been for the special aid afforded by the Legislature.

In some parishes literary societies which promised well have been established. that of Laprairie is regularly incorporated, and already possesses, thanks to the liberality of the Legislature, to the zeal of its members, and to the co-operation of the friends of education in this parish, a library composed of at least three hundred instructive volumes. The reading room is supplied with almost all the journals of the country, and is become a centre of reunion for the youth of the neighbourhood. Many public lectures have already been given under the auspices of this society, and on the day of its fourth anniversary a numerous audience assembled to hear some of its members demonstrate the inestimable advantages of education.

If the Legislature should think proper to vote a certain sum for the establishment of public libraries, there is no doubt that many would be formed throughout the country.

And now, Sir, I have but one sole observation to make: it is that everywhere there is an earnest desire for reform in our system of education; everywhere there is a desire for the diffusion of knowledge. But experience has proved to us the inefficiency of the means till now employed. It is evident that the schools produce but a small proportion of the good expected from them, and for that reason, better schools are demanded.

The people, impatient for enlightenment and reform, rely, Sir, doubtless with a well founded hope, on the great talent of the first officer of the educational law,

expecting that he will discover the defects of that law, and procure for them one which shall assure to them the object that they have so much at heart.

Beleive me,

Sir,

Your most and humble obedient servant,

(Signed,) M. LANCTOT,
School Inspector.

Extract from the Reports of Mr. LESPERANCE, Inspector for part of the County of Gaspé.

St. Anne des Monts and Cap Chat, in the County of Gaspé, are the only two municipalities under my superintendence. This year there has been only one school in operation. Others might have been opened, if the small pox had not, from the beginning of the month of November, made great ravages amongst the children in these places. The extreme poverty of the families settled there, and their isolation from the populous parts of Lower Canada, are causes which will, for a long time yet, prevent the advantageous operation of our education laws.

The school above mentioned is attended by 32 children of both sexes, divided into three classes: the first contains 11 pupils, of whom 4 are boys and 7 girls, and who are studying all the branches comprised in the "*Guide de l'Instituteur*," "Reader," "*Devoir du Chrétien*," and manuscript exercises.

The second class also contains 11 pupils, 7 boys and 4 girls, who cannot yet read fluently, and are only learning spelling and the elementary lessons of the "*Guide de l'Instituteur*," and are just beginning to write.

The third class is composed of 7 boys and 3 girls, all beginners. The *syllabaire*, spelling book, is used in this class.

Extracts from the Reports of Inspector MAURAUULT.

July, 1855.

The law has been satisfactorily carried out in all the municipalities of this district, except at St. Zephirin and St. Michel d'Yamaska. In the former municipality the recent election of Commissioners gives reason to hope that there will soon be several schools in operation. At St. Michel there will never be a school until the ex-Secretary Treasurer Fourquin be obliged to render his accounts.

It is very painful to see a parish like St. Michel, with a population of nearly 3000 souls, inferior to none other in its agricultural productions, its commerce and industry, where there is a fine and well built village, and all the elements of an agreeable and enlightened society, remain the last without a single educational institution, and without giving the least sign of intellectual life. Thanks to the Rev. Mr. Boucher, the *Curé*, and to Mr. Commeault, the Notary, the same thing cannot be said of the neighbouring parish of St. David.

In the whole of this inspection district, the Commissioners are now exerting themselves to obtain schoolmasters or schoolmistresses holding diplomas. There is progress in this respect; but there is very little in the selection of books, which ought to be settled once for all by the department.

On all sides the people are asking for parochial libraries, at the same time declaring that they are willing to subscribe as much as, or more if it be necessary, than the sum which might be obtained from Government. One of these

libraries, established at Gentilly, has already done much good ; and, as there is now in every family some one able to read, there is hardly a house where the books do not circulate, always leaving a useful and agreeable trace of their passage.

December, 1855.

* * * * *

At your request, I transmit you the names of five persons, in my opinion, fit to be appointed School Commissioners for St. Michel d'Yamaska.

Two new schools have just been established at St. David : these bring the number up to nine, which are all kept on an excellent footing. If anything could have an effect upon the inhabitants of St. Michel, it would be the example given them by their neighbours. It is proposed at St. David to build several school houses.

At St. Thomas de Pierreville there is improvement in the female teachers, but the school furniture is very poor : no geographical maps, and in some of them not even desks or benches.

The zeal of the Commissioners of Baie du Febvre does not flag, and in my presence, they have just decided, to buy a spacious brick house for the purpose of opening a model girls' school.

Since my last Report, there have not been less than five schools founded at St. Zephirin : those which I have been able to visit are well conducted. Mr. Crepault, one of the Commissioners, and Mr. Nault, Secretary Treasurer, both deserve praise for their zeal and activity. It is proposed to levy a special rate for building school houses, in order to draw the £25 promised by Government.

There are several schools at St. Monique ; but every thing must languish as long as the Commissioners trust to voluntary contributions.

Nicolet possesses, besides its college, a superior school for girls and a model school for boys ; but the furniture of the other schools leaves still a great deal to be wished for.

The schools of St. Pierre les Becquets have made great progress ; but it is surprising that in so large a parish there should be only three school houses. That in the village, which is occupied by a considerable number of children of both sexes, is far too small, and ill corresponds with the superb dwellings which surround it.

Report of Mr. MEAGHER, Inspector of Schools for the Counties of Bonaventure, and part of Gaspé.

CARLETON, 20th March, 1855.

* * * * *

SIR,—

I visited all the schools during the months of December, January, February and a part of the present month of March, and would beg leave to observe that much of my time was occupied in adjusting difficulties between the School Commissioners, Teachers, and Secretary Treasurer, as well as complaints made by the rate-payers. And before proceeding, I have also to state that I was unable to procure in some of the municipalities all the information requisite to enable me to fill up the statistical tables which accompany this Report, so accurately as I could have wished. These arose, in some instances, from the loose manner in which the registers and books of several of the Secretary Treasurers were kept, and in other instances from the want of school journals.

I regret to say that the state of education is very backward in this district, more particularly in the County of Gaspé. There are some schools in operation

and also some good teachers ; but they are few, compared to the wants of the district ; great indifference being manifested by many of the inhabitants about the school law, and much opposition to the system of assessment. One great cause prejudicial to the interest of education in this district is the difficulty of procuring competent teachers, the poverty of the inhabitants and the great reluctance to forced contributions, together with the difficulty in many of the municipalities of securing Commissioners who have the will or power to put the law in force, the Government grant being so small that, when apportioned among the school districts, the proportion would only be from £5 to £10 to each teacher, in money, and the balance of his salary he is obliged to take in farm produce at very high prices. In the County of Gaspé, however, the inhabitants are more hostile to the working of the school law than those in the County of Bonaventure. The schools that are in operation in the former are kept up by voluntary contributions, and receive their proportion of the Government grant.

I must admit that I was everywhere received with much respect and attention, and I have endeavored by my advice and counsel to better their position. Many of the School Commissioners and the leading gentlemen (friends of education) in the district have promised to assist me in forwarding the cause. I thereby anticipate, on my next inspection tour, to find the school law working well in those municipalities where I found it opposed.

The following is a statement of my visit to each municipality, shewing the state of education throughout, commencing at the western extremity of the

COUNTY OF BONAVENTURE.

1st. *Townships of Metapédia and Ristigouche (united).*—This municipality is divided into five school districts ; only three schools were in operation at the time of my visit : they are kept by men who are paid by the inhabitants by voluntary subscription and with the Government grant, which is generally divided among the schools in operation. No registers have been kept, nor school journals, merely memorandums. The Commissioners have promised to put the assessment law in operation forthwith, and keep a register.

2nd. *Township of Mann.*—This municipality is divided into two school districts ; no school in operation. They are now at work finishing a school house ; and having been furnished with the property valuation, have advertised for the collection of the assessment. I was requested to attend a public meeting last month ; many persons who refused to pay were present. I read and explained the school law to them ; they then appeared satisfied and willing to pay up their assessments. I am in hopes that one school will be in operation in May next.

There is a tribe of Micmac Indians in this municipality. The chiefs thereof invited me to a meeting in December last, where I was requested to write to Colonel Napier, Superintendent of Indian Affairs, praying for assistance to build a school house, and to which I have since been favored with a satisfactory reply. They intend commencing to build a school house immediately. It is to be hoped that the Government will also assist them by granting a sum to enable them to support a teacher.

3rd. *Townships of Nouvelle and Shoolbred (united).*—There are eight school districts in this municipality, but only one school is in operation, which was commenced in November last, and is kept by a female ; the age of the teacher is fifty-six ; number of pupils, 21, all beginners ; consequently no progress could be ascertained. A male teacher was engaged in December last by the Commissioners, but the inhabitants refused to send their children to school. The difficulty is not yet settled. In this municipality the greater part of the school rates has been collected ; the School Commis-

sioners having sued all the defaulters, much difficulty thereby has been created between the rate-payers, Commissioners and Secretary Treasurer. The matter, however, is settled, and two schools are now in operation, to be opened about the end of this month.

4th. *Township of Carleton*.—In this municipality there are three school districts; two schools in operation, Nos. 1 and 3, wherein both languages are taught, the children making great progress; examinations are satisfactory. There exists much difficulty in this township to get the people to pay up their assessments; a large amount of arrears is still due.

5th. *Township of Maria*.—There are five school districts in this municipality; three schools in operation, one male and two female teachers. These schools are well attended; the children are making much progress, and are well provided with books, the Commissioners having imported a supply from Montreal last season; and the people pay their rates cheerfully.

6th. *Township of New Richmond*.—This municipality is divided into six school districts; three schools are in operation, one male and two female teachers, Nos. 2, 5 and 6; Nos. 1, 3 and 4 are vacant. School No 5, kept by Miss Rachel Fallow, is well attended, and the children making rapid progress. No 6, kept by Mrs. Meekle, has not been long enough in operation, to judge of the improvement made by the pupils, they being all beginners. In No 2, kept by Mr. Andrew Clark, since last November, the pupils are beginning to make progress. Result of examinations, however, very satisfactory throughout. In school district No. 2 there is a dissentient school, but it has not been in operation for a year past. A number of dissentients are anxious to abandon the dissent and join the schools under the control of the Commissioners. I am to meet them and their Trustees shortly on the subject, and have no doubt the dissent will be abandoned.

7th. *Township of Hamilton*.—In this municipality there are five school districts; three schools in operation. No. 2, kept by Genevieve Poirier, is an excellent school, and the children are improving rapidly. The funds of the corporation in this municipality are in a flourishing condition, as you will perceive by the table of monetary affairs: this is owing to the great interest taken in the cause of education by their worthy *Curé*, the Reverend J. L. Alain. All the teachers have certificates from the late Inspector.

8th. *Township of Cox*.—This municipality is divided into four school districts; three schools only, however, are in operation. Nos. 1 and 3 are good schools, and the children improving rapidly; the teachers are good; result of examinations very satisfactory. No. 2 having only been in operation for a short time, I could not judge of its merits. The teachers from Nos. 1 and 3 have certificates from the late Inspector.

9th. *Township of Hope*.—There are two school districts in this municipality; one school in operation in No. 2, kept by Mr. Wm. Leek for several years past; examination very satisfactory. No. 1 has been vacant for the want of a good teacher for a few months past; but I understand that one is now engaged.

10th. *Township of Port Daniel*.—There are two school districts herein, and three schools in operation; result of examination satisfactory.

This finishes the County of Bonaventure. I then proceeded to the eastern extremity of the

COUNTY OF GASPE,

under my jurisdiction, and commenced with the municipality of

Fox and Griffin Cove.—It is divided into two School Districts, but no school in operation under the law. There is a person keeping school at Fox River for the winter, who has consented to receive the Government allocation for his pay-

ment. The inhabitants have resisted the school law, but have promised to put the schools in operation before my next visit.

Municipality of Cap des Rosiers.—In this municipality there are three school districts; two schools in operation under the voluntary system, the teachers receiving the amount of the Government grant among themselves.

Municipality of North Gaspé and Sydenham.—There are two school districts in this municipality; but one school in operation under the voluntary system, the teacher receiving the amount of the Government aid.

Municipality of South Gaspé.—In this municipality there are no schools in operation, nor do I know how many school districts there are, owing to the late Secretary Treasurer, (to whom I applied for information,) refusing to give me the same.

Municipality of York and Haldimand.—This is but a new municipality, the Township of York having been but lately detached from South Gaspé, and united to Haldimand: it is divided into two school districts; one school in operation. In York proper, the people are very desirous for a school, but state that the aid from Government being so small, and being in poor circumstances, it is impossible for them to support a teacher, unless they receive an additional aid from Government. The school at present in operation is kept by a very competent teacher; 32 scholars in attendance; result of examination good.

Municipality of Douglas.—Is divided into two school districts; but no school in operation. I visited school house No. 1, and must say it is an excellent building 36 x 24 feet, divided into three apartments; the school room furnished with benches, black board, &c. The school house in district No. 2 is partly finished. The person who had been acting as Secretary Treasurer while the schools were in operation informed me that he had a balance of £5 in his hands for the finishing of No. 2. I expect before my next visit both schools will be opened and in operation.

Municipality of Malbay.—There are two school districts; one school in operation, kept by Nicholas Hubert, who resides in the school house, keeping an independent school for the last three years; has received no part of the Government grant; as he is a good teacher and highly recommended, he is entitled to the consideration of the department. Several gentlemen of this municipality called on me, who were very desirous that the schools should be put into immediate operation, and placed under the control of Commissioners; and since my return home I learn that Commissioners have been appointed, and the School Reports forwarded to you, at which I am highly pleased.

Municipality of Percy.—This municipality is divided into three school districts; three schools in operation. At the time of my visit, it happened to be during the jubilee days; I therefore had no opportunity of examining schools Nos. 1 and 3, the children being absent. The teacher of No. 1 informs me that he has a diploma, and I am told he is an excellent teacher. I examined school No. 2, kept by Mr. Tilly, of Cape Cove, and found the pupils making great progress.

Municipality of Grand River.—There are two school districts; one school in operation. I visited school No. 1: pupils, 33 in number; examination satisfactory. School No. 2 is to be put into operation in the spring of this year.

