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REPORT
OF
EDUCATION
1864



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REPORT

OF THE

SUPERINTENDENT OF EDUCATION

FOR

LOWER CANADA

FOR THE YEAR 1861.

Printed by order of the Legislative Assembly.



QUEBEC:

PRINTED FOR THE CONTRACTORS BY HUNTER, ROSE & LEMIEUX, ST. URSULE STREET.

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REPORT

OF THE

SUPERINTENDENT OF EDUCATION FOR LOWER CANADA,

FOR THE YEAR 1861.

MONTREAL, 15th May, 1862.

The Honorable the PROVINCIAL SECRETARY,
Quebec.

SIR,—I have the honor to submit to you my Report, for the year 1860, upon the state of Public Instruction in Lower Canada.

As the Committee of the Legislative Assembly on Printing decided, in 1859, that the Statistics of this Department and the Reports of Inspectors should only be published every third year, I have this year caused these statistics to be prepared so as to give the details, not only of each Inspection District, but also of each municipality. The table relative to Superior Education is also given at length, and as all these documents will form a very voluminous appendix, I shall, in this report, confine myself to such remarks as appear to me indispensable; I have, besides, rather to lay stress upon the observations and recommendations contained in my preceding reports, than to set forth anything new to the habitual readers of these documents.

The most serious obstacle which I have to encounter is the insufficiency of most of the grants which I have to distribute. I have no doubt but that with larger sums, thanks to the impulse already given, and the progressive improvement of the public mind, as respects the subject of education, the Department would speedily attain every desirable result. Even the abuses complained of, or at least the greater part of them, are attributable to this constant want, and a more prosperous state of affairs would afford the means most calculated to remove them.

This inadequacy of the grants will be difficult of comprehension to those who observe each year the very considerable sums which the Legislature adds to the appropriation for Common Schools; but these sums serve partly to make up the deficiency caused by the inadequacy of the revenue from the Jesuits' Estates to provide for the grant to Superior Education, and partly to place the Department in a position to meet the diminution which the excess of the population of Upper Canada over that of Lower Canada threatens to entail in the share of the grant accruing to the latter section of the Province. Notwithstanding the diminution, however, we have been enabled to distribute the same sum as in preceding years, among the various municipalities.

But the apportionment of this sum has not been the same; the erection of a great number of new municipalities, and the increase in the population of all the new settlements have

of necessity, entailed a considerable reduction of the grants to those older municipalities in which the increase in population has been small, and in which the population has even, in some cases, notably diminished.

Although the reduction rarely exceeded a hundred dollars in the payment made on the 1st January last, for the last half of the year 1861, it is not the less true that such a disturbance in the finances of a great number of School Municipalities is a serious matter, and one for which it is urgently necessary to provide a remedy.

The circumstances from which the present financial position of the department have resulted are set forth in a special report presented to the Legislative Assembly a short time after my assuming office, and I have alluded to them in nearly all my subsequent annual reports. I am not ignorant of the difficulties which lie in the way of the Government in this matter, and I am prepared to admit that the total of the sums applied to public instruction forms as large a proportion of the public revenue as in any of the other colonies, with the exception, perhaps, of Prince Edward's Island, which has, however, but few other expenses to bear; at the same time, I should not be doing my duty if I did not protest, whenever an opportunity presented itself, against the false position in which this Department is placed, not only in consequence of the real inadequacy of its finances, but also because they are not what they appear at first sight to be.

I have already stated that an increase of fifty per cent. in the total grant for Common Schools would be necessary to meet the new wants and the natural progress of affairs. In fact, had not the municipalities extensively and generously availed themselves of the permission given them by the Legislature to raise the rates to such an amount as they should see fit, few of them would have been able to keep their schools open. It may, perhaps, be objected that an increase of subsidy would have the effect of lessening this zeal, and that the public chest would suffer without a corresponding benefit accruing to the schools. But while we have every reason to hope for a totally different result from the generous and enlightened municipalities who have set this good example, it might be provided that the increase of the subsidy over a certain amount should be proportioned to the additional sums raised.

Similar, if not greater difficulties occur every year in the distribution of the grant for Superior Education. I thought last year that I should be able to avoid the proportional diminution of two and a-half per cent. which for several years had been made from the various allowances; but although I held out this hope, trusting that the finances of this Department would speedily attain a more favorable condition, I have been compelled, this year, to extend the reduction to the Model Schools which had hitherto been exempt. On the other hand, the institutions of a higher class complain, with reason, of the progressive diminution of their allowances, and represent that the Model Schools ought to be subsidized out of the Common School Fund. Such is, in fact, the case, for the amount required in addition to the revenues of the Jesuits' Estates, and the sum of $20000 drawn from the consolidated fund, to make up the annual grant for Superior Education, is drawn from the Common School fund, (see the Consolidated Statutes, chapter xv, section 182), and this it is which has, in great measure, absorbed the subsidies which have been voted each year. But in any case it would be better that the subsidies to the Model Schools should be ostensibly and regularly taken, as in fact they are, from the Common

School fund; and that the Superior Education fund should be provided for in a more certain manner, and to such an amount as would, instead of rendering an annual diminution compulsory, allow, on the contrary, of the laying up of certain sums in reserve for those new requirements which, in a country like this, cannot fail to arise.

If I now insist upon these suggestions which I have repeatedly made before, it is because the inconvenience, the uncertainty and the confusion resulting from this state of affairs cannot but increase, and because the necessity of introducing order is urgent.

The two subsidies of which I have just made mention are not the only ones which are insufficient.

That to Poor Municipalities, to be as efficacious as might be desired, should be increased from $4,000 to $6,000. That to the Teachers' Savings Fund should also be increased from $2,000 to $3,000. There is no true economy in allowing this latter grant to continue so small; for the progressive reduction of pensions, resulting from this course, will necessarily discourage the teachers who contribute to the fund, and will prevent any increase in the number of subscribers. Thus it will sooner or later become absolutely necessary to advance a larger sum than that for which I now ask, or else to give up this institution entirely—a circumstance greatly to be regretted for many reasons, and one which, entailing the repayment of all the sums which have been paid in, would cause a loss to the public chest without being of advantage to any one.