Municipality of Newport and Pabos.—No school in operation in this municipality; the inhabitants are anxious for schools, but are not able to support them, owing to their poor circumstances. School Commissioners were elected last July; and I flatter myself that schools will soon be established, there being a great anxiety on the part of the parents towards the well-being of their children.

The foregoing Report will, I have no doubt, be found defective in many respects, but I trust my next will be more satisfactory, and the statistical tables better

filled up, should care be taken to establish schools where there are none, and where they are required, and the children be made to attend them.

You will observe that all the schools in the County of Bonaventure, with the exception of those in the townships of Metapediac and Ristigouche, are supported by rates and assessment, which is not the case in the County of Gaspé.

During my visit to the different schools in operation, I found many of the children read very well, and understand the elements of grammar; some few of the teachers teach the branches prescribed for model schools, but, for want of a Board of Examiners in the County of Bonaventure, they (being teaching therein) are unable to obtain diplomas to keep such schools. As to the ages of the teachers, they are from 23 to 65; the females 18 to 30; the unmarried from 18 to 45. All the school houses are in very good order. There is a great deficiency of books and stationary, which, however, cannot be easily procured in several parts of this district. I have advised the Commissioners to make an attempt to form a fund for the purpose of procuring the same, and I expect ere long that such will be the case.

I have the honor to be,

Sir,

Your obedient servant,

(Signed,) JOSEPH MEAGHER,
School Inspector.

RECAPITULATION of the Statistical Tables accompanying the Report of Joseph Meagher, Esquire, School Inspector, for the District of Gaspé, 15th March, 1855.

Scholaires Municipalities.

County of Bonaventure.	{	1.—Metapediac and Ristigouche.
		2.—Mann.
		3.—Nouvelle and Shoolbred.
		4.—Carleton.
		5.—Maria.
		6.—New Richmond.
		7.—Hamilton.
		8.—Cox.
		9.—Hope.
		10.—Port Daniel.
County of Gaspé.	{	1.—Fox and Griffin.
		2.—Cap des Rosiers.
		3.—Gaspé Bay (North) and Sydenham.
		4.—Gaspé Bay (South.)
		5.—York and Haldimand.
		6.—Douglas.
		7.—Malbay.
		8.—Percé.
		9.—Grand River.
		10.—Newport and Pabos.

School Districts.

Number of school districts in all the municipalities..... 64

Schools.

Number of schools in operation under control of the Commissioners... 31

Description of Schools.

Number of elementary schools kept by men.....	24
“ “ “ “ “ married women.....	4
“ “ “ “ “ girls.....	3
	— 31

Teachers.

Number of teachers having certificates :	
Male teachers.....	10
Female “	2
	— 12

Children.

Number of children between the ages of 5 and 16 years attending the schools, as taken from the School Journals and Lists kept by the teachers:

Boys	567
Girls.....	494
	—1061
Of French origin.....	501
Of British origin.....	560
	—1061

Total number of boys and girls under control of the School Commissioners assembled at the time of the visit of the Inspector,	1061
Number of children between the ages of 5 and 16 years not attending schools, as received from the different School Commissioners,	4025

Attendance.

Ordinary term of attendance at the schools, for boys, 9 months.	
“ “ “ “ “ girls, 9 “	
“ “ “ “ “ in summer, 4½ “	
“ “ “ “ “ in winter, 4½ “	

Salary.

Average rate of salary paid the teachers :	
Males	£40 per annum.
Females	25 “

Classes.

1st Class.....	372
2nd “	228
3rd “	229
4th “	206
One school not classed.....	26
	—1061

Books used by the classes for reading, viz : French and English Alphabet, Universal Spelling Book, *Devoir du Chrétien*, English Reader, *Instruction de la Jeunesse*, Irish National Class Books, *Nouveau Testament Abrégé*, English Bible, and New Testament, McCulloch's Elements of the English Language, *Guide de l'Instituteur*.

Arithmetic.

The Books used are Bonnycastle's, Walkington's, Gray's, and the Tutor's Assistant.

Number of children in simple rules.....	206
“ “ compound rules.....	96
“ “ rule of three, and further.....	61

Total in arithmetic..... 363

Grammar.

Number of children learning the French.....	17
“ “ “ “ English.....	26
“ “ “ orthography.....	14

Total..... 57

Examinations and Visits.

One public examination by the Commissioners in June and December, throughout the County of Bonaventure ; in Gaspé, none.

Visits.—One by the Inspector during his late tour of Inspection ; by friends of education, none.

School Houses.

Number of school houses built of wood.....	47
“ “ “ “ “ one story.....	45
“ “ “ “ “ two stories.....	2
“ “ “ “ “ having one apartment....	37
“ “ “ “ “ “ several apartments..	10
“ “ “ “ “ “ benches and tables..	38
“ “ “ “ “ “ black boards	9

Average dimensions of School Houses.—Four of 50 feet in length, 28 feet in breadth ; the remainder 24 x 30 feet.

Ground.

The extent of the school ground is in general from one half acre to one acre in superficies, for the use of the teacher.

Monies.

Amount remaining in the Secretary Treasurer's hands....	£328	2	11½
Amount due by the rate-payers or contributors.....	412	10	6
Amount due by the School Commissioners.....	231	12	0½
Amount of the Legislative Grant.....	646	19	6
Amount of local school contributions.....	850	16	5

(Signed,) JOSEPH MEAGHER,
School Inspector.

CARLETON, 17th December, 1855.

Honorable P. J. O. Chauveau,
Superintendent of Education,
Montreal.

SIR,—In compliance with the instructions addressed me by your predecessor, of date the 1st of June last, I have now the honor to transmit to you my second Report on the state of education within my jurisdiction, with an extract from the statistical information received during my tour of inspection, in duplicate. I com-

menced my operations in the month of June and finished in August, beginning at Fox and Griffin, the most eastern municipality therein. I would have commenced earlier, but was prevented doing so by particular instructions received by me from the late Superintendent at different times, in arranging difficulties between the School Commissioners, rate-payers and Secretary Treasurers of the united townships of Shoolbred and Nouvelle, Mann and New Richmond, all of which, I am happy to state, have been amicably adjusted, and the difficulties surmounted. I regret to remark that at the time of my visits through the County of Gaspé I found but six schools in actual operation in twenty-one school districts, owing to the people being at that time busily employed at the fishery, and the greater part of the children assisting their parents; and I likewise found a great difficulty in seeing any of the School Commissioners.

The following is a statement of my visits to the different municipalities, beginning with the

Municipality of Fox and Griffin.—On my arrival at Griffin Cove, after having travelled on foot from Grande Grève (in the municipality of Cap des Rosiers,) over the mountains and along a rocky shore, there being no road I found, to my regret, no schools in operation, the inhabitants being in the height of their fishing business, and the children assisting their parents. There is one school house at Fox River, and a teacher engaged to commence so soon as the fishing business would permit. This school is supported by voluntary contribution at Griffin Cove; the inhabitants are much opposed to the school law, and resist the assessment.

Municipality of Cap des Rosiers.—Found no school in operation; the teacher of the one in operation at the time of my first visit having accepted a situation in the Customs Department, had given up the school; at this season of the year the people are also busily engaged at the fishery, and requiring the assistance of their children, the schools are entirely neglected. I could not have an interview with the School Commissioners. I, however, met with the Secretary Treasurer, who gave me a reference to his books. The schools which have been in existence were supported by voluntary contribution.

Municipality of Gaspé Bay (North) and Synenham.—No schools in operation at the time of my visit.

Municipality of Gaspé Bay (South)—At the time of my visit the School Commissioners had engaged a teacher, but finding him too young to have any control over children, he was discharged. I called on the Rev. Mr. Delemar, the President of the School Commissioners, who was very desirous to have schools in operation. I then called on Mr. Joseph Eden, the Secretary Treasurer, who gave me reference to the books of the Corporation, with a full statement of the school affairs from the year 1848. All old difficulties were amicably arranged, the Commissioners promising to do their endeavors to have the schools put into operation. Since my return home I have been informed by them that one school had been opened, and the assessment law put in force.

Municipality of York and Haldimand.—Only one school in operation, kept by an elderly gentleman of over 60 years. I visited the school, accompanied by several gentlemen, and I found it very superior, the teacher having an excellent system; those visitors and I were highly pleased to find the children making great advancement, and at the manner in which the school house is kept, as to cleanliness and good order: this school is supported by voluntary contribution.

Municipality of Douglas.—Only one school in operation, kept by an elderly lady, Mrs. Johnston, assisted by her grand-daughter. I visited this school in company with the Rev. Mr. Fafard, the Catholic Priest, and we were highly pleased with the system of teaching adopted by Mrs. Johnston, and the good order of the school. The Commissioners were all absent on a fishing voyage.

Municipality of Malbay.—There are two school districts in this municipality; but one school in operation, kept by a man of over 60 years of age: the school is supported by voluntary contribution. At the time of my visit I found only eight children, the elder being employed assisting their parents. The teacher, Mr. Hubert, is a person highly recommended, and well qualified to teach.

Municipality of Percé.—There are three school districts; two schools, however, only, in operation, but at the time of my visit a vacation had been given, to allow the children to assist their parents at the fishing business. Several of the inhabitants of the Island of Bonaventure met me at Percé, and requested me to visit, the island and assist them if possible in establishing a school; they complained (with reason) of never having received any benefit from the School Corporation of Percé. In accordance with their wishes I visited the island, where I was cordially received by the inhabitants, who were highly delighted at the prospect of having a school on the island. They immediately called a public meeting, whereat the sum of £30 was subscribed, and a teacher engaged forthwith, I having promised them to represent their wants to the Education Department, and to use my endeavors in recommending their circumstances to Government for assistance. The Island of Bonaventure being in a manner insulated from the municipality of Percé, it is impossible for the children, particularly in the winter season, to attend the schools at Percé, the distance from the island to the main land being over three miles. I would therefore recommend that the Island of Bonaventure be formed into a new and distinct municipality from Percé for school purposes; for so long as it remains united to Percé no benefit whatever will be derived from the Government allocation.

Municipality of Grand River.—There are two school districts therein; only one school at the time of my visit in operation, with a good teacher; the examination thereof very satisfactory. Called on the Rev. Mr. Desjardins, the President of the School Commissioners, and examined the accounts of the Secretary, and found them kept very correctly.

Municipality of Newport and Pabos.—No schools in operation nor any school houses built, the inhabitants being too poor to do so without an aid from Government. Several of the inhabitants called on me, and expressed a great desire to have schools established.

COUNTY OF BONAVENTURE.

Municipality of Port Daniel.—At the time of my visit there was but one school in operation, kept by Mr. Muir, who holds a diploma; the examination of the school proved very satisfactory. The teacher, however, having finished his engagement with the School Commissioners, was about leaving the school; consequently it will be closed until another be provided. I examined the books of the Secretary Treasurer, and found them kept in a very orderly manner.

Municipality of Hope.—There are two school districts therein, and a school in operation in each. Examined the school No. 2, kept by Mr. Leek, which was well attended, 35 pupils being present; the examination very satisfactory. The teacher complains he has not received his proportion of the Government grant for the last year and a-half, owing to the assessments not being collected by the Commissioners in due time. Visited school No. 1, kept by Mr. St. Croix; found a large attendance of scholars, say 68; the examination good.

Municipality of Cox.—There are three school districts; two schools at the time in operation. No. 1, kept by Mr. Decan, an excellent teacher, holding a diploma, and teaching both the French and English; 51 children were in attendance, who on examination acquitted themselves to my satisfaction. No. 3, kept by Mr.

McCoubey, was attended by 47 pupils ; the examination good ; the teacher having a certificate from the Inspector.

Municipality of Hamilton.—In this municipality there are five school districts ; but only one school in operation at the time of my visit ; (since my return home, however, another has been established.) School No. 1, kept by Madame Poirier, an elderly lady, is very superior ; the result of the examination good. Called on the Secretary Treasurer, and examined the books and accounts of the School Corporation : found the state of the school funds in a most flourishing condition, more so than any other school municipality in the district of Gaspé. The accounts exhibit a balance in hand of £111 3s.

Municipality of New Richmond.—Is divided into six school districts ; two schools in operation. No. 2, kept by Mr. Clark, was attended by 36 children, the Commissioners and several school visitors being present ; the children gave great satisfaction by their improvement. In this district (No. 2) a dissentient school had been founded some years ago, but not having been in operation for some time past, the majority of the children belonging to that class of dissentients are now attending the school kept by Mr. Clark. I have advised the dissentients to abandon the dissent, and join the Commissioners ; several of them were very desirous of doing so ; but others refusing. I understand lately that they have engaged a teacher, which I regret to say will be the means of breaking up both schools, the inhabitants being too poor to support *two* in one school district, the distance between school No. 2, and the dissentient school not being over four acres. I am to meet the Commissioners with the Trustees, and hope to be able to make such an arrangement as may be beneficial to both parties. I next visited school No. 4, kept by Mr. Morris ; found a large attendance of children, say 72 ; this school, however, having only been opened but a few weeks ago, I could not judge the progress made by the scholars. I examined the accounts of the Secretary Treasurer, and found them correct and satisfactory.

Municipality of Maria.—No schools in operation, the Commissioners not being able to provide efficient teachers.

Municipality of Carleton.—This municipality is divided into three school districts ; no schools in operation since the first day of May last, for the want of teachers ; since August three schools have been in operation. Examined the accounts of the Secretary Treasurer, and found them satisfactory, but a large amount of arrears of assessments and school fees remaining due. I have urged upon the Commissioners to proceed against all rate-payers indebted for school rates forthwith.

Municipality of Nouvelle and Shoolbred.—No schools in operation at the time of my visit, there having been much difficulty existing between the Commissioners and rate-payers ; as also complaints against the Secretary Treasurer, which complaints were forwarded to the late Superintendent, who returned them to me with instructions to investigate the whole matters of complaint ; whereupon I had to attend several meetings, and after much trouble succeeded in adjusting the whole of these difficulties and complaints. The Township of Nouvelle being now separated from Shoolbred for school purposes, will for the future prevent any further clashing between the parties. I am happy to remark that within the last two months two schools have been put into operation.