I say nothing for the time about the subsidy in aid of the formation of Parish Libraries, which, in consequence of the state of the finances of the Department, has remained a dead letter in our scheme.

The statement of the accounts of the Normal Schools shews no deficit, but this is entirely due to the fact that the balance to the credit of the Jacques-Cartier school makes up for the very considerable deficit which the accounts of the Laval school yearly present. If there were a department of pupil-teachers at the Jacques-Cartier school, the case would be different. The inadequacy of the total subsidy to the Normal Schools is therefore evident, and at the present time it deprives the vast district of the Jacques Cartier school of the important advantages of a department of pupil-teachers.

Equally urgent is the necessity of erecting suitable buildings to contain these two schools. The arrangements made at Quebec for the installation of the Laval school may be justified by circumstances; but they are far from sufficient. Their purely temporary nature is of itself a very serious disadvantage, and by no means economical.

The old building occupied by the Jacques Cartier Normal School and by the Department of Education has become too confined for the various offices of that Department; the wing occupied by the Normal School is, moreover, seriously out of repair, and I have repeatedly taken an opportunity of representing to the Government that its prolonged occupation would be attended with danger. The whole, moreover, contrasts so deplorably with the beautiful edifices occupied by the Department of Public Instruction and the Upper Canada Normal School at Toronto, that it would be for the honor of Lower Canada to do away, as soon as possible, with the subject of comparison.

Hitherto it has been possible to delay the expenses necessary for the erection of Normal Schools, for their establishment might be looked upon as an experiment; but now

their success, which can be denied by none, demands that they should be installed in buildings more suitable to them, and which should be fitted for their permanent occupation.

If I begin by thus expressing the regret which I feel at seeing the efficacy of this Department limited on so many points by the inadequacy of its pecuniary resources, I do not thereby propose to conceal the other obstacles which present themselves in the abuses which still exist in the execution of our Common School Law.

The principal of these is still the manner in which teachers' salaries are fixed and paid in many municipalities.

The Department strives with all its might against the unfortunate tendency which the commissioners exhibit, to reduce these salaries, and endeavors to see that the payments are made more regularly. Although in a great number of cases it has been possible to repress abuses, there are others in which it is difficult to interfere, and there are even some in which the evil only becomes known when it is too late to remedy it.

Under these circumstances I am of opinion that some Legislative enactment, which would restrain the powers of commissioners as respects the engagement of teachers, and which would provide a more effectual means of punishing secretary-treasurers who apply the school funds to their own use, would have an excellent effect. A clause similar to that contained in the Municipal Act, ordaining that every judgment rendered against a defaulting secretary-treasurer should carry with it *contrainte par corps*, would probably prove one of the best means of remedying the evil.

The general progress of Public Instruction in Lower Canada has been about the same as in preceding years; our statistics even shew, on some points, greater progress than during the last year.

The total amount of progress since 1853, is set forth in the following small table:

TABLE exhibiting the progress of Public Instruction in Lower Canada since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Increase over 1860.	Increase over 1855.	Increase over 1853.
Institutions	2352	2795	2868	2919	2946	2985	3199	3264	3345	81	482	993
Pupils	108284	119733	127058	143141	148798	156872	168148	172155	180845	7690	53787	72561
Contributions .....$	165848	238032	249136	406764	424208	459396	498436	503859	526219	22360	277083	360371

It will be seen that the increase in the number of institutions, which in 1860 only amounted to 65, reaches 81 in 1861; and that the increase in the number of pupils which was only 4007 in the former year, reaches 7690. That the increase in the amount of contribution which was only $5,423 in 1860, this year reaches $22,360. The number of Primary Schools, including those subsidised and those which are independent, which was 3,076 in 1860, this year reaches 3,198, and the number of the pupils attending them, which in 1860 was 144,905, is this year 151,272. This proves that the Primary Schools have made more progress than the Secondary Schools.

The following table of the increase in the various descriptions of assessments also shews very satisfactory results:—

	1856.	1857.	1858.	1859.	1860.	1861.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Assessment to equal grant.....	113,884 87	113,887 08	115,185 09	115,792 51	114,424 76	113,969 29
Do over and above grant.....	93,897 90	78,791 17	88,372 69	109,151 96	123,939 64	130,560 92
Monthly fees.....	173,488 93	208,602 37	231,192 65	251,408 44	249,717 10	264,689 11
Assessment for buildings.....	25,493 80	22,928 63	24,646 22	22,083 57	15,778 23	17,000 00
Total	406,776 55	424,209 25	459,396 65	498,436 48	503,859 73	526,219 32

Finally, the Table shewing the progress in each special branch of instruction is equally interesting:—

COMPARATIVE TABLE of the Number of Children following the different branches of Instruction, since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Increase over 1860.	Increase over 1855.	Increase over 1853.
Pupils reading well.	27367	32861	43407	46940	48833	52099	64362	67753	75236	7483	31829	
do writing	50072	47014	5803[3]	60086	61943	65404	80152	81244	87115	5871	29082	
do learn'g simple arithmetic...	18281	22897	30631	48359	52845	55847	63514	63341	69519	6178	38888	
do do compound arithmetic...	12428	18073	22586	23481	26643	28196	30919	31758	41812	10054	19226	
do Book-keeping.		799	1976	5012	5500	6689	7135	7319	9347	2028	7371	
do Geography.....	12185	13826	17700	30134	33606	37847	45393	49462	55071	5609	37371	
do History.....	6738	11486	15520	17580	26147	42316	45997	46324	51095	4771	35575	
do French gram.	15353	17852	23260	39328	39067	43307	53452	54214	60426	6212	37166	
do English do	7066	7097	9004	11824	12074	15348	19773	25073	27904	2831	18900	
do Parsing.....	4412	9283	16439	26310	34664	40733	44466	46872	49460	2588	33021	

The details contained in my preceding reports upon the instruction in our Normal Schools, and those contained in the special reports of the Directors of those Institutions, ender it unnecessary for me to make any comment upon the two following tables; the

first shows the number of pupils who have attended these schools since their establishment, and the second the number of diplomas granted.

Table of the NUMBER OF PUPILS who have attended the Normal Schools.

School Years.	Jacques Cartier. School.	McGill School.			Laval School.			Total Male Pupil-teachers.	Total Female Pupil-teachers.	Grand total.
	Male Pupil-teachers.	Male Pupil-teachers.	Female Pupil teachers.	Total.	Male Pupil-teachers.	Female Pupil teachers.	Total.			
1st session, 1857.....	18	5	25	30	22	.....	22	45	25	70
1857 & 1858	46	7	63	70	36	40	76	89	103	192
1858 & 1859	50	7	76	83	34	52	86	91	128	219
1859 & 1860	53	9	72	81	40	54	94	102	126	228
1860 & 1861	52	5	56	61	41	53	94	98	109	207

DIPLOMAS granted to pupils of the Normal Schools since their establishment.

Kind of Diplomas granted.	Jacques Cartier.	McGill.			Laval.			Total Male Pupil-Teachers.	Total Female Pupil-teachers.	Grand total.
	Male Pupil-teachers.	Male Pupil-teachers.	Female Pupil-teachers	Total.	Male Pupil-teachers.	Female Pupil-teachers	Total.			
Academy	2	1	.....	1	5	.....	5	8	.....	8
Model School.	38	3	61	64	38	40	78	79	101	180
Elementary School.....	43	18	110	128	11	41	52	72	151	223
Total.....	83	22	171	193	54	81	135	159	252	411

The development of our system of public instruction, in all parts of the country, has caused the erection, during the last few years, of a great number of new School Municipalities; and as soon as a new settlement springs up, it loses no time in adopting such a system of organization as enables it to put the school law in operation. The following table exhibits the progress in this respect since the year 1857.

ERECTION of Municipalities since 1857.

New Municipalities.		Old Municipalities divided.	
1857 - - -	6	1857 - - -	3
1858 - - -	2	1858 - - -	5
1859 - - -	5	1859 - - -	1
1860 - - -	2	1860 - - -	12
1861 - - -	15	1861 - - -	13
1862 (to 1st May) -	5	1862 - - -	3
	35		37
		Total - -	72

The most careful attention of the Council of Public Instruction has been directed to the important subject of the examination of male and female teachers. I append to this report the regulations upon this subject which they have passed, and which, while they grant new Boards of Examiners to certain parts of the country, where they have been long called for, will not fail to raise the standard of knowledge required, and afford a more positive guarantee of ability than those which previously existed.

The Council has also examined and approved a certain number of works for the use of schools, and the compilation of the French reading books, ordered by the Council, is now so far advanced that I hope to be able to submit them for approval at its next meeting.

I must not conclude this report without alluding to the patriotism and courage exhibited by the pupils of several educational establishments, during the critical circumstances in which this country was for some time placed, in offering their services to the Government. Those of the Jacques Cartier and Laval Normal Schools formed themselves into two companies of the active militia force, and in this way more than 80 pupil-teachers were instructed in military drill; by this means military gymnastics may soon be taught in many of our Common Schools, as they now are in nearly all those of the United States.

I have the honor to be, Sir,

Your obedient servant,

P. J. O. CHAUVEAU,

Superintendent of Education.

RULES AND REGULATIONS

FOR THE

EXAMINATION OF CANDIDATES

FOR

TEACHERS' CERTIFICATES OR DIPLOMAS,

IN LOWER CANADA.

Article First.—All Boards of Examiners shall meet on the first Tuesday in the months of February, May, August and November in each year, and not at any other time; except, however, in case there should be no quorum, when the members present, or the Secretary, may adjourn the meeting to a time at least fifteen days later; and notice of such adjournment shall be given to each member at least eight days in advance. It shall not be necessary to give public notice in newspapers of meetings of the Boards of Examiners.

Article Second.—Each candidate must, at least fifteen days before the appointed time, give notice to the Secretary of his intention to present himself for examination; and the names of candidates shall be entered upon a list by the Secretary as their notices are received, and on the day of examination they shall be called in the order in which they are inscribed. The notices of candidates may be made according to form A.

Article Third.—No candidate can be admitted to an examination without having previously deposited with the Secretary of the Board of Examiners, a testimonial of good morals and religious instruction, signed by the *curé* or the minister of his place of residence; and also an extract from the register of baptisms or the civil register of births of his place of nativity, showing that he is at least fully eighteen years of age; in case, however, a candidate can show that it is not in his power to obtain a certificate of birth, it shall suffice if he produce a certificate proving that he is eighteen years of age. The candidate must also declare in writing that he has not undergone an examination before any other Board of Examiners to obtain a teacher's diploma for Lower Canada within the previous six months.

Article Fourth.—Each Board of Examiners shall cause to be kept a Record of Examinations, in which the Secretary shall enter the names of candidates, together with the other information specified in Schedule B, which shall be the form of the Record. The Secretary shall also transmit to the Superintendent of Education, in each month of January, a statistical synopsis of said Record for the year preceding, according to form C.

Article Fifth.—Candidates shall be examined separately and not in presence of each other, except when the tests shall be dictation, arithmetical problems, or composition, which may be undergone simultaneously.

Article Sixth.—Candidates must first write from dictation at least one page of printed text from the third Reader of the progressive series which shall have been approved by the Council of Public Instruction; or until such books shall have been so approved, in French from *le Devoir du Chrétien, or l'Abrégé de l'Histoire du Canada*, by Garneau, approved for schools, and in English from *Borthwick's British Canadian Reader*. The page shall be drawn by lot at the time of the trial; and no other mode of indication shall

be used in the dictation than simply reading. If the result of this test contain too many mistakes in orthography, or if the handwriting be not found good, the candidate may be rejected without further examination. The test shall be applied in the two languages when candidates are desirous of obtaining diplomas authorizing them to teach French and English.