Municipality of Mann.—No schools in operation nor school houses built ; the inhabitants resist the assessment law. School Commissioners were, however, elected in July last, who are determined to bring those of the inhabitants most refractory before a Court of Justice in January next.

Municipality of Ristigouche and Metapédic (united.)—There are three school districts in this municipality ; two schools only in operation, under the volun-

tary system. I am sorry to remark that the result of the examinations of those schools was very indifferent.

All which is respectfully submitted.

(Signed,) JOSEPH MEAGHER,
School Inspector.

Extracts from the Report of MR. MORIN, Inspector of Schools for the County of Chicoutimi.

* * * * *

The visit which I have just terminated makes the fifth general one since the beginning of the year 1854, not including those made on special occasions.

The books in use are pretty nearly the same as those I have already mentioned to you ; it is impossible to introduce books better adapted for teaching, on account of their scarcity here, and the want of means to purchase them.

I have always recommended the monitorial system of teaching, and that is the one which is followed wherever it is possible.

You may convince yourself, from the statistics of the independent schools, how much expense is incurred by some individuals for the education of a small number of children ; expenses which might be avoided if the Commissioners had the means of employing teachers knowing both languages : this the Commissioners will not have the means of doing until they are allowed to tax the lands of the squatters of our townships.

Generally the Commissioners keep neither accounts nor books as vouchers of their transactions ; persons able to do so are very rare, and so they rely on the receipt from the teacher, to obtain the Government allowance.

I must, however, except the municipality of Chicoutimi, where the accounts are extremely well kept by the Secretary Treasurer.

I hope that in future you will see more punctuality on the part of the Commissioners, and of the receipts for the grants ; at all events I have explained to them how much additional labor their negligence caused in your office.

STATISTICS OF THE FIVE UNITED MUNICIPALITIES OF CHICOUTIMI, ST. JOSEPH, BAGOT, BAGOTVILLE, AND LATERRIERE.

Number of school houses belonging to School Commissioners.....	7
“ “ schools under control.....	12
“ “ pupils.....	342
“ “ boys.....	155
“ “ girls.....	187
“ learning their letters.....	30
“ “ spelling.....	86
“ “ to read without spelling.....	76
“ reading well.....	121
“ learning French Grammar.....	28
“ “ arithmetic.....	61
“ “ writing.....	132
Amount of local contributions.....	£181 0 0
“ for fire wood.....	25 0 0
“ for rent.....	2 0 0

Salary of teacher.....	25	0	0
“ of female teacher.....	£18 to £40	0	0
Age of teacher.....		30	years.
Average age of female teachers.....		28	“

STATISTICS OF INDEPENDENT SCHOOLS.

Number of schools.....	3
“ “ English schools.....	2
“ “ pupils in English schools.....	18
“ “ pupils attending French Schools.....	21
Total number at the three schools.....	39
“ “ of boys.....	20
“ “ of girls.....	18
“ “ learning English spelling.....	2
“ “ reading English well.....	16
“ “ learning English grammar.....	16
“ “ “ French “.....	1
“ “ “ arithmetic.....	19
“ “ “ geography.....	16
“ “ “ writing.....	19
Salary of English teachers.....	£50 to £60 0 0
Average age.....	28 years.
Salary of female teacher.....	£18 0 0
Age.....	16 years.

Extract from the Report of MR. PAINCHAUD, Inspector of Schools for the Magdalen Islands.

In this inspection district we number four schools regularly kept. The teachers who have charge of these schools discharge their duties punctually, and the Commissioners visit them from time to time, and appear very zealous.

The quarrels relative to the distribution of the share of the grant accruing to these islands have ceased since the present President of the Board of Commissioners has assumed the responsibility. The accounts are in good order.

The school of district No. 1 is attended by 49 pupils. Spelling, reading, writing, arithmetic, grammar and catechism are taught. The tuition is in French. The salary of the teacher is £40, besides fire wood furnished by the rate-payers. This master has an excellent system of teaching.

North Pond (Etang du Nord) District.—This school is attended by only 25 children, of whom 15 are boys and 10 girls. The same branches are taught here as in school No. 1.

District No. 5.—This school is better conducted than the two others. The master is well educated and fulfils his duties well. It counts 35 children, of whom 13 are girls. The progress of the children cannot, however, be very rapid, as they are all beginning.

The dissentient school of the district, the teacher of which has a salary of £40, is, notwithstanding the frequent visits of the Commissioners who have charge of it, not so good as might be expected. The number of children attending it is 46, of whom 20 are girls.

Almost the whole of these pupils are the younger children, those whom the parents can spare from fishing, and in-door work. The elder boys always follow their fathers, and apply themselves to labours not very lucrative, but from their poverty absolutely necessary for their subsistence.

Report of MR. PARMELEE, Inspector for the Counties of Iberville, Missisquoi and Shefford.

* * * * *

I have visited and thoroughly examined all the schools, with the exception of some few that were in vacation at the time of my visit, according to the best of my ability.

With the general character and management of them, especially on the part of the teachers I am well satisfied.

With one exception, the common schools are all denominated elementary, but in the majority of them, as the tables will show, all the branches of education prescribed by the law for model schools, with the single exception of lineary drawing, are thoroughly and efficiently taught.

I find it difficult in some cases, especially on account of the frequent change of teachers, to get rid of the system of teaching that consists in mere routine, and communicates mere verbal knowledge. I have endeavored especially to impress upon teachers the importance of educating the understanding as well as the memory, and of teaching science as well as art.

I am happy to say my endeavors have been successful, though not seconded, as they should be, by an enlightened and zealous Board of Commissioners and school visitors.

As heretofore, I have to report that the law, as regards visitors, or any useful visits on the part of School Commissioners, is a dead letter. This imputation, however, does not rest upon the Commissioners in the French municipalities: they generally discharge their duty according to the best of their ability. But in the English municipalities, the duty of selecting teachers is generally delegated to the school managers, and the duty of visiting and examining the schools is left to the Inspector.

The law certainly does not give satisfaction, though it meets with no opposition.

So far as the administration of it is concerned, I must say there is in many instances a culpable remissness on the part of the Commissioners, and great inconvenience, not to use a stronger expression, is felt, especially in these "hard times," in consequence of the delay, sometimes for months, in receiving the Government allowance, in several municipalities.

I have been careful to urge upon Commissioners the importance of being prompt in making their semi-annual returns, in order to obviate the necessity of such delay.

I am aware the "hard times," of which every one complains this year, may be pleaded by the Commissioners for delay in pressing their collections, but any lenity thus shown operates as a great injustice toward teachers.

The same reason may also have prevented the attendance of many scholars at school the past season, and also the continuing of some few schools.

I am satisfied, however, that the statistics furnished by the different Inspectors will prove incontestably that decided progress is made in education in Lower Canada, notwithstanding the sneers that are occasionally found in the public journals.

From personal knowledge of the state of education in the townships, for a period of about thirty years, I can confidently state that the schools are far more numerous, the branches taught in them more varied, and the general course of instruction much more thorough and efficient.

In this I rejoice, for, like food and air, common schools are of vital importance, and ought to command the special regard of an enlightened and liberal Government.

With these sentiments, I should like to see a much larger grant made by our Government in aid of common schools.

Without depreciating the importance of high schools or academies, or questioning the utility of the grant made to them at the last session of Parliament, I cannot forbear the expression of the opinion that more public good would have resulted, had that amount been granted as an additional aid to the common school fund. I think one academy in each county, if properly endowed and conducted, would fully meet the wants of the public.

I know that comparisons are odious ; yet, to show the reasons of the above opinion, I make a few extracts from the tables accompanying this Report.

From the tables it appears that the municipality of Shefford receives more Government aid for one academy attended during the past summer by 12 scholars than for 18 common schools attended during the same time by 407 scholars ; Brome receives more for one attended by 23 scholars than for 18 attended by 486 scholars ; the same fact is true of Farnham, with 28 scholars attending a high school, and 292 attending common schools ; of Granby, with 22 attending the academy, and 337 attending common schools ; of Dunham, with 83 attending high schools, and 533 attending common schools ; and so of Clarenceville and Stanbridge. From these facts the public draw inferences.

I will now venture to repeat a few suggestions that I have made in previous Reports, respecting modifications needed in the school law, in order to meet the acknowledged wants of the townships.

The total abrogation of the scholar tax or the monthly fee seems to me one of the most important points. This is the source of much annoyance, and much injustice. I would therefore suggest that a better plan would be, to raise all the funds for the support of schools, beyond the amount granted from the public chest, by assessment, on the basis prescribed by the Lower Canada Municipal and Road Act, 1855. This, with a provision for the summary collection of all rates, as in 10th and 11th Vic., cap. 7, section 28, would be more just in principle, and would remove a fruitful source of complaint and inconvenience. And in connection with this, there should be a provision that rates especially for building purposes might be laid at any time when required, instead of being all laid at one particular time, as at present.

The next subject of vital importance to the interest of the schools, especially in the townships, is some modification as to the Boards of examiners to judge of the qualification of teachers. It is generally believed that there are persons in every township competent to judge whether teachers are qualified to teach reading, writing the elements of grammar and geography, and arithmetic as far as the rule of three inclusive ; and our young men generally do not aspire to a profession based on such requirements, and consequently will not be disposed to make a pilgrimage to Montreal in order to obtain legal permission to teach an elementary school.

Though there are plenty of young men amply qualified and willing to teach, this unwise provision of the law precludes them from doing so.

Instead of measuring the capacity of all teachers by one prescribed standard they should be qualified for the particular school over which they are to be placed respectively ; and with a local Board of Examiners in each municipality, this desideratum could easily be attained. It must be remembered that in the townships generally the distinction of elementary and model schools exist only in name.

Again, estimating as I do the very great importance of common schools, I would from this suggest that their advantages should not be restricted to persons of any particular age, as is at present the case in our so called elementary schools but should be patent to all of every age, who choose to avail themselves of them.

And further, as these benefits, which should be equally attainable as far as practicable by all, are in reality mostly nullified, or at least greatly restricted in

case of the poor, for want of suitable books, it appears to be the plain duty of a paternal government, through some agency, to supply this want, either by directly appropriating funds for that purpose or else by providing that they be supplied by the several municipalities.

Again it is reasonable to suppose that every person is chiefly interested in having his children taught in their "mother tongue," and hence language as well as religious faith should be a ground of dissent, so that a person may send to either a French or an English school, as he may choose, without the liability to a double tax, which is another evil springing directly from the school tax, as at present by law imposed. So also the repartition of the public monies should be based upon the average attendance of the parties respectively, and not as at present upon attendance without regard to time. And I am unable to discover any good reason for requiring dissentients to make their returns under oath, and not require the same of the majority. It seems to be an invidious distinction.

These ameliorations, as they appear to me, I have suggested on the supposition that Parliament may be disposed to amend and continue the present law.

It appears to me, however, a better law might be framed, one more concise and simple.

But as my duty, according to instructions, extends only to reporting as to the adaptation and working of the present law, I must respectfully submit the above as the result of my observations, and subjoin in conclusion the following condensed statistics from the accompanying tables :

Number of municipalities in my circuit.....	22
“ “ school districts	265
“ “ school houses.....	226
“ “ schools under control.....	192
“ “ “ “ Trustees.....	15
“ “ independent schools.....	7
“ “ high schools or academies.....	10
“ “ model schools.....	1
“ “ scholars attending school.....	6456
“ “ males	3137
“ “ females.....	3319
“ “ British or other origin.....	4732
“ “ French origin.....	1724
“ “ Protestants	4555
“ “ Catholics.....	1901
“ learning alphabet and spelling.....	2074
“ reading fluently	2361
“ “ well	2021
“ learning to write.....	2313
“ “ simple arithmetic.....	1043
“ “ compound “	887
“ “ geography.....	1071
“ “ French grammar.....	270
“ “ English “	580
“ “ parsing.....	850
“ “ drawing.....	14
“ “ instrumental music.....	25
“ “ history	16
“ “ algebra.....	13
“ “ natural philosophy.....	29

"	"	Greek.....	2
"	"	Latin.....	22
"	"	French.....	33
"	"	geometry.....	3
"	"	astronomy.....	3
"	"	chemistry.....	1

The statistics of two academies, one model school, and some few common schools are not included above, they being in vacation, or not having commenced at the time of my visit. There are also some branches of study not mentioned above, as I have not these precise statistics.

As some of the schools were visited at their commencement, when the full number of scholars was not in attendance, the above numbers are only approximately correct, both as to scholars and their studies.

They represent the truth, but not the whole truth.

I have the honor to be, Sir,

Your very humble servant,

(Signed,) ROTUS PARMELEE.

Waterloo, 15th November, 1855.

Report of REV. R. G. PLEES, Inspector of the Protestant Schools of the City of Quebec.

QUEBEC, 28th December, 1855.

* * * * *

On my appointment to the inspectorship, dated 28th September last, I lost no time in informing myself of the duties of my office, and have since paid frequent visits, without previous notice, to each of the schools placed under my supervision.

Their condition, I am happy in being able to state, is, on the whole, much more efficient and flourishing than I had hoped to find it. There is reason to believe that the teachers are of very respectable literary attainments, of irreproachable morals, and calculated to exercise a beneficial influence on their respective pupils, and through them on the community.

St. Louis district school No. 1, for the pupils of the male sex, is conducted by Mr. R. C. Geggie, a married man, fifty-two years of age, and of long experience in tuition.

His zeal and ability in imparting knowledge have been marked, I believe, by considerable success.

The numbers of pupils present on the occasions of my visits ranged from 56 to 60. I have always found the teacher at his post, and exerting himself to the utmost for the advancement of the young persons committed to his charge.

Could the means be raised for the employment of an assistant, to teach the junior classes, it would, I think, be attended with much benefit to the school. The system of mutual instruction is, however, pursued to some extent.

The character of the studies may be inferred from the books used, which are as follow, viz:

The National School Series, the Old and New Testament, the Young Composer, Bonnycastle's and Chambers' Mesuration, Geometry and Trigonometry, Norie's Navigation, Morison's Book-Keeping, the Tutor's Assistant, Smith's Mental Arithmetic, Maps, &c.

Vocal music, chiefly sacred, is among the branches taught.