Article Seventh.—Candidates must next read aloud one page, selected by lot, in the third Reader of the series approved by the Council of Public Instruction, or in one of the books designated in the preceding article, in a manner showing their capacity to teach reading, and they must also explain the matter read in a way to show they could make it intelligible to pupils. This test must be undergone in the two languages by candidates who desire to obtain diplomas authorizing them to teach in both.

Article Eighth.—The certificates or diplomas of each degree, to wit: for Elementary Schools, Model Schools, and Academies, shall be subdivided into certificates of a first and second class, and shall specify whether the holder is authorized to teach English and French. The wording shall be as in the form, schedule D.

Article Ninth.—When the candidate shall have undergone in a satisfactory manner the two first tests prescribed, the Secretary shall, by order of the Board, write down in the Record, folio and column destined for the purpose, the figures 1, 2 or 3: figure 1 shall indicate that the test was very satisfactory in its results; figure 2, that it was sustained sufficiently well; and figure 3, that the result was not satisfactory. It shall be necessary to take the handwriting into account in summing up the result of the dictation, independently of the orthography. The members of the Board shall then proceed to examine the candidate upon the different branches, in the manner indicated in the article following, and the Secretary shall as before enter upon the Record, by order of the Board, the figures 1, 2 or 3 indicating the result of the examination on each subject. To be entitled to receive the second class certificate it shall be necessary to obtain at least the figure 2 in all tests and subjects of examination. To be entitled to the first class certificate, it shall be necessary to obtain the figure 1 in the two first tests and in at least two-thirds of the subjects of the examination. Candidates who may have failed in only *two* subjects of examination shall, however, be permitted to demand another trial in each of these subjects, and if the result of this fresh trial be favorable, it shall be substituted for that of the first.

Article Tenth.—Candidates for the Elementary School Certificate must undergo an examination in each of the programmes of schedule F, to wit: French Grammar, English Grammar, Geography, Sacred History, History of Canada, and the Art of Teaching. The questions shall be drawn by lot from among those of the programmes, and not less than four in each programme shall be put. The candidate shall, moreover, as regards arithmetic, solve a problem in fractions and another in the rule of simple interest. Candidates for the Model School Certificate, if they be not already in possession of an Elementary School Diploma, shall undergo the tests above prescribed, and also answer at least four questions in each of the programmes of schedule G, to wit: French Grammar, English Grammar, Geography, Sacred History, History of Canada, Universal History or Histories of England and France, Literature, Book-keeping, Elements of Algebra and Geometry, the Art of Teaching and Agriculture, which questions shall be drawn by lot; and candidates shall, moreover, solve a problem in compound interest, a problem in algebra, and another in mensuration. They shall also be required to write a literary composition upon a subject indicated, for which exercise the maximum time allowed them shall be two hours, during which they must not receive the aid of any person, nor have any book at their disposal, except a dictionary. Candidates for diplomas to teach Academies shall, if not possessed of the Model School Certificate, undergo the same examination as that required for Model schools; and farther, shall answer four questions in each of the programmes of schedule H, to wit: Natural Philosophy, Chemistry, Natural History, Algebra, Geometry and Trigonometry, Astronomy, Universal History, History of France and History of England, Moral and Mental Philosophy, which questions shall be drawn by lot; and the candidate shall also translate from the Latin about half a page of Cæsar's Commentaries, and from the Greek, one of Æsop's fables, with grammatical analysis: the pages shall also be drawn by lot.

The Examiners shall word the questions in those part of the programme in which

merely the subject is indicated as they may judge proper; and there is nothing to prevent them from putting to the candidates other questions than those contained in the programmes if they believe that it should be done, provided the required number of questions drawn by lot, in each programme, shall have been put. To the questions in the English and French grammars, shall be added the grammatical analysis of half a page taken from one of the books mentioned in the sixth Article; and the result of this analysis shall be appreciated jointly with that of the examination upon the subjects of the programmes.

Candidates for certificates to teach in one language only shall not be held to any of the tests or examinations in the other tongue.

Article Eleventh.—When a candidate shall not have obtained the diploma applied for, the Board may grant a delay, at the expiration of which he may again present himself; but the Board shall not be bound to examine a candidate thrice rejected.

Article Twelfth.—The Secretary shall preserve the dictation and composition written by the candidates. During the fifteen days following each session of the Board, he shall transmit to the Superintendent of Education a list in duplicate of the certificates granted, after the form, schedule E.

Article Thirteenth.—Female candidates for diplomas to teach Academies shall be exempt from examination in Greek and Latin. Candidates for Model Schools Certificates and certificates for Academies may choose between an examination in Universal History or the histories of England and France, the first exempting them from the two last.

Article Fourteenth.—The Superintendent of Education, or any person delegated by the Council of Public Instruction, may at all times inspect the Record and all documents of each Board of Examiners.

Article Fifteenth.—The Superintendent of Education shall furnish the divers Boards of Examiners with the diplomas, records, blank forms, books, maps and globes necessary to carry out the present Regulations. The expenses shall be charged to the account he is authorized to open, as casual expenses of the Department of Education incurred in carrying out the regulations of the Council of Public Instruction.

Article Sixteenth.—The Boards of Examiners authorized to grant certificates for Academies and Model Schools may devote exclusively one or two of their quarterly sessions to the examination of candidates for these two kinds of diplomas, and only grant such during the sessions so set apart. They shall give notice of their having done so in the *Journal de l'Instruction Publique* and the *Journal of Education* for Lower Canada. Two insertions shall suffice.

Article Seventeenth.—Henceforth, no Inspector of Schools shall be appointed Secretary to a Board of Examiners; and any Secretary of a Board of Examiners who may be appointed Inspector of Schools shall vacate his office of Secretary.

The above Rules and Regulations, passed by the Council of Public Instruction of Lower Canada, at the tri-monthly meeting of the Council, held on the 11th November, 1861 were approved by His Excellency the Governor General in Council, on the 18th March, 1862; and they shall take effect on and after the First day of July next.

LOUIS GIARD,
Recording Clerk.

SCHEDULE A.