The ready answers of the pupils on the subjects in which I have examined them evinced the pains taken with them by their instructor. Upper Town district school, conducted by Mrs. Christian Brown, assisted by her daughter, is attended almost exclusively by girls, the total number of pupils being 25, of whom 3 only are boys, of tender age.

The following are the books used, viz: Murray's Primer, Introduction to the English Reader, abridged and larger Grammars and Spelling Book, Pinnock's Catechism of Geography, Carpenter's Spelling Assistant, Fourth and Fifth Books of the National School Series, Comstock's Natural Philosophy, Pinnock's English and Roman Histories, Geology by the same author, Olney's Geography and Atlas, Ancient History, the Tutor's Assistant, Bible in French and English. There are also on a large scale Maps of Canada and the World.

This school, though not large, is in other respects of a superior order, and I have observed with much satisfaction the correctness and promptitude with which my promiscuous questions, on the various branches taught, have been replied to.

St. Roch district school No. 1 is conducted by Mrs. McLean, with the assistance of her daughter, and attended by 22 boys and 20 girls, who appear to have much love and respect for their teachers.

I am in the habit of questioning the children of the schools I visit not only on the lessons of the days previous but also on the elements of each branch of instruction; I have been much gratified to find that the pupils of this school are familiar with the rudiments of grammar and geography and are well exercised in orthography. They are accustomed also to mental calculations, founded on the pence shillings and other arithmetical tables.

The following books are in use, viz: the National School Series, Lennie's Grammar, Murray's larger Grammar, Pinnock's and Morse's Geographies, Maps of the World and Canada, Goldsmith's History of England, Bible in French and English, Brewer's Natural Philosophy, and the Tutor's Assistant.

St. Louis district school No. 2, for pupils of the female sex, is conducted by Mrs. M. Evans, who was examined and approved by the Commissioners at the time of her appointment, last year. Her salary is £40, together with the monthly fees, and apartments free. The high prices for the necessaries of life, however, render an increase highly requisite, and it is in contemplation by the Commissioners to raise it accordingly.

The scholars attending this school number 42, of whom about 31, on the average, were present at the time of my visits. Discipline and good order prevailed among them, and I have reason to think the method pursued in their instruction such as must ensure a satisfactory progress.

The books used are: Carpenter's Spelling Assistant, the National School Series, Sullivan's Geography, the Holy Scriptures, Maps of Canada and the World, and Cards of the British and Foreign School Society.

St. Roch district school No. 2 is kept by Miss Parker in her father's house. The pupils of both sexes frequenting this school are 28 in number.

The examinations in geography have on the whole been satisfactory, and the children readily point out, as desired, the situations of considerable places on the map of the world. Their writing gave me the greatest satisfaction. I have recommended dictation as affording the most practical exercises in that important branch orthography.

Champlain district school, conducted by Mr. Lloyd, assisted by his wife and son, is attended by about 60 children of both sexes.

The branches taught are reading, writing, orthography, grammar, and arithmetic.

The teachers are very much in earnest about the fulfilment of their duties, and I hope to see much improvement in the discipline and efficiency of the school. The salary is £50 with free apartments, fuel and the monthly fees.

I have the honor to be,
Sir,

Your obeient servant,

R. G. PLEES,
School Inspector.

REMARKS.

Quebec Young Men's Protestant Educational Union.—The object of this Society is the improvement of young men, as it regards their physical, intellectual, moral and religious interests; and by the agency of its members to aim at a similar improvement in the community at large.

During the past year, (the first of its existence,) in consequence of the advanced period of the winter when it commenced, 29th January, only three lectures were delivered, viz: two on Palestine and one on Light. They were attended, on the average, by about 250 persons.

The principal feature of the Society, the formation of classes for the study of various branches, was carried out with much success.

The following classes were formed and continued during the winter:

Drawing class, composed of.....	35 members.
Reading and elocution,.....	15 “
Human physiology,.....	12 “
Evidences of natural and revealed religion,.....	8 “
Geometry,.....	6 “
French,	30 “
History and geography,.....	20 “

The subscription for a junior member is 7s. 6d. ; the subscription for an associate member is £1 5s.

The members last year numbered 110.

The society is chiefly designed for the benefit of those who may have neglected their education in early youth, and who being now much engaged in business pursuits, are desirous to avail themselves of the comparative leisure enjoyed in the winter evenings, for their self improvement.

By furnishing them with the means and opportunity to study one or more of the useful branches of education, it is hoped to elevate their condition, and render them more useful in their respective spheres.

The Society may be considered to have taken a firm root, and if sufficient funds were at command, would doubtless form an important auxiliary to the cause of general education. The subscription must be kept low that its benefits may be within the reach of those who are most in need of them; and without some extraneous assistance, the Society cannot extend its operations as would be desired.

High School of Quebec (proprietary).—The general course of instruction embraces (besides the ordinary routine of school work) the higher branches of a liberal education, viz: the study of the Greek and Latin languages, English and French composition, and the elements of mathematics.

The authors read by the fifth or highest class during the past year were in Latin, Cicero, Virgil, Horace, and Livy: and in Greek, the New Testament,

Xenophon, and Homer; in mathematics the same class was reading the Sixth Book of Euclid and Chambers' Algebra, and presented at the public examination elaborate essays on the physical and political geography of Canada.

Total number of pupils studying the following branches, viz:—

Construction of maps, 24; dead languages, 193; Italian. 4; use of the globe, 40; natural philosophy, 66; astronomy, 24; mental arithmetic, 105; English composition, 12.

OTTAWA, AYLMER, 1st January, 1856.

SIR,—In transmitting for the past year my yearly Report of the state of education in the District of Ottawa, I have to state that I have visited all the schools in operation in the district, with the exception of those in the municipalities of Portland and Maniwaki; the latter being in the Indian Territory at the River Desert, which, owing to its great distance, I have been unable to visit since last spring, and the former having only been in operation a few months.

I have much pleasure in reporting that a thorough change has taken place in this district since the year 1851: at that period the number of schools in operation under the control of the Commissioners was only about 20; they are now over 80, besides 4 academies, conducted by eminent teachers, and although these institutions are only yet in their infancy, still it is manifest that much good will accrue from their being established in the district.

When there is a state education prudently and efficiently carried out, it is impossible to calculate its blessings, and the voluntary system has never been found in any country, even adequate to impart the mere elements of education to the whole community.

Without the machinery of state education, and to some extent gratuitous education, to the necessities of the entire population, a great majority of the children of the humbler classes must grow up in ignorance if not in vice. It ought therefore to be the care of a wise and paternal Government to aid the working man in the education of his children; without this aid two out of three parents, whether agriculturists or artisans, would not be able to command the means of educating them in private schools.

This is specially true in rising and thinly populated countries, where there are fair inducements for adventurous schoolmasters to settle.

By the passing of the Educational Bill of 1846, and the subsequent Bills of 1849 and 1851, this section of the Province has solved for herself the problem which has been agitating the public mind of Britain for so many years, and which is still at issue. By the provisions of these measures, the means of education are within the reach of every family, and even to some extent aid is given to the building and maintaining of the school house. Canada has in this respect taken the right direction in advance of the mother country, for it cannot be denied that in enlightened Britain, with its multitude of schools, maintained by private support, by charitable and ecclesiastical endowment, and state assistance, there is still a large section, if not the majority of her population, not only in her manufacturing and mining but also in her agricultural districts, perishing in ignorance and crime.

But it must be admitted that in legislation it rarely happens that any act for the general good can at once be framed on so perfect a model as to meet every exigency and to please all parties. It is only when applied and tested by experience that the merits and defects of anything new can be discovered.

The fate of the Bill in its reception by the public, so far as I had opportunities of observing and discriminating, has been more fortunate than could have been predicted or anticipated of a measure so comprehensive in its details, and which embraces so many conflicting interests.

Its success hitherto is a happy omen of the good it may accomplish when the normal school for the training of teachers is established, thus securing a higher rate of acquirements and by such a graduation of salaries as shall retain teachers of competent abilities and attainments.

Before entering upon a recital of my inspection of the schools, allow me to make a few observations on the points above mentioned, as *desiderata* :

First.—The necessity of a normal school, for securing the training of teachers, and the introduction of a uniform system of education.

The term normal school, as you are well aware, involves the idea of teaching according to a certain rule or system; a normal training school for teachers is therefore an institution where the proposed teacher serves an apprenticeship to the art to which his life and energies are to be devoted. The training requires not only the precepts and example of a master, but the doing or the practice of the apprentice.

In all countries where a desire for an improved and enlightened education has been awakened, and where the subject has taken hold of the public mind, the necessity of having trained teachers has speedily presented itself. Wherever the importance of true education has been fully apprehended and appreciated, the want has been supplied by the establishment of normal training schools.

Education in its true acception is physical, intellectual and moral training; and by moral training I include the religious element, for no system of education can be good that is not based on Religion.

Instruction on carrying a certain amount of information is but one part of education: its proper end is to set the whole intellectual machinery in motion, and to develop and exercise the conscience or moral discernment. In one word, the great aim of all teaching is to bring out and strengthen in the child the intellectual and moral life, that he may be able to discriminate and choose that which is just and good, and true, in all that is presented to him, to inspire him with a love of knowledge to guide and direct, so far as man's efforts can, by example and precept, all the secret motives of human action. If such be the teacher, what manner of man ought he to be?

That the training of teachers is an essential element in the education of the people, approves itself to every mind possessed of common sense. In all the arts of life, a series of years must be passed in apprenticeship before a man is considered competent to be entrusted with work on the responsibility of his own acquirements. No one would commit the making of a pair of shoes or a coat to a novice in the art of shoemaking or tailoring. If an untrained and therefore unskilful hand would destroy a piece of cloth or leather, how preposterous then to suppose that to one to whom is entrusted the delicate organism of a child's mind could be capable of educating it, in the true sense of the word, without having first studied the art under masters who had themselves been trained to teach.

The art of communicating is a separate gift from intellectual ability and acquirements. The two are not always united. Many a man who is possessed of the highest amount of science and learning, and varied information, has not the facility of communicating to others the knowledge which he possesses, and would desire to impart to them. In short, the art of teaching is an art like all others, to be learned, to be studied and to be taught.

The establishment of normal training schools, which it is imperative for teachers to attend for a certain time, serves another most valuable end in guarding

the sacred office of the teacher from the intrusion of incompetent persons who have no natural fitness for the work.

I have extended my remarks on this head of my Report to what may seem to you an unnecessary length; but from the ignorance and mis-apprehension which I have every where found existing on the entire of this subject, some explanation and information I deemed requisite. A true, enlightened, and religious education is now universally recognised as the only engine by which a people can be carried forward in the march of improvement. The working of this machinery being in the teacher's hands, it is from him that the minds of the rising generation will receive their mould and impress. If it be true, as Locke, one of the most enlightened men of his time, says, "that of all the men we meet, with nine out of ten, are what they are, good or evil, useful or not, by their education," how important is it that the man who is to be the educator, that is not only the impartor of head knowledge, but the trainer of the heart and the whole man, should be thoroughly qualified for the task! Nothing can be more erroneous than to suppose that amongst an ignorant population, where the standard of education is low, an unintelligent and illiterate schoolmaster is good enough for unenlightened, uneducated children. This would be to assume that high motives, energy of character, a good understanding, and sound attainments would be thrown away on the instruction and training of those who most require to be taught; that an ignorant teacher is good enough for ignorant children, as though the more difficult task to be accomplished, and the greater result to be achieved, the less efficient should be the means employed. I regret to say that to some extent this impression prevails in this district, and it hitherto prevailed much more than at present.

It is preposterous to place the education of the children of this Province in the hands of beardless youths, and of uneducated and untrained men of every age and calibre. A mere knowledge of grammar, geography and arithmetic, with scarce the power, in many instances, to write a sentence grammatically and orthographically correct, is a preposterous title to the office of a schoolmaster. It could not be expected that such men should have a high and conscientious estimate of the duties of their office, or an earnest zeal in the performance of them. They almost inevitably become dronish teachers, who content themselves with merely going through a mechanical routine of school duties, who,—

"Machines themselves, and governed by a clock.
Dismiss their cares when they dismiss their flock."

If the people at all value a proper training for their children, and wish to secure for them what may emphatically be termed the blessings of education, their utmost endeavours will be directed to raising the standard of the teacher's qualifications. Until a normal school, therefore, is established in Lower Canada, and until the management of the schools is in the hands of persons trained in this institution, for the work, the most laborious and conscientious inspection can accomplish but little towards their improvement. The Inspector's office is a corollary of a normal institution. The two are parts of the same machinery and ought to work together. It is to be expected that the establishment of an institution for the training of efficient teachers, and the introduction of a uniform system of instruction in all the schools, would be attended with some difficulties, but these are by no means unsurmountable; they are only such as would be found to give way before energetic and unanimous exertions. There are a multitude of things in the educational provisions of Lower Canada worthy of great praise and admiration, but the status and qualifications of the teacher loudly call for reform and improvement. When these features have been introduced into the educational machinery, which will also, without any wholesale innovations, gradually

improve the school houses and school apparatus, the educational Bill of this section of the Province will be a model to the most advanced and enlightened countries.

Secondly.—The gradation of salaries. The constant changing of teachers has a most injurious effect on the schools. In the present state of matters, young men seldom choose the office of a teacher as a permanent profession; they only take it up as a stepping stone to a more lucrative appointment, and when that presents itself, it is very speedily abandoned. The whole interests of the community demand that something should be done to retain them. Any considerable and general augmentation of salary must be the work of time, but surely there might be a more judicious scale of salaries. It is manifestly unjust that boys of sixteen, and older novices, should be entitled to receive the same sum as men who have taught in the Province five, seven, or ten years; there ought to be some greater distinction than there is of experience and acquirements, and success in teaching. The same sum that is now spent in salaries might be so applied as to give more general satisfaction to the teacher, and to form some inducement to him to persevere zealously in his work. Let teachers of all ages, for the first two years after entering upon their office have say forty-five pounds per annum; at the end of the time, if their schools should give evidence of conscientious efficiency, and they themselves be prepared to undergo a certain examination, they should be entitled to receive fifty-five pounds per annum; at the end of three years, or after five years experience in their profession another advance of ten pounds might be made on the same conditions; that is that their schools on inspection, should exhibit superior management and organization, and that the teachers pass a more perfect and thorough examination, which shall test, not only the amount of their own information, but also their ability to impart that to their pupils. Under such a scale of graduation, instead of the teacher entering on his profession with the discouraging consciousness that whatever his exertions might be, he had little hope of distinction or preferment in it, every inducement would be held out to industry and self improvement. His work would become a study to him, as the successive examinations would not only embrace a high standard of general information, but would also test or bring out the fruits of his experience and observation in his profession.