FORM OF APPLICATION TO BE ADMITTED TO EXAMINATION.

To the Secretary of the Board of Examiners of

SIR,

This is to inform you that I
a native of
aged residing
and belonging to the
Religion, [*or* Church,] intend to present myself for examination before the Board of Examiners of
at its session in the month of
ext, to obtain a diploma for

To this application I annex a certificate of birth [*or* of age], and a testimonial of good morals and religious instruction; and farther, I declare not to have undergone an examination by any Board of Examiners in Lower Canada to obtain a teacher's diploma during the last six months.

(*Signature of the Candidate.*)

SCHEDULE B.

Date of examination.	Name of candidate.	Where born.	Residence.	Age.	Religion ..... { Name of the *curé* or minister who signed the testimonial of good morals and religious instruction.

RESULTS of test and examinations.

French Reading.	English Reading.	French dictation.	English dictation.	French Reading elucidated.	English Reading elucidated.	Writing.	French grammar.	English grammar.	Geography.	Book-keeping.	Sacred History.	History of Canada.	Arithmetic.	Art of teaching.	Elements of agriculture.	Algebra.	Mensuration.	Literary Composition.	Elements of literature.	Universal History.

History of France.	History of England.	Geometry.	Astronomy.	Chemistry.	Natural philosophy.	Natural History.	Latin, translated from Cæsar.	Greek, translated from Æsop's Fables.	Mental and Moral Philosophy.	Degree and class of diploma granted.	Time to which the candidate has been put off for a new examination, if unsuccessful.

C.

FORM of Statistical synopsis to be transmitted annually to the Superintendent.

			DIPLOMAS GRANTED TO MALE TEACHERS.					
Date of each session of the Board.	No. of days during which each session of the Board lasted.	No. of candidates examined.	No. of diplomas for Academies. 1st. class.	No. of diplomas for Academies. 2nd class.	No. of diplomas for Model schools. 1st. class.	No. of diplomas for Model schools. 2nd. class.	No. of diplomas for Elementary schools. 1st. class.	No. of diplomas for Elementary schools. 2nd class.
TOTAL.								

DIPLOMAS GRANTED TO FEMALE TEACHERS.

No. of diplomas for Academies. 1st. class.	No. of diplomas for Academies. 2nd class.	No. of diplomas for Model Schools. 1st. class.	No. of diplomas for Model Schools. 2nd. class.	No. of diplomas for Elementary Schools. 1st. class.	No. of diplomas for Elementary Schools. 2nd. Class.

TOTAL.

D

FORM OF DIPLOMAS FOR ACADEMIES.

We hereby certify that a native of aged residing and belonging to the Religion [*or* Church], having produced a testimonal of good morals and religious instruction signed by , and having in a very satisfactory manner undergone an examination in , and in a satisfactory manner in he has received a diploma of the class authorizing him to teach French and English [*or one of the two as the case may be*] in all the Academies and Schools in [*describe here the territorial jurisdiction of the Board.*]

In witness whereof, by order of the members of the Board we have hereunto affixed our signatures and the seal of the said Board, this day of in the year

President.
Secretary.

FORM OF DIPLOMAS FOR MODEL OR ELEMENTARY SCHOOLS.

We hereby certify that a native of aged residing and belonging to the Religion [*or* Church], having produced a testimonial of good morals signed by and having undergone an examination in a very satisfactory manner in , and in a satisfactory manner in he has received a diploma of the class authorizing him to teach French and English [*or one of the two as the case may be*] in all Model and Elementary Schools [*or* in Elementary Schools *only as the case may be*] in [*describe here the territorial jurisdiction of the Board.*]

In witness whereof, by order of the Board we have hereunto affixed our hands and the seal of the said Board this day of in the year

President.
Secretary.

E

List of Diplomas granted by the Board of Examiners of , during its Session in

DIPLOMAS FOR ACADEMIES.

FIRST CLASS.

A. B. , a native of , aged years. [*State of what religion.*

SECOND CLASS.

C. D. , a native of , aged years. [*State of what religion.*

DIPLOMAS FOR MODEL SCHOOLS.

FIRST CLASS.

A. B. (widow of C. D., *as the case may be*), a native of aged years. [*State of what religion.*] E. F. (1)

(1) E. F. shall signify that the diploma is for English and French. The names are to be arranged by alphabetical order.]

SECOND CLASS.

C. D. , a native of , aged years. [*State of what religion.*] E.

DIPLOMAS FOR ELEMENTARY SCHOOLS.

FIRST CLASS.

A. B. (married to C. D *as the case may be*), a native of aged years. [*State of what religion.*] E.

SECOND CLASS.

C. D. , a native of , aged years. [*State of what religion.*] F.

SCHEDULE F.

PROGRAMME No. 1.

ENGLISH GRAMMAR.

I.

1. What is Grammar?
2. How many letters are contained in the English Alphabet?
3. What is a syllable?
4. How are the sounds of syllables represented?
5. What is the series of letters called?
6. How many sorts of letters are there?
7. How many vowels are there?
8. How many sorts of words are there?

II.

9. What is an article?
10. How many articles? What are they?
11. In what sense is a noun taken without an article to limit it?
12. Is *a* used before nouns in both numbers?
13. How is *the* used?
14. In what case is *a* used instead of *an* when the word following begins with a vowel?

III.

15. What is a noun or substantive?
16. What is a proper noun?
17. What is a common noun?

IV.

18. What is number?
19. How many numbers have nouns?
20. How is the plural of nouns generally formed?
21. Are there any nouns used only in the singular?
22. Are there any which have but the plural?
23. Name some nouns which have no plural.
24. Name some nouns which have no singular.

V.

25. How do nouns ending in *s*, *o*, *x*, *ch*, and *sh*, form the plural?
26. How would you form the plurals of nouns ending in *f* or *fe*, and in *y*, preceded by a consonant?
27. What is meant by gender?
28. How many genders are there? Name them.
29. How many cases have nouns?
30. How is the possessive singular formed?
31. How is the possessive plural formed?

VI.

32. What is an adjective?
33. How many degrees of comparisons have adjectives?
34. How do you form the comparative and superlative degrees of adjectives of one syllable?
35. How do you form the comparative and superlative degrees of adjectives of many syllables?
36. Name some adjectives which form the comparative and superlative irregularly.
37. Do all adjectives admit of comparison?
38. When is the final consonant doubled before adding *er* and *est*?
39. When is the adjective placed after the noun?

VII.

40. What is a pronoun?
41. How many kinds of pronouns are there?
42. What are the personal pronouns?
43. What are the three persons?
44. Decline the personal pronouns.

VIII.

45. What are the relative pronouns?
46. How are *who*, *which*, and *that*, applied?
47. What are the adjective pronouns?
48. Name some of the possessive and demonstrative pronouns.
49. Name some of the indefinite pronouns.
50. When is *that* a relative pronoun?
51. When is *that* a demonstrative pronoun?

IX.

52. What is a verb?
53. How many kinds of verbs are there?
54. What does a verb active express?
55. What does a verb neuter express?
56. What is a passive verb?
57. How many *persons* have verbs?
58. What is meant by the tenses of verbs?

X.

59. How many tenses have verbs ? Name them.
60. What is meant by mood ?
61. How many moods ? Name them.
62. How many tenses in the imperative ?
63. How is a passive verb formed ?
64. What is an auxiliary verb ?

XI.

65. What are the two principal auxiliary verbs ?
66. What is a conjugation ?
67. Conjugate the verb *to be*.
68. Conjugate negatively the present and perfect indicative of the verb *to love*.

XII.

69. What is an irregular verb ?
70. How would you distinguish an irregular verb ?
71. Name some of the irregular verbs ?
72. What is a defective verb ?

XIII.

73. How can you find the nominative of a verb ?
74. What must a verb agree with in number and person ?
75. How would you form the third person singular of the present indicative of verbs ending in *ss, sh, ch, x,* or *o ?*
76. How do verbs ending in *y,* preceded by a consonant, change before the terminations *es, est, eth,* and *ed ?*
77. What does *will* express in the first person ?

XIV.

78. What is an adverb ?
79. What is an adverb of manner ?
80. What are the adverbs of negation and affirmation ?
81. What are the adverbs of order ?
82. What are the adverbs of place ?
83. What are the adverbs of time ?
84. What are the adverbs of quantity ?

XV.

85. What is a preposition ?
86. Name the principal prepositions.
87. What case does a preposition require after it ?

XVI.

88. What is a conjunction ?
89. What is an interjection ?
90. Name some interjections.

XVII.

91. What are the signs used in punctuation ?
92. Where should the period be placed ?
93. Where is the point of interrogation placed ?
94. Where is the point of exclamation placed ?
95. Where is the colon placed ?
96. Where is the semicolon placed ?
97. For what purpose is the comma used ?

XVIII.

98. What are the signs used in orthography?
99. For what purpose is the hyphen used?
100. When is the dash used?
101. What does the apostrophe denote?

PROGRAMME No. 2.

FRENCH GRAMMAR.

I.

1. How many letters are there in the French Alphabet?
2. How many kinds of letters are there in the French Alphabet?
3. How many kinds of the letter *h*?
4. Give some words in which *h* is mute.
5. Give some words in which *h* is aspirated.
6. What is the article in French?
7. What is called the elided article? the contracted?

II.

1. How many genders are there in French?
2. What purpose do these two genders serve?
3. How many numbers are there in French?
4. What is the plural formed from?
5. How do nouns ending in *s*, *x*, *z*, form the plural?
6. How do nouns ending in *au* and *eu* form the plural?
7. What is to be said about the plural of the words *aïeul*, *ciel*, and *œil*?

III.

1. What do you call an adjective which determines a noun?
2. What do you understand by a Demonstrative adjective? Possessive adjective? Numeral adjective? Indefinite adjective?
3. What do you call an adjective which denotes the quality of a noun?
4. How many numbers have adjectives?
5. Are adjectives declinable?

IV.

1. How many genders have adjectives?
2. What is the feminine formed from?
4. How do you form the feminine of adjectives ending in *el*, *et*, *en*, *on*, *ot*, and *eil*?
4. How do you form the feminine of adjectives ending in *eur* and *eux*?
5. How do you form the feminine of adjectives ending in *f*?
6. What is the feminine of adjectives ending in *e* mute?

V.

1. How many degrees of signification have adjectives?
2. How many comparatives?
3. How many superlatives?
4. Are there adjectives whose comparatives of superiority are formed without the word *plus*?
5. How do adjectives agree with substantives?
6. How do they agree if related to two or more singular nouns?
7. How do they agree with two nouns of different genders?

VI.

1. How many personal pronouns are there?
2. What are the forms of the first personal pronoun?
3. What are the forms of the second personal pronoun?
4. What are the forms of the third personal pronoun?
5. What are called demonstrative pronouns? possessive pronouns? relative pronouns? indefinite pronouns?
6. Give an example of each of these pronouns?

VII.

1. How many leading tenses are there?
2. What are the other tenses called?
3. What is the number of moods?
4. How many tenses in the indicative mood?
5. What are the tenses formed from the infinitive mood? from the present participle? from the past participle? from the present indicative? from the past indefinite?
6. How many tenses in the conditional?
7. How many tenses in the imperative?
8. How many tenses in the subjunctive?

VIII.

1. What are the principal auxiliaries in French?
2. How is the verb *avoir* an auxiliary?
3. How many conjugations are there?
4. How are the conjugations distinguished?
5. What is a directly transitive or active verb?
6. What is an indirectly transitive or neuter verb?
7. What is an intransitive or neuter verb?

IX.

1. What is a reflective or pronominal verb?
2. What is an impersonal verb?
3. How is the past participle of passive verbs written?
4. How do verbs agree with their subject?
5. What is the rule for the participle when accompanied by the auxiliary *avoir*?
6. What is the rule for the past participle when accompanied by the auxiliary *être*?
7. What is the rule applicable to the past participle of a reflected verb?
8. What is the rule for the past participle when a verb is applied impersonally?
9. What is called a conjunctive form of speech?