These suggestions respecting a scale of salaries, I would bring to your remembrance, are made to suit existing circumstances; when the Legislature can appropriate a larger sum for educational purposes, there should be a proportionate increase on the various classes; and if the teachers were trained in a normal school, the examination passed prior to their leaving that institution, and certificates awarded, should entitle them at once to second class salary, as already suggested.

Another point which calls for remedy is the age of teachers. No young man should be allowed to engage in such an important work until he has completed his eighteenth year, and when the present urgent demand for teachers has passed away there should be no schoolmaster appointed under twenty-one years of age.

While on the subject of the importance of normal schools, I cannot but advert to the claims of the City of Ottawa, as a proper site for one. The valley of the Ottawa comprises no less than fourteen different constituencies. Its population amounts to about one fourth of that of the lower section of the Province, and is rapidly on the increase; it contributes more largely to the public revenue than any other section of the Province.

The City of Ottawa is in the centre of the valley; it is a Bishop's See, and the number of teachers must be very considerable, from these circum-

stances therefore its claims are paramount should the Legislature deem it expedient to establish a central normal school in the Province.

In visiting the various districts I have marked with pleasure an obvious distinction between the old and the new school houses; those built of late years are larger and better fitted up than those of former years; but still the majority are too small, and many are most deplorably supplied with desks and seats. It is altogether a mistake to suppose that a small building, set down in the midst of a wood or in the open clearing, is more comfortable and warmer than a larger one. A small low-roofed school house would take more fuel to keep it warm in winter, and would be incomparably less comfortable in summer, than a larger building, with a lofty ceiling: it is therefore to be hoped that the parents will in future form a truer estimate of the importance of that part of the educational machinery which is more immediately placed in their hands, and will cheerfully and cordially unite in providing all the "means and appliances" which can facilitate the progress of their children and the efficiency of the school. The disputes and animosities with respect to the school sites, which I have repeatedly encountered, have a most injurious influence on the interests of education, while party strifes and the selfishness of petty interests separate the parents of a district, dividing those exertions which should be united; the children are sacrificed and made victims to their ignorance and prejudice.

I have delivered a course of lectures upon education in Aylmer and Buckingham, and intend continuing the same in several other municipalities throughout the district.

I have also nearly completed a map of the district of Ottawa, upon a scale of two miles to one inch, and it is my intention to exhibit upon this map the position of every school house in the entire district.

I will now give a recapitulation of all the statistical tables which accompany this Report, adding thereto a few remarks:

Petite Nation.—It will be perceived that in this Seigniori there are ten schools in operation, and I have much gratification in stating that in no municipality in the entire district is the law more strictly complied with than in this, the only Seigniori in the entire district. The population is almost entirely French Canadian. Were a model school established here, it would be productive of much good, and I would most respectfully recommend that some aid be granted towards that object.

Lochaber.—The schools in this municipality are also well conducted. A model school is much wanted in the village of Thurso; I would also recommend that some aid be given towards the establishment of such an institution, not only in this township, but also in every other one of note in the entire district.

Buckingham.—Education is progressing rapidly in this municipality; the academy has already 27 pupils in daily attendance, and the dissentient schools, as well as those under the control of the Commissioners, are in a flourishing state.

Templeton.—There is not that vigor existing here that there ought to be; but I trust to be able to speak more favorably in my next Report.

Hull.—Education is progressing favorably here, and all ascerbities have ceased to exist; the number of schools in operation is sufficient for the wants of the population.

Alymer.—This municipality contains more schools, in proportion to the population, than any other in the entire district; in fact, I think I would be warranted in saying that it contains more than any in the whole Province; the number in actual attendance is, to the entire population, as one is to five. The female schools, some of which are of the first class, are all conducted by ladies of great experience and ability, and the inhabitants are highly grateful to the Government for the liberal aid extended towards these institutions.

Wakefield.—There are two good schools in operation here, being a number quite commensurate with the wants of the population.

Masham.—There are two tolerably good schools in operation here, viz: one for the French section of population, and the other for the English.

Low.—There is much apathy existing here, there being only an independent school in operation. I will endeavour, during the course of the present winter, to have one established under the control of the Commissioners.

Eardly.—There is only one school in operation in this municipality; another is much wanted, but difficulty is experienced in procuring a suitable teacher.

Onslow.—Education is advancing rapidly in this municipality; there are four good schools in operation, two of which are under the control of the Commissioners.

Bristol.—There are five schools in operation here, one of which is a dissentient one; the teachers' qualifications are good.

Clarendon.—The academy is progressing very favorably here, and the other schools in the township continue to improve.

Litchfield.—This little municipality is not surpassed by any other in the district. The Portage du Fort and Central Litchfield schools are conducted by teachers of consummate ability and experience.

Callumet.—There is much improvement here since my last Report; the number of pupils in actual attendance has more than doubled.

Mansfield and Waltham.—There are two schools on a pretty good footing in operation here.

Chichester and Sheen.—There are three good schools in operation here, one of which is conducted by a teacher of much ability and experience.

Allumettes.—Under the superintendence of the Rev. Mr. Lynch, education has much improved here. There is an excellent select classical school, and the elementary schools are numerous attended and well conducted.

Waterloo.—There is an excellent school in this municipality; the majority of the pupils are of French origin.

Maniwaki.—This being the Indian reserve, the pupils are nearly all Indian. The attendance in summer is much more numerous than in winter months. I would most respectfully request that this municipality be not required to comply with the provisions of the Act 12 Vic., cap. 50, but that it be treated as an indigent municipality. The Reverend Fathers of the Order of Oblats are assiduous in their attention to the wants of the Indian population here; they have erected at their own expense a large and commodious church, the basement of which is of stone, besides saw and grist mills; and through their exertions this section of the country is settling fast.

Portland.—There is one school in operation in this municipality, which has only been established very recently.

RECAPITULATION.

The following result will appear upon perusal of the statistical table :

Population of the districts, about.....	29,000
School municipalities.....	23
Dissentient ".....	3
Number of school houses.....	68
" " " districts.....	90
" " educational institutions.....	86
Elementary schools.....	82
Number of scholars.....	2412
" " academies.....	5
" " scholars at do.....	121

Independent schools.....	10
Number of scholars at do.....	192
“ “ “ at all schools.....	2793
“ “ “ in 1st and 2nd Books.....	1312
“ “ “ reading well in 3rd and 4th.....	688
“ “ “ “ fluently.....	1000
“ “ “ able to write.....	1400
“ “ “ learning simple arithmetic.....	536
“ “ “ compound “	564
“ “ “ “ geography.....	568
“ “ “ “ history	147
“ “ “ “ English grammar.....	602
“ “ “ “ French grammar.....	145
“ “ male teachers.....	55
“ “ female “	31

It is with much gratification I have to report that there is nearly a uniformity of books used in the different schools in this district. In the English schools the Irish National School Books are in all but universal use, and in the French schools the books used by the Christian Brothers are general.

One great desideratum is the want of good maps, without which it is almost impossible to teach geography so as to make the science intelligible to the young student.

It will thus be seen that during the past year one fourth has been added to the number of pupils in actual attendance at schools in this district.

When we contrast this with the former state of things, it is certainly consoling; on the hypothesis that the population of this district is 29,000, the number of pupils attending school is to entire population in the ratio of about 1 to 10 $\frac{3}{4}$; decided improvement upon former years, and a ratio equivalent to many of the enlightened states of Europe.

I cannot close this Report without bearing testimony to the aid I have upon every occasion received from the Clergy of every denomination throughout the entire district. My thanks are especially due to the Revds. Messrs. Mignault, Brady, Hughes and Lynch, Catholic Clergymen, and also to the Revds. Messrs. Morris, Johnston, and Sykes, Episcopalian Clergymen.

I have the honor to be, Sir,

Your obedient humble servant,

J. J. RONEY,

School Inspector.

The Hon. P. J. O. Chauveau,
Superintendent of Education.

Report of MR. TANGUAY, Inspector of Schools for the Counties of Kamouraska, Temiscouata and Rimouski.

SIR,—I have the honor to transmit to you my third Report on the working of the Law of Education in the District of Kamouraska.

I am happy to be able, Mr. Superintendent, to inform you that at the outset the educational law has worked in a very satisfactory manner in this district, during the year which has just expired, making allowance for its numerous defects, and the poverty which has pressed more heavily on this district than on any other. You will notice with pleasure that there has been a considerable

increase in the number of schools, more regular attendance, longer duration of the scholastic year, a slight extension in the branches of study previously pursued, an increase in the salaries of the teachers, and especially the sign of a brighter future in the founding of several houses of education of a more exalted character, on different points of this great and important district.

We have now no longer to struggle against a systematic opposition to the working of the educational law. Every one admits the principle of coercive taxation almost without a murmur. People also are convinced of the great advantages of education, and that the method for supporting the public schools, adopted by our statutes is the least expensive and best adapted to the great majority of the population. Nevertheless, after having overcome these great difficulties, there is still a greater one to surmount,—the indifference in several places on the part of the parents of the pupils and the rate-payers to everything relating to education. This indifference, in my opinion, is caused by the too extensive powers conferred by law on Commissioners, more than two-thirds of whom are absolutely illiterate men, and very often opposed to education. These Commissioners have for a long time abused their despotic authority by appointing mere semblances of teachers engaged at the lowest possible rates. These teachers, as might be expected, have merely made a pretence of teaching, which has had but little or no result upon the social condition of the people. The latter soon found out that this show of education was not worth the sum paid by them for it. Hence their indifference, even now, notwithstanding the counterbalance of the School Inspectors, to whom the people accord more power than even the law which appoints them, the Commissioners in several municipalities do but follow the letter of the law without at all entering into its spirit. To make the local tax as light as possible, to engage teachers at the lowest possible salary, to exact from them the number of days of school stipulated in the act of agreement, to make a rapid visit to the schools at the end of every six months. These are what the School Commissioners of several municipalities look upon as embracing all the duties imposed on them by law. Must this be set down to them as a crime? Why should they visit these schools? What use would it be? Have they themselves the necessary acquirements to give the teachers and scholars that stimulus, that encouragement, that advice and counsel, without which the teacher often becomes remiss, and his courage fails him before the thousand little annoyances which trouble him daily.

On account of such a state of things our schools have lost and are every year losing masters who, had their services been remunerated sufficiently and their fatiguing and ungrateful duties better appreciated, would have continued in their career, in which they would have distinguished themselves more and more. Who have we for teachers in all those municipalities where that class of persons does not receive the remuneration and encouragement they have a right to expect? Men who merely follow that profession as a last resource, a temporary means of earning their bread, to be abandoned the very instant chance offers them other means of existence. But, I will ask, are such men capable of the sacrifices which the duty of teacher requires? What means have they of keeping up their drooping spirits, of relief from the tedium and disgust, the sure consequence of the annoyances of ignorant and egotistical Commissioners, who weigh the work of intellect in the same scale as they do their beef or the wages of their servants; against the vexatious interference of parents who idolise their children? Can they find consolation in the consideration and esteem in which they are held by society? These, however, are too generally refused them, especially in the municipalities referred to? Can they draw encouragement from the hope of providing for their families or of amassing for their old age means sufficient to save them from

want? The situation of teacher, especially since the commencement of our great Provincial works, the circulation of foreign capital and the consequent high price of labor and provisions, affords him scarcely the means of purchasing his daily bread and places him in a far inferior condition in this respect to that of the poor mechanic.

There are, however, some honorable exceptions, and I am happy to be able to say that year after year the conviction of the futility of cheap schools is becoming more and more general. Several municipalities have offered from £75 to £100 to secure the services of qualified teachers.

A measure of Parliament which would determine the minimum salary to be granted to each teacher, male and female, holding a diploma, according to its class, is in my opinion an improvement desired by all those who take an interest in the education of the people.

Without any further remarks, allow me, Sir, to give you a summary statement of education in each separate municipality:

St. Anne de Lapocatière.—This municipality contains 11 schools, six of which are pretty good, four are passable; the other is only tolerated on account of the children being only beginners. This parish has made evident progress since last year, and I consider it my duty to mention this to its praise.

The accounts of the Corporation are in a satisfactory state; the Secretary Treasurer, who is every where the pivot of the educational system, is zealous and intelligent, and the majority of the School Commissioners are well disposed. These good results are owing in a great measure to the establishment of the system of coercive taxation, and to the judicious choice of School Commissioners made by the Executive.

Ixworth.—This new municipality, which dates but from last year, has had two primary schools, where reading, writing, and the catechism are taught. It has been impossible to do more with the means at its disposal. The two female teachers who have taken charge of these little schools are not qualified according to the terms of the law, but are nevertheless able to teach what was required of them.

Rivière-Ouelle.—Has had four schools in operation during the former and five during the latter part of the year, exclusive of the Convent of the Ladies of the Congregation, which is attended by 80 pupils. The education given in this institution leaves nothing to be wished for either of the useful or the ornamental. It is to be regretted that the want of space in their building does not permit these excellent teachers to accede to all the applications made to them for admission. Every year they are compelled, from want of room, to refuse admission to a large number of pupils. The school of Mr. C. Tanguay, which ranks next to the convent, has been well attended, and the progress made by the pupils has fully justified the confidence which the parents have placed in this worthy teacher. The other schools, especially that kept by Mr. Gagnon, which has been open since the last period of the scholastic year has been kept on a good footing.

The system of voluntary subscriptions is still tolerated in this municipality, as the good will of a certain number of people makes up for the insufficiency of this mode of supply. The School Commissioners are educated men and pretty well informed on the subject of public education.