X.

1. For what purpose are dots of suspension used?
2. What does the cedilla indicate?
3. When is the acute accent used?
4. When is the grave accent used?
5. When is the circumflex accent used?

PROGRAMME No. 3.

GEOGRAPHY.

I.

1. What is geography?
2. What is the form of the earth?
3. What are the cardinal points, and how are they placed on maps?
4. What is a *sea, river, gulf, lake, spring, mouth of a river, confluent*?
5. What is an *island, peninsula, isthmus, cape, promontory, mountain, volcano*?

II.

1. How is America bounded?
2. Why is America called the New World?
3. Name the six countries of North America, with their capitals.
4. Name the principal bays of North America.
5. What are the chief rivers of North America, and in what seas do they fall?

III.

1. What are the principal peninsulas of America?
2. What are the principal affluents of the Mississippi?
3. Name the countries of South America, with their capitals.
4. What is the most extensive country in South America?
5. Name the Great Antilles and their capitals.

IV.

1. What are the boundaries of Canada?
2. Name the principal towns of Canada, and say on what river or lake each is situated.
3. What are the principal lakes of Canada?
4. Name the principal affluents of the St. Lawrence.
5. What are the principal canals and railroads in Canada?

V.

1. How many districts is Lower Canada divided into?
2. How is Upper Canada divided?
3. What are the most important islands of Lower Canada?
4. What are the staple exports of Lower Canada?
5. Which is the oldest town in Canada, and which the most populous?
6. What is the population of Lower Canada? and of Upper Canada?

VI.

1. What are the boundaries of Europe?
2. What are the three great divisions of Europe, and what countries do they contain?
3. What is the most extensive country in Europe?
4. What great sea washes the western shores of Europe?
5. What are the principal straits of Europe?

VII.

1. What are the chief towns of the British Isles?
2. What are the principal rivers in the British Islands?
3. What are the most important rivers and mountains of France?
4. What are the principal towns of France?
5. What mountains divide Sweden from Norway?

VIII.

1. What are the boundaries of Asia?
2. Name the capitals of China, Japan, and Siberia.
3. Name the principal towns of Hindostan.
4. Where is the Bay of Bengal situated?
5. Name the principal mountains of Asia.

IX.

1. What are the boundaries of Africa?
2. Name the principal rivers of Africa.
3. Where is Egypt situated, and what is the name of its capital?
4. What are the States of Barbary?
5. Which is the largest island of Africa?

X.

1. How is Oceania divided ?
2. What are the principal islands of the Malay Archipelago ?
3. What are the chief towns of Australia ?
4. How do you divide Polynesia ?
5. To what European Power does Australia belong ?

PROGRAMME No. 4.

SACRED HISTORY.

I.

1. Give an account of the creation of the World.
2. Relate the downfall of the first of mankind.
3. What befel the first-born children of Adam and Eve ?
4. What were the causes of the Deluge ?
5. Give an account of the Deluge to the time when Noah left the Ark.
6. How did Noah's children conduct themselves towards their father ?
7. For what purpose was the Tower of Babel commenced, and what resulted from that enterprise ?

II.

8. What is said in Scripture about the calling of Abraham and his covenant with God ?
9. Give an account of the destruction of Sodom and Gomorrah.
10. How was the fidelity of Abraham tried by the Almighty ?
11. Who was the wife, and who were the children of Isaac ?
12. How did Esau's hatred of Jacob originate ?
13. Relate some details in the life of Jacob from the time of his flight until his return to his brother.
14. Relate the history of Joseph.
15. Relate the history of Job.
16. What befel the Hebrews in Egypt after the death of Joseph ?
17. Relate the history of Moses from his birth till he was sent by the Almighty to deliver his people.

III.

18. How did Moses compel Pharaoh to permit the Israelites to depart from Egypt ?
19. How was the Passover ordained ?
20. Give an account of the departure of the Israelites from Egypt.
21. What were the most important miracles which the Almighty wrought in the wilderness for the Israelites ?
22. When and in what manner did God give laws to the Israelites ?
23. What tribe were the priests and sacrificers chosen from ?
24. Why were the Israelites condemned to wander 40 years in the wilderness ?
25. Give an account of the revolt of Korah, Dathan, and Abiron.
26. What was the brazen serpent ?
27. Relate the circumstances which attended the death of Moses.

IV.

28. Who was appointed to succeed Moses as leader of the chosen people ?
29. What were the principal miracles which attended the entrance of the Israelites into the Promised Land ?
30. How did Joshua divide the Promised Land ?
31. What was the condition of the Israelites after the death of Joshua ?
32. How did Gideon free the Israelites from their enemies ?
33. What imprudent vow did Jephthah make ?
34. Relate the history of Ruth.
35. Relate the leading circumstance of Samson's life.
36. Relate the leading circumstances in the life of the Prophet Samuel.

V.

37. How was royalty instituted among the Israelites?
38. What was the behaviour of Saul on the throne, and why was he spurned by the Almighty?
39. Who was Goliath and how was he killed by David?
40. Give an account of the principal actions of David when king of Israel.
41. How did Solomon distinguish himself when he became King of Israel?
42. Give some details of the construction and consecration of the Temple of Jerusalem.
43. What was the conduct of Solomon towards the close of his reign?
44. What was the reign of Rehoboam, the successor of Solomon, remarkable for?
45. What was the general character of the kings of Israel, and how was the kingdom destroyed?
46. Relate the history of Tobias.
47. Who were the most noted kings of Judea, and in what manner did they distinguish themselves?
48. How did Judith save the people of Judea?
49. How did the destruction of the Kingdom of Judea take place?

VI.

50. What was the fate of the Israelites after the destruction of the Kingdom of Judea?
51. What were the principal circumstances in the life of Daniel, before the fall of the Assyrian Kingdom?
52. What was the end of the Babylonish captivity?
53. In what manner did God make use of Esther to save the Jews who were left in Persia?
54. Give an account of the circumstances attending the voyage of Alexander the Great to Jerusalem.
55. Under whose dominion did the Jews fall after the death of Alexander the Great?