St. Denis.—Contains six schools of which three are good, two passable and one hardly that. This municipality shews a very great zeal and interest for everything relating to the education of children; indeed, I can say that education has attained a more than ordinary degree of advancement. This parish supplies teachers to many other larger parishes, and from the knowledge and intelligence of its inhabitants takes the lead of them. Out of a population of about 1650 souls

350 children attend the local schools, or one out of 45·7 of the total population, including those attending the colleges, convents and other houses of superior education. Need I add that J. C. Chapais, Esq., Member for Kamouraska, has contributed in no small degree to bring about this happy result. The accounts of the Corporation are not kept in a satisfactory manner. This is the only subject of serious complaint that I met in my visits to this parish.

Notre Dame du Mont Carmel.—This poor municipality, separated from St. Denis by a chain of mountains, which make it as picturesque as it is wild, contains two small schools, in which are taught reading, writing, the elements of arithmetic and the catechism. The establishment of these two schools is without doubt very little, and yet it is a great benefit to these people who are for the most part without any other means of religious instruction. I met with a child of distinguished talent; he has been taken from his native mountains; a generous protector has undertaken to develop talents of no common order: he enters this autumn into the College of St. Anne. We have but £40 to defray the expenses of these two schools, including rent, firewood, and percentage of the Secretary Treasurer.

Kamouraska.—Contains seven schools, one model school under the direction of the Brothers of the Christian Doctrine, one superior school for girls, a third which is a good school, two that are tolerably good, although far behind the first and second two, and two passable, besides an independent school. The three first have given great satisfaction and the four others but little. Education is progressing in this municipality, but yet not in as great a degree as might be expected, amongst a population so rich and intelligent, and one which numbers so many educated men amongst its inhabitants. The school of the Brothers, and the convent, the classes of which will open in the course of next month, are two splendid edifices which reflect credit on the taste and talent of those who superintended the building of them.

The finances, thanks to the liberality of the Legislature, are in a flourishing condition.

St. Pacôme.—Has five schools, of which two are good, two tolerably so; and one inferior. This new municipality is doing as well as can be expected, considering the means at the disposal of the School Corporation. I feel bound to mention with gratitude the name of the Reverend Mr. Bégin, the parish *Curé*, as being the soul of all the progress made in that parish.

The accounts are regularly kept, and all payments are made punctually.

St. Paschal.—Has nine schools, all kept by female teachers, even that of the Fabrique; three of these schools are pretty well kept; three of them are passably so, and three more are poorly kept. There is no opposition made to the school law here, but neither is there much zeal shown in carrying it out. A little more activity on the part of the educated portion of the School Commissioners would dispel the apathy of a certain number of the population, and extend education beyond the narrow circle in which it has languished for nearly ten years with little profit to society. There are, however, school districts which it would not be fair to include in this unfavorable estimate. This parish has benefitted for several years by the services of Mr. and Mrs. Derochers, at present at St. Joseph de la Pointe Levy. They have been replaced by the Misses Ansbrew, whose zeal, activity and acquirements are a real advantage to St. Paschal.

The finances are in a satisfactory state, although slightly in arrears on account of the death of the former Secretary Treasurer, Mr. Ed. Parent. The building of a school house was commenced some years ago, but the work was suspended on account of want of means.

St. Helene—Contains five schools, all very inferior but tolerated because it has been found impossible to procure better qualified female teachers for the paltry salary offered. This municipality is one of those in which the progress of education is least felt. The reason of this state of things is the incompetence of the School Commissioners, the want of means sufficient to remunerate good teachers, and especially the want of persons able to place themselves at the head of a movement to reform. The accounts are well kept.

St. Alexander—Contains five schools, of which one is very good, two tolerably good and two inferior, tolerated on account of the backwardness of the pupils and the limited means at the disposal of the School Commissioners. I can foretell good results in this new municipality. The first mentioned school, conducted by young ladies, has given the greatest satisfaction.

There are, however, some difficulties to overcome in collecting the school taxes. Relying upon the hope of a grant from the Legislature a school house was erected, the building of which falls heavily on the school district obliged to bear the expense, and has caused some dissatisfaction.

St. André—Contains ten schools, all kept by female teachers : one of these may perhaps be called a model school ; five of the schools are sufficiently good the other four are inferior. The majority of the School Commissioners evince great indifference. All the burthen of the work falls upon the chairman, the Rev. N. Doucet. The unfortunate disagreement relative to the changing of the school house of section No. 5 had not yet been finally settled at the time of my visit to this municipality ; I used fresh exertions to prevent the offering for sale of this school house : it would be a shame.

The accounts, although in arrear, are regularly kept. A considerable sum is due for assessments of back years.

St. Patrick de la Rivière du Loup—Contains six schools, all inferior ; five of these are kept by female teachers and one by a male teacher holding a diploma. The present state of things, although deficient in more respects than one, is still a notable improvement upon past years. The accounts have been regulated, and the former grounds of complaint have disappeared. The *Curé* of the parish is a person devoted to everything that can advance the interests of education, and I rely a good deal upon his influence.

St. George de Kakouna—Contains four schools, kept under the vigilant and paternal eye of the *Curé* and active School Commissioners. Purely elementary instruction is general here, and I do not know of any municipality where more interest is shewn for the cause of education. The accounts are well kept, and the finances are in a prosperous condition. A model school is much wanted here, and the people were thinking seriously on the subject at the time of my visit.

A building destined for the Ladies of the Congregation is in process of erection, and will be ready in the course of next summer. A portion of the funds requisite was furnished by B. Dionne, Esq., member for Temiscouata ; the Legislature has given them a grant, and generous persons will be found to come forward and assist the founders.

The beauty and famed salubrity of this parish, and the concourse of strangers during the fine season, will cause this house to be a sort of refuge where the scholars of other houses and the good Sisters themselves may come to recruit their wasted strength.

St. Arsene—Contains five schools, one of which may be termed a model school ; three are good, and one passable. This parish, next to that of St. Denis, has the greatest number of children attending school, in proportion to its population, the average being 1 out of 6.

There is besides in this parish a remarkably benevolent man, and one who is a friend to his country: this gentleman has imposed upon himself the noble task of being protector to the children of remarkable talents in his parish. Several of the most clever young men in the Seminary of Quebec are indebted to him for the benefits of their education and the development of their talents, which, were it not for his active aid, would have remained unknown and lost to society. Why should not the Government have a fund to do on a greater scale over the whole country what one single individual has done here?

Two female teachers have particularly distinguished themselves: I allude to Misses Clarisse Roy and Elize Blanchet.

Isle-Verte—Has ten schools: one model school which is well kept; one superior school for girls, and two others that are tolerably good; the remainder are inferior, and badly furnished. The salaries of the female teachers are exceedingly small. Two of the latter are about to be discharged, as having been declared incompetent. In this municipality it has been found necessary to establish a great number of school districts in order to provide as well as possible for the wants of a population scattered over so large an extent of land. Education has made but little progress in the six schools I have mentioned as being inferior ones. The Commissioners for the most part are neglectful, and only do as much as is requisite to shield themselves from the penalties imposed by law. A splendid house, destined for a convent, is in course of erection, and will be opened during the course of next year.

St. Eloi—Has two tolerable schools and two which are absolutely inferior. The Commissioners are neglectful, and the teachers are badly paid, and are not superintended or encouraged.

Trois-Pistoles—Contained nine schools during the first part of the year, and eight during the latter, as one of the teachers has been discharged; there are two good, four tolerable, and two very inferior schools; they have been regularly attended, and the teachers, who are all female, have shewn great assiduity in discharging their duties, and the scholars equal them in attention to their studies. Two of them are very young, being scarcely fifteen. The accounts are well kept. There is a house in course of erection which is intended for an academy for girls.

St. Simon.—This municipality has, during the scholastic year just elapsed, been a source of constant trouble to me. I have had continually to struggle against the malevolent spirit of the majority of the School Commissioners, who seemed to have made it their business, under cover of their legal omnipotence, to commit as much injustice as possible. Two female teachers were engaged for the same school district by the majority of the Commissioners, one of whom afterwards disavowed the engagement, and sided with the minority, which, thus changed into a majority, rescinded the first resolutions; the two teachers continued their schools, one with 12 and the other 34 children. Several of these ill disposed persons have now been replaced by men animated by a better spirit.

Of seven schools two may be considered good, three middling, and two inadequate. I have no hesitation in saying that part of the funds destined for the support of schools in this municipality have been utterly thrown away.

The accounts are in pretty good order.

St. Fabien.—There are here three schools, of which one is good, one passable, and the third below mediocrity. It would require two more to supply the wants of the population of this municipality, scattered over a large space; but those already in existence are supported with great difficulty.

Everything is done with considerable regularity, and the Registers are carefully kept.

Bic.—There are three schools, of which one is a model school and the two others are good elementary schools. This is one of the municipalities in which education is making the most steady progress. The teacher unites in a high degree the talents for teaching with the acquirements necessary to make a good preceptor. The Commissioners do their duty well.

Rimouski.—There are eleven schools, of which one is a model school for boys, one a superior school for girls, four are good elementary schools, and the five others are passable. Education is here encouraged by all the people of note and respectability in the place.

The convent is to open its classes next month. An industrial college is in process of construction. In the mean time there is a model school under the charge of an excellent teacher. This parish has just shown its readiness to adopt anything calculated to disseminate knowledge amongst its children, by founding an institute where persons of education come every week to debate or lecture on some historical, philosophical, or mechanical subject, before an audience which is always pretty numerous.

Mr. Taché, the member for Rimouski, has given proof of a liberality rarely equalled, by presenting the institute with 700 volumes out of his own library, amongst which are several valuable manuscripts.

The institute subscribes to eight or ten home and foreign journals.

The schools are attended by over 500 pupils, exclusive of those attending colleges, convents, &c., whose number is comparatively great.

Lessard.—There are seven schools, two good, one which may be considered a model school, and four middling. Attendance is satisfactory, the finances prospering, and the Commissioners are both zealous and intelligent. Upon the whole, this municipality is progressing since assessment has been carried out.

Lepage.—There are five schools, of which one is good and four only middling; two are well attended and the three others are almost deserted. The Rev. Mr. Duguay, the *Curé*, is zealous and active, but is poorly supported by the majority of the Commissioners. This municipality, though not doing as much as I could wish, has, however, within the last two years made considerable progress. The principle of assessment has been adopted, and is carried out without opposition.

The books are regularly kept, and I hope that the next scholastic year will see further improvement.

The schools are badly provided with furniture.

Métis.—Three inferior schools were in operation during six months only; these schools were supported by voluntary contributions from the Scotch inhabitants, who alone used them. Difference of faith and of origin prevented the French Canadians from sending their children to these schools, which besides were a great distance from them. A new parish formed in most part of the 3rd and 4th ranges of Métis and of the township of McNider, has just been erected canonically; a pretty chapel has also been built. I thought it best to await this occasion to constitute a new municipality under the name of St. Octave.

Matane.—There are four schools, all only middling, but still good enough for the first year. In this locality, thanks to the energy, activity, and zeal of the Rev. Mr. Boucher, the *Curé*, the progress is rapid. It is at present behind no other in the same local circumstances, since the inhabitants have given up lumbering and fishing to attend to the cultivation of their fine lands. Their isolation from the neighbouring settlements contributed greatly for a long time to keep them in a state of inferiority. I am happy to add that education is there as much appreciated as in other places of more importance.

A powerful auxiliary to the cause of education and the dissemination of useful knowledge is the establishment of public libraries in this district, of which we have eleven, forming altogether about 6000 volumes of an interesting and useful character; being continually in circulation amongst the youth, they maintain and add to the knowledge acquired at school.

Extract from the Second Report of Mr. Inspector TANGUAY.

If I were called upon to give an account of the progress of education in my district, I should do it in the following manner, and say that there are :

137 elementary schools, attended by.....	5040 pupils.
9 schools which cannot be considered as such, attended by.....	467 “
7 superior schools for girls, attended by.....	410 “
48 school houses built and in use.	
7 “ “ in course of construction.	
1 college, attended by.....	200 pupils.
2 convent schools, attended by.....	120 “
1 independent school.....	32 “
Total.....	6269 pupils.

Besides all those of the district who attend institutions of education, such as colleges, convents, academies, without the limits of the district.

The progress of the children is shown in the following statistics :

Pupils reading from A B C to fluent reading.....	2479
“ reading fluently.....	1716
“ “ well.....	2076
“ writing.....	4118
“ having learnt the four simple rules.....	1126
“ “ “ compound rules.....	695
“ studying book-keeping.....	23
“ “ orthography, by spelling.....	2722
“ “ geography.....	563
“ “ French grammar.....	1467
“ “ parsing.....	1000
“ “ English grammar.....	197
“ “ history.....	365

Expenses in the district of Kamouraska, for primary schools, during the current year, including the monthly rate, voluntary subscriptions, firewood, furnishing of books, &c., £4894, more or less. This sum, divided among the 6266 pupils who have attended the different schools and educational institutions in the district of Kamouraska, gives 15s. 4½d. as the mean cost for the education of each child.

The following is a brief summary of the principle obstacles to the carrying out of the educational law in the district of Kamouraska, viz: the incompetency of the present School Commissioners in more than half of the municipalities, incapacity on the part of the teachers, and want of articles requisite for schools, want of an adequate remuneration to induce persons to teach who might distinguish themselves in that line, want of control on the part of the Inspector, too much power vested by the law in the School Commissioners, who in many instances abuse it.

When schools are carried on well, it is generally owing to a good Secretary Treasurer, and also to an active President of the Board, who is most frequently the

Curé of the parish; there is no necessity then of having five persons to do what is in fact accomplished by two.

I have the honor to be, Mr. Superintendent,
With the most profound respect,
Your obedient servant,

GEORGE TANGUAY,
School Inspector.

Extracts from the Report of F. X. VALADE, Esq., Inspector of Schools.

City of Montreal.—Model school kept by Mr. Doran: pupils reading well, 30; a still greater number write beautifully, and are learning arithmetic and geography. The pupils also learn English grammar, mental arithmetic, book keeping, drawing, literal English and French translation. Mr. Pierre Garnot is French teacher. The result of the examination was entirely satisfactory.

Mr. and Mrs. M'Quillan's School: the instruction is what is prescribed for elementary schools.

Mrs. Byrne's school: several pupils answered in a very satisfactory manner questions in parsing and geography.

Miss Gougeon's school: eight pupils out of thirty-four, read well, write passably, and recite the multiplication table.

Miss Godere's school: twenty-six out of fifty pupils write; reading in French and English is taught.

There has been progress made in the schools of the Misses Poitras and Dubord, as also in the orphans school of La Providence, and in that of the Convent of the Good Shepherd.

The schools of the Congregation of Notre Dame are attended by 180 pupils; the French and English languages are successfully studied.

School Municipality of Hochelaga.—Miss Girouard's school is attended by 50 scholars on the highway of progress. That kept by Mr. Ploughman is a good school, and is attended by many pupils of high talent. The Secretary Treasurer's accounts are well kept.

Long Point.—Miss Irving's Protestant school is very interesting, from the progress and application of her pupils: spelling, reading, writing, geography and mental arithmetic, are carefully and skilfully taught.

Here are also more Sisters of the Providence Convent; new as is this establishment the progress of the pupils is highly satisfactory: they learn reading, etymology, mental arithmetic, &c. Instruction is also given to young deaf and dumb girls; several of them express their thoughts in a very lively manner in both French and English, the letters are well made and the construction of the sentence is grammatical.

There is besides in this municipality a school under the conduct of Mr. Pigeon, which is well worthy of attention.

Rivière des Prairies.—The boy's school is attended by about 50 pupils, of whom 30 read and spell extremely well; 15 write dictation easily; 7 are parsing, and some study English. Mental arithmetic and geography are taught.

In the girls school several pupils read well. Although inferior to the boys school this is also improving.

St. Henry, (the Tanneries.)—The school under the control of the dissentient Trustees is well kept and making progress. A great part of the pupils of this school spell, read, write and cypher extremely well.

Lachine.—The dissentient school numbers 70 pupils, of whom 50 read, spell and write well, 40 are advancing in arithmetic, 40 parse the parts of speech with

tact and intelligence ; 20 are learning geography ; and a great many drawing. The result of the examination is very satisfactory.

Petite Cote.—The Protestant school under control of the Commissioners is attended by 50 pupils, of whom 20 read, spell and write from dictation ; 12 understand grammar and parsing. Mental arithmetic is taught, as also is geography.

Isle Perrot.—There are two schools, one attended by boys and the other by girls ; the progress of the scholars is not very satisfactory.

Rigaud, (Village.)—The instruction given by the Clerks of St. Viateur at the College of Rigaud is excellent ; the institution is conducted with the greatest zeal and assiduity. The course pursued is the ordinary classical.

The school kept by Miss Methot is a good one ; her method of teaching is excellent.

Rigaud, (Parish.)—The schools kept by Mrs. Landriau and Miss O'Callaghan are good. The last mentioned teacher is extremely active. The schools of Upper la Chûte and of Petit Brulé are also pretty successful.

Vaudreuil.—Possesses a convent, at which girls receive a good sound education.

Mr. Moffat's school upon the whole is well kept.

The school at Quinchien is newly established ; it is kept by a female teacher equal to all her duties.

The school of "*La Cote des Francais*" is very well kept. The progress made by the pupils of the schools of *La Petite Cote, la Cote St. Louis* and *la Grand Cote*, is not altogether satisfactory ; the state of the accounts is far from being so.

St. Marthe.—Mr. Chartrand's school is kept with strict discipline, and is very successful. Out of about 30 scholars, 15 spell and read well, learn mental arithmetic, and write correctly from dictation.

Of the three other schools under control, one is good, the other passable, and the last is shut up on account of the sickness of the mistress.

The dissentient school is excellent.

St. Polycarpe.—Has eight schools, of which three are kept in a satisfactory manner ; those of Messrs. Chartrand and Kennedy are successfully conducted, the three others are middling.

St. Clet.—Possesses four schools. In that kept by Miss Valois 25 pupils out of 50 read well ; 30 recite the multiplication table readily ; 20 do the simple rules, and 10 the compound ; 15 write from dictation and learn orthography ; 8 are learning the conjugations of the verb, the rules of the participle, and parsing.

Miss Quierrier's school is pretty good : out of 30 pupils, 20 read passably ; 15 learn mental arithmetic ; 9 do the simple rules, 3 the compound ; 8 write from dictation ; 2 conjugate the tenses of the verb and participles, and parse. The two other schools are middling.

The Cedars.—There are in this municipality four schools and one convent. The school kept by Mr. Joassim is excellent : out of 43 pupils attending it, 30 read well, write on paper, and practise mental arithmetic ; 20 write from dictation ; 10 do the compound rules, and know the rules of the participle, the formation of the verb, and are learning analysis. This is one of the best schools of the county of Vaudreuil.

The boys school at St. Dominique is middling : out of 30 pupils attending it, 15 read well, 4 spell correctly, 5 do the simple rules ; as many write from dictation, and 15 from copies. The girl's schools of that place gives about the same statistics and for similar branches.

At the convent, reading, writing from dictation, the rules of the participle parsing, and reckoning, are taught. This institution renders the parish great service

St. Zotique—Has three schools. The first, Mr. Beaudry's, is conducted with order, discipline and activity: out of about 50 pupils attending it, 25 read well, the same number say the multiplication table with ease, 20 learn simple arithmetic, 10 do the compound rules, learn the formation of the verbs, parsing and the rules of the participle, and from 20 to 30 write from copies.

The second, under the charge of Mr. Manseau, numbers 10 pupils, who read well, 20 who can say the multiplication table, 10 who can do the simple rules, and 5 who write from dictation.

Lastly the third, conducted by Mr. Scanlan, is numerously attended; it is rather an English than a French school. Reading and writing are both good, and arithmetic is successfully taught.

Rivière-à-Delisle.—The dissentient school of this place is extremely well conducted: reading, spelling and arithmetic are successfully taught; out of 56 scholars at present attending it, 40 read and write well, 14 learn simple arithmetic, and 10 compound.

Côteau Landing.—The examination of the dissentient school of Côteau Landing was satisfactory.

I have the honor to be,

Sir,

Your obedient servant,

F. X. VALADE,

School Inspector.

		Boys.	Girls.	Reading French well.	Spelling English well.	Writing from dictation.	Formation and Conjugation of Verbs.	Knowing first 4 rules of the Participle.	French Parsing.	Saying Multiplication Table.	Geography.	Simple Arithmetic.	Compound Arithmetic.	Writing on paper.	English Parsing.	English verbs.	Total.			
CITE OF MONTREAL.																				
1	Day Scholars of the Cong. of N. D.	.....	170	40	50	50	50	10	10	50	30	30	20	100	30	30	170	Superior Eng. and Fr. School.		
2	Convent of the Good Shepherd	.....	45	20	8	20	12	8	8	8	15	10	8	30	.....	45	45	Do do do		
3	Orphans of La Providence Nunn'ry	.....	40	15	.....	10	15	.....	.....	2	10	.....	.....	20	.....	40	40	Elementary French School.		
4	W. Doran, Eng. and Fren. School.	.....	50	20	35	35	30	6	6	35	25	20	15	30	10	50	50	Superior Model School.		
5	Mr. McQuillan	.....	45	.....	25	25	25	.....	.....	25	15	10	5	20	8	45	45	Do English do		
6	Mrs. McQuillan	.....	20	.....	15	15	15	.....	.....	15	10	6	4	10	8	20	20	Do do do		
7	Miss Gougeon	.....	10	20	8	3	8	.....	.....	7	.....	.....	.....	10	.....	30	30	Elementary French School.		
8	Mrs. Byrnes	.....	30	20	.....	10	10	8	.....	10	5	5	3	10	5	50	50	Do English do		
9	Miss Godere	.....	55	20	35	30	20	8	8	30	20	12	8	30	5	55	55	Superior Eng. and Fr. School.		
10	Miss Dubord	.....	30	15	.....	10	10	.....	.....	5	.....	.....	.....	10	.....	30	30	Elementary French School.		
11	Miss Poitras	.....	20	40	30	10	30	30	10	10	10	12	8	30	.....	60	60	Superior Eng. and Fr. School.		
																	595			
HOCHELAGA.																				
12	Miss Girouard	.....	36	18	10	10	10	.....	.....	15	6	3	3	15	.....	54	54	Elemen. Eng. and Fr. School.		
13	Mr. Ploughman	.....	14	6	8	4	4	.....	.....	6	.....	2	1	6	1	1	20	Do do School.		
																	74			
LONG POINT.																				
14	Miss Irving, Prot. Dissent. School.	.....	10	20	.....	18	18	.....	.....	18	12	8	4	20	8	10	30	Superior English School.		
15	Convent, Sisters of Providence	.....	40	26	10	20	18	5	5	5	10	10	6	30	6	40	40	Do do and Fr. School.		
16	Deaf and Dumb, Sisters of Prov.	.....	14	.....	10	4	4	4	5	.....	4	.....	.....	10	4	4	14	Do do do do		
17	Mr. Pigeon, (St. Leonard)	.....	15	15	12	.....	10	1	1	3	10	12	4	12	.....	30	30	Elementary French School.		
																	114			
ST. HENRY, Parish of Montreal.																				
18	Mr. Simays	.....	50	20	30	.....	15	10	.....	10	.....	.....	.....	40	.....	80	80	Elementary French School.		
19	Mr. Potts, Dissentient School	.....	29	25	.....	30	30	30	.....	30	30	20	15	40	30	30	54	Superior English do		
																	134			
COTEAU ST. PIERRE.																				
20	Mrs. Lanctot		25	25	20	10	15	30	8	8	8	30	10	10	5	30		50	Superior Eng. and Fr. School.	
21	Mr. Bisceco (Riv. St. P.) (Pro. Sch.)	.....	10	12	.....	12	12	12	.....	12	8	9	6	13	7	7	22	Elementary English School.		
																	72			
COTE DES NEIGES.																				
22	Brothers of St. Joseph		50		30	20	30	30	10	10	10	40	25	15	10	30	6	50	Superior Eng. and Fr. School.	
23	Miss St. Luc	.....	14	10	8	4	6	6	.....	.....	10	.....	6	.....	6	.....	24	Elementary French School.		
24	Mr. Burns, (Prot. Dissen. School.)		15	15		15	15	10			10		6	6	15	6	6	30	Do English do	
																	104			
COTEAU ST. LOUIS.																				
25	Clerks of St. Viator		80		6	15	15	12			27	10	23	15	8	20	10	10	80	Elemen. Eng. and Fr. School.
26	Miss Santeenne		60	30	10	20	8	6			8	15		15	8	30		60	Do do do	
																	140			

	Boys.	Girls.	Reading French well.	Reading English well.	Spelling well by heart.	Writing from dictation.	Formation and Conjugation of Verbs.	Knowing first 4 rules of the Participle.	French Parsing.	Saying Multiplication Table.	Geography.	Simple Arithmetic.	Compound Arithmetic.	Writing on paper.	English Parsing.	English Verbs.	Total.			
COTE VISITATION.																				
27 Miss Lussier.....	25	10	10	10	10	8	.....	.....	10	.....	5	.....	10	.....	25	.....	25	Elementary French School.		
28 Mr. Lamb, (Dissentient School.)....	27	27	24	24	24	24	.....	.....	24	20	14	.....	34	12	54	.....	79	Superior English do Municipalities 47 Teachers..... 13		
Parish of Montreal, including Hochelaga, St. Henry, St. Pierre, Côte des Neiges, St. Louis and Cote Visitation; Pupils attending regularly, 623.																				
RIVIERE DES PRAIRIES.																				
1 Mr. Robillard, (Village).....	50	30	15	30	15	5	5	7	30	4	15	15	30	.....	50	.....	50	Superior Model School.		
2 Miss Arpin, (do).....	.....	30	15	.....	15	10	.....	6	.....	4	10	.....	15	.....	30	.....	30	Elementary School.		
																	80			
POINTE-AUX-TREMBLES.																				
3 Mr. Pierre Grenier, (Village).....	58	30	.....	20	25	10	10	10	40	20	20	10	.....	40	.....	58	.....	58	Superior School.	
4 Convent of Notre Dame, (Day Sch.).....	.....	40	20	.....	20	10	5	5	5	20	10	10	.....	20	.....	40	.....	40	Elementary School.	
5 Miss Lafranchise, (St. Leonard).....	15	15	15	.....	15	10	3	3	3	10	.....	4	4	15	.....	30	.....	30	Do do	
																	128			
SAULT AU RECOLLET.																				
6 Mr. Martin, (Village).....	55	30	20	30	30	6	6	20	30	20	15	10	.....	30	.....	55	.....	55	Superior School.	
7 Miss Strause, (do).....	.....	40	25	25	25	16	16	16	16	25	16	10	5	20	.....	40	.....	40	Do do	
8 Miss Larchevesque.....	25	25	20	17	17	17	20	8	8	10	24	20	20	10	30		45		45	Do do
9 Mr. Dagenais, (St. Michel).....	50	20	10	20	20	5	5	5	8	20	10	15	10	26	.....	50	.....	50	Elementary School.	
10 Girl's School, do.....	.....	40	15	.....	15	15	3	3	5	15	8	8	8	15	.....	40	.....	40	Do do	
11 Miss Gravelle, (Haut du Sault).....	15	15	10	.....	10	8	.....	.....	10	.....	4	.....	.....	10	.....	30	.....	30	Do do	
																	260			
ST. LAURENT.																				
12 Academy of Brothers of St. Joseph.....	110	48	35	30	36	15	26	29	26	19	14	.....	50	40	40	110	.....	110	Superior Academical School.	
13 Convent of St. Croix, (Village).....	.....	110	42	25	30	36	19	14	19	28	19	14	.....	43	20	110	.....	110	Superior School.	
14 Mr. Kays, (Protes. Dissen. School).....	20	10	.....	15	10	.....	.....	15	.....	6	6	10	.....	5	.....	30	.....	30	Elementary do	
15 Mrs. Decelle, (Cote de Liesse).....	15	20	4	.....	2	4	.....	3	.....	3	.....	.....	.....	5	.....	35	.....	35	Do do	
16 Miss Verdun, (Cote de Vertu).....	11	12	10	.....	5	8	.....	8	.....	8	.....	.....	.....	5	.....	23	.....	23	Do do	
17 Miss St. Jean, (Cote de Bois Franc).....	14	10	9	.....	2	4	.....	4	.....	7	.....	6	.....	6	.....	24	.....	24	Do do	
18 Miss Latour, do.....	12	12	14	.....	10	4	.....	2	6	.....	6	.....	.....	12	.....	24	.....	24	Do do	
19 Mrs. Theoret, (St. François).....	15	8	6	.....	.....	2	.....	.....	4	.....	.....	.....	.....	.....	.....	23	.....	23	Do do	
																	379			
STE. GENIEVE.																				
20 Mr. Martineau, (Village).....	40	20	.....	20	8	3	3	3	3	20	3	12	8	20	.....	40	.....	40	Elementary School.	
21 Convent St. Anne, (do).....	.....	60	20	.....	20	19	10	10	10	20	10	8	30	30	.....	60	.....	60	Superior do	
22 Miss Tassé, (Taraguay).....	20	20	15	.....	10	8	3	3	3	15	.....	6	8	15	.....	40	.....	40	Elementary do	
23 Miss Marie Pigeon, (Cap).....	14	14	8	.....	4	1	.....	1	6	.....	.....	.....	.....	2	.....	28	.....	28	Do do	
24 Miss Stéphanie Pigeon, (Sources)....	14	14	8	.....	3	3	.....	1	3	8	1	5	.....	6	.....	28	.....	28	Do do	
																	196			
POINT CLAIRE.																				
25 Academy of Brothers of St. Joseph.....	80	39	.....	39	38	16	16	16	16	40	10	16	10	.....	80	.....	80	Superior School.		
26 Convent of N. D., (D. Sch. & Bros.)....	.....	55	20	.....	20	19	8	6	8	16	5	9	6	30	.....	55	.....	55	Do do	
27 Miss Tassé, (Taraguay).....	16	14	9	.....	9	10	3	4	4	10	.....	8	4	15	.....	30	.....	30	Elementary School.	
28 Miss Clément, (St. Charles).....	11	12	12	.....	12	8	6	6	6	12	.....	4	8	12	.....	23	.....	23	Do do	
29 Miss Perrier, (St. Jean).....	11	12	12	.....	12	8	6	6	6	12	.....	4	8	12	.....	24	.....	24	Do do	
30 Miss Lefebvre, (Sources).....	12	12	8	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	212	.....	212	Municipalities..... 12 Teachers..... 44	

STATISTICAL TABLE showing Number of Pupils, &c.—(Continued.)

	Boys.	Girls.	Reading French well.	Reading English well.	Spelling well by heart.	Writing from dictation.	Formation and Conjugation of Verbs.	Knowing first 4 rules of the Participle.	French Parsing.	Saving Multiplication Table.	Geography.	Simple Arithmetic.	Compound Arithmetic.	Writing on paper.	English Parsing.	English Verbs.	Total.	
LACHINE.																		
1 Mr. McElhearn, (Village).....	55	30	30	30	20	5	8	15	30	12	15	10	30	10	10	55	Superior Model School.	
2 Miss R. Allard, (do)	60	34	25	20	20	20	5	5	20	20	20	5	30	10	10	43	Do do do	
3 M. Robertson, (Prot. Dis. School.)	60	13	55	30	40				40	20	25	20	50	20	20	73	Do do do	
4 Mrs. Legault, (Upper Lachine)....	8	8	3	3	5				6	8		5				16	Elementary School.	
																	187	
ST. ANNE, (Bout de l'Île.)																		
5 Mr. De Montigny, (Village).....	36	40	20	10	20	17		6	40		12		17		76	Elementary School.		
6 Mrs. Boileau, (St. Mary).....	7	7	2	2	2				2						14	Do do		
																	90	
ILE PERROT.																		
7 Mr. Bertrand, (Village).....	15	1	1	5	5	.....	.....	4	.....	2	.....	5	.....	15	Elementary School.			
8 Miss Periard, (do)	24	10	10	10	0	.....	.....	10	.....	6	2	.....	15	24	Do do			
																	39	
VAUDREUIL.																		
9 Mr. Moffat, (Village).....	50	30	20	15	30	15	15	15	30	30	15	10	.....	50	Superior School.			
10 Convent of St. Anne.....	60	30	30	30	10	10	10	10	10	10	10	10	40	40	Do do			
11 Miss Bertrand, (Quinchien).....	20	7	4	4	3	.....	2	6	5	6	5	5	.....	27	Elementary School.			
12 Miss Bertrand, Côte des Français.	17	14	10	10	10	2	2	2	2	2	2	2	20	31	Do do			
13 Miss Turcot, (Côte St. Louis)....	12	13	17	7	7	.....	2	2	10	.....	5	4	8	25	Do do			
14 Miss "Petite Côte".....	10	10	6	6	6	.....	.....	6	.....	.....	9	.....	20	Do do				
15 Miss Hurtebise, (Grande Côte)....	15	15	10	10	10	.....	.....	10	3	7	10	.....	30	Do do				
16 Mr. "Prot. Dissent. School)".....	15	15	15	15	15	.....	.....	20	3	5	10	20	6	30	Do do			
17 Mr. Armstrong, (do do do)	25	15	25	25	20	.....	.....	10	4	5	20	30	10	40	Superior School.			
																	313	
RIGAUD.																		
18 College of Clerks of St. Viator (V.)	100	80	30	80	80	40	40	40	40	50	40	10	20	60	10	100	College.	
19 Miss Méthot, do.....	40	20	20	20	20	8	8	15	20	17	12	12	36	40	Superior School.			
20 Miss Lacombe, (Anse à la Raquette)	9	7	3	3	2	.....	.....	1	1	4	1	6	.....	16	Elementary School.			
21 Miss Urbeise, (La Baie).....	14	12	12	12	6	.....	.....	4	6	3	3	3	8	26	Do do			
22 Miss Bertrand, Haut de la chute..	17	17	12	12	6	.....	.....	2	8	4	6	4	8	34	Do do			
23 Miss Quesnel, (Petit Brulé).....	9	9	10	10	10	.....	.....	2	10	10	4	6	7	18	Do do			
24 Mrs. Laberge, (Ste. Madeleine)....	14	14	12	12	12	.....	.....	6	10	4	2	6	7	28	Do do			
25 Mrs. Landriau, (do)	28	18	10	6	14	6	20	10	4	6	.....	1	.....	46	Do do			
26 Miss O'Callaghan, (Côte St. Geo.)..	15	20	10	20	20	15	.....	20	20	5	15	20	8	35	Do do			
27 Miss Hick, (Point Fortune, Diss.)..	8	10	10	10	6	.....	.....	10	.....	6	.....	10	.....	24	Do do			
																	367	
NEWTON.																		
28 Mr. McLennon, (Protest. School.)	10	10	.....	6	4	4	.....	1	.....	4	.....	6	.....	20	Elementary School.			
29 Miss Beacon.....	12	13	6	10	12	10	.....	12	.....	4	8	12	.....	25	Do do			
																	45	
STE. MARIE.																		
30 Miss McCaul, (St. Henry).....	16	9	5	10	10	4	.....	10	.....	6	2	10	.....	25	Elementary School.			
31 Mr. Smith, (Prot. Dissent. School)	18	18	20	10	12	.....	.....	30	10	10	4	25	2	36	Do do			
32 Mrs. Chartran, (Coteau).....	15	15	15	10	10	3	8	15	2	6	6	20	.....	30	Do do			
33 Miss LeCompte.....	23	23	5	.....	1	6	1	1	6	.....	6	5	10	50	Do do			
34 Mrs. Pilon, (Lower Parish).....	18	18	7	7	4	.....	3	3	8	4	6	2	6	36	Do do			
																	177	

STATISTICAL TABLE showing number of Pupils attending in, &c.—(Continued.)

	Boys.	Girls.	Reading French well.	Reading English well.	Spelling well by heart.	Writing from dictation.	Formation and Conjugation of Verbs.	Knowing first Rules of the Participle.	French Language.	Saving Multiplication Table.	Geometry.	Simple Arithmetic.	Compound Arithmetic.	Writing on paper.	English Parsing.	English Verb.	Total.	
COTEAU LANDING.																		
35 Fortune, (Prot. Diss. School, Vil.)	36	30	40	10	25	8				40	30	20	20	40	10	20	60	Superior School.
36 Mr. McKinnon, (Village).....	17	5	10	4	10	8				15	3	3	4	10			25	Elementary School.
																	82	Municipalities..... 14
																		Teachers..... 42
ST. POLYCARPE, (Riv. & Delisle.)																		
1 Miss Lewis, (Village).....		40	16		5	10	4	4	4	10	1	3	3	20			40	Elementary School.
2 D. Kennedy, do.....	50	21	24	2	16					6	30	4	4	20	25	6	50	Superior School.
3 Mr. Doray, (St. Mary).....	43	7	8		8	6				10	6	2	3	10			30	Elementary School.
4 Mr. Picotte, (Upper River).....	47	8	8	3	2	12				5	10	2	8	3	7		27	Do do
5 Mr. McGuire, (P. D. School, St. G.)	47	27	10	10	10					20		14	10	50	14	10	54	Superior School.
6 Miss Caron, (St. George).....	14	14	6		3	1				1	4			5			28	Elementary School.
7 Mr. Charlan, (St. Catherine).....	27	25	25		20	15	10	6	6	30	16	10	15	20			50	Superior School.
8 Mr. Leroix, (Lower River).....	29	10		6	6	1	4	4	10	2	5	5		8			20	Elementary School.
No School at the Cote St. Philippe																	299	
ST. ZOTIQUE.																		
9 Mr. Manseau, (St. Catherine).....	15	15	10		6	5			4	25	4	10		20			30	Elementary School.
10 Mr. Beaudry, (Village).....	25	25	30		30	10	10	10	10	30	10	20	10	30			50	Superior School.
11 Mr. Scanlan, (Rivière au Baudet).....	20	18	10	20	15	10			5	20		10	10	15	6	6	38	Elementary School.
																	118	
ST. IGNACE, (Coteau du Lac.)																		
12 Miss Valois, (Ruisseau de St. Clet.)	25	25	25		20	20	8	8	8	3	1	20	10	30			50	Superior School.
13 Miss Scanlan, (Riv. a Delisle).....	16	10	6		6					1		4		6			25	Elementary School.
14 Mr. Brabant, (Ruisseau).....	20		5		2	4	12	12	12	4		2	4	10			20	Do do
15 Mrs. Marchand, (do).....	20	16	4		1					6		3	1	6			16	Do do
16 Miss Charest, (St. Emmanuel).....	30	18	25		15	8		8	8	15		10	8	12			48	Do do
17 Mr. Tasse, (Village).....	40	25	25		20	20	6	6	10	10		20	10	40			65	Do do
																	225	
ST. CLET.																		
18 Mr. Garcau.....	12	12	12		6	6		3	5	10	4	5	1	5			24	Elementary School.
19 Miss Quierrier.....	12	22	20		15	8	12	12	6	15		9	3	20			34	Do do
20 Miss Enond, (St. Emmanuel).....	25	25			2				10		8	2	12				50	Do do
																	108	
SOUTANGES.																		
21 Mr. Beaulnes, (St. Dominique).....	30	12			4	5			5		5		15				30	Elementary School.
22 Miss Beaulnes, (do).....		30	12		4	5			10		5		15				30	Do do
23 Convent of N. D., (Vil., ex. et pen.)		60	30		15	12	8	8	8	20	8	15	22	20			60	Superior School.
24 Mr. Joassin, (Village).....	45	30			20	20	10	10	12	30		10	12	30			45	Do do
25 Mr. Grassier, (St. Feréol).....	25	15	16		12	8	6	8	8	10	8	8	8	15			40	Elementary School.
																	205	Municipalities..... 7
																		Teachers..... 26

RECAPITULATION.

Total Number of municipalities.....	44
" " " Schools, Colleges, Academies and Convents under control of Commissioners.....	118
" " " Teachers.....	164
" " " Pupils attending the schools regularly.....	4822

In this total is not included the number of Pupils attending the independent schools, nor yet the Pupils who are unregistered on the roll of the Commissioners, but who attend school only irregularly, or not at all; which numbers, added to the 4822 before mentioned would make the total amount nearly equal to that given by the Report in the month of July, 1874.

NOTE RESPECTING THE REPORTS OF THE INSPECTORS.

The Superintendent does not consider himself responsible for all the remarks contained in the preceding extracts from Reports. On the contrary, it is easily seen that there are to be found in them, several suggestions in direct opposition to those which the Superintendent has taken the liberty of making.

While suppressing everything calculated to wound seriously the feelings of individuals, and striking out repetitions, he has considered it his duty scrupulously to give the views of the Inspectors. In fact, the actual state of the question of Public Instruction requires that the Government, the people, and the representatives of the people, should be fully aware of the opinions of all those entrusted with the supervision of schools, upon the subject.

It is unnecessary to add that several of these reports give proof of much zeal and considerable powers of observation, and that altogether they form an impartial, nay, a severe criticism upon the present state of affairs

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ERRATA.

- Page 78—Bishop's College, at Lennoxville, placed in the second section of the division of the Superior Schools, ought to have been placed in the first section, with the other Universities. It has, by its charter, the power of conferring degrees in the four Faculties. That power has been exercised with regard to the Faculties of Theology and of Arts. The Faculties of Law and Medicine are not yet organized. The Professors are not all Clergymen; three of them are Laymen. Its library numbers above 1500 volumes, instead of 1000.
- Page 78—2nd line—for "education" read "educational."
- Page 91—1st line—for "Appendice" read "Appendix."
- Page 129—3rd line—for "slow" read "low."
- Page 129—33rd line—for "text" read "test."
- Page 130—13th line—instead of "Of the 12 the school districts into which Chatham is divided, in 5 of these districts, can it be said that education is advancing very slowly," read "in five school districts only can it be said that education is advancing in this township."
- Page 133—34th line—instead of "and all English about" read "and all English. About."
- Page 135—2nd line from bottom—instead of "road" read "rut."
- Page 136—13th line—instead of "with the advantage of the having" read "with the advantage of having."
- Page 137—3rd line—instead of "rational" read "rationale," and 15th line, instead of "awkward" read "outward."
- Page 141—42nd line—for "tha" read "that."