VII.

56. Give an account of the martyrdom of the old man Eleazar and of the Maccabees.
57. What was the end of Antiochus?
58. Relate the chief exploits of Judas Maccabæus.
59. What was the condition of Judea from the death of Judas till the accession of Herod?
60. Who was Herod and how came he to be king of Judea?
61. What was the epoch predicted by the prophets for the advent of the Messiah?

PROGRAMME No. 5.

HISTORY OF CANADA.

I.

1. Give an account of the discovery of Canada.
2. What were the principal tribes inhabiting Canada?
3. Give an account of the first attempts made to colonize Canada before the founding of Quebec in 1608.
4. Give an account of Champlain's expeditions against the Iroquois, and name the places discovered in these expeditions.
5. What was the company called the *Cent Associés?* What were its privileges and obligations?
6. Give an account of the capture of Quebec by the English in 1629.

II.

7. How long did the English remain masters of Canada after taking Quebec in 1629?
8. At what time were the Huron missions and the town of Three Rivers founded?

9. At what time did Champlain die? Give a sketch of his qualities.
10. When and by whom was Montreal founded?
11. Relate the manner in which the Hurons were dispersed by the Iroquois.
12. Give an account of the gallant defence of Dollard against the Iroquois.

III.

13. Who was the first bishop of Canada?
14. What contest had Mgr. Laval with M. d'Avangour?
15. In what year was the Sovereign Council established, and how was it composed?
16. What remarkable events occurred in Canada during the year 1665?
17. What *Intendant* contributed most to stimulate the progress of the colony? State the principal facts connected with his administration.

IV.

18. Give an account of the discovery of the Mississippi.
19. Give some account of M. De Frontenac's administration.
20. Give some account of M. de la Barre's administration.
21. What success attended M. Denonville's expedition against the Iroquois?
22. Give an account of the Lachine massacre.
23. What was the success of the three expeditions undertaken against New England to avenge the Lachine massacre?
24. Give an account of the siege of Quebec by Phipps in 1690.
25. Relate the chief exploits of d'Iberville.

V.

26. When was the first great treaty of peace with the Iroquois concluded?
27. What were the attempts made by the British colonies to invade Canada in the interval from 1690 to 1711, and what was their success?
28. How far did Britain extend the boundaries of her colonies in 1713?
29. Give an account of the death of Junonville and the defeat of Washington.
30. Give an account of the battle of the Monongahela.
31. Give an account of the defeat of Baron Dieskau.

VI.

32. What were Montcalm's first exploits in Canada?
33. What preparations did England make for the campaign of 1757?
34. What were the successes obtained by the French in 1757?
35. Describe the battle of Carillon.
36. How many men did Britain equip against Canada, and what was the plan of attack for 1757?
37. What was the number of men capable of bearing arms in Canada?
38. What were the exploits of Wolfe previous to the battle of the Plains of Abraham?
39. Give an account of the first battle of the plains of Abraham.
40. What were the consequences of this battle?
41. Describe the second battle of the Plains of Abraham, in 1760.
42. Relate the circumstances under which the surrender of Montreal took place.
43. Upon what terms was the capitulation signed?

VII.

44. At what period was the possession of Canada guaranteed to Britain?
45. What were the principal stipulations of the capitulation of Quebec?
46. Upon what occasion was Canada invaded by the Americans?
47. Give an account of the capture of Montreal and Three Rivers by the Americans.
48. Give an account of the siege of Quebec by the Americans.

VIII.

49. At what time did the first Legislative Council meet, and what were the most important laws passed ?
50. Give a sketch of the administration of Haldimand.
51. What were the principal provisions of the constitution granted to Canada in 1791 ?

IX.

52. What circumstances led to the war between Britain and the United States in 1812 ?
53. What was the result of the first military operations of 1812 ?
54. What part of Canada was the theatre of war in 1813 ?
55. What was the result of this campaign ?
56. Give an account of the defeat of the Americans at Chateauguay.
57. What were the consequences of the victory of Chateauguay ?
58. What do you understand by the question of *supplies ?*

X.

59. When was the episcopal seat of Quebec erected into an archbishopric, and who was the first archbishop ?
60. At what time was the project of the Union of the Canadas first presented ?
61. What were the causes of agitation in Lower Canada from 1827 to 1837 ?
62. At what place did violence first break out in 1837 ?
63. What took place at Chambly, St. Denis, St. Charles, and St. Eustache ?
64. What events occurred during the same period in Upper Canada ?
65. At what time were the Canadas united ?
66. What are the principal provisions of the Union Act ?

PROGRAMME No. 6.

ART OF TEACHING.

I.

1. What is education ?
2. What is teaching ?
3. What natural talents should a teacher possess ?
4. What should the moral qualities of a teacher be ?
5. What is the end aimed at in teaching ?
6. Explain how education should be at once physical, intellectual, and moral.
7. What is the true basis upon which to rest school discipline ?
8. In what manner can a teacher succeed in gaining a knowledge of his pupils' dispositions ?
9. What is the best way to teach children obedience ?

II.

10. What is the individual system of teaching ?
11. What is the simultaneous system of teaching ?
12. What is the mutual system of teaching ?
13. What is the mixed or simultaneous-mutual system of teaching ?
14. What are the advantages of the simultaneous and simultaneous-mutual systems over others ?
15. How can a teacher render his lessons attractive to children ?
16. Why is it necessary to arrange the matter taught systematically, even when it is of the most elementary character ?
17. Why must the teacher advance from the *known* to the *unknown ?*
18. In what manner should questions be put to children ?

III.

19. What is the best method to teach children the letters?
20. What is the best method to teach children how to spell?
21. What is the best method to teach children to read well?
22. What is the best method to teach children how to write?
23. What is the best method to teach children how to cipher?
24. What is the best method to teach children orthography?
25. What is the best method to teach children geography?

IV.

26. What should be the aim of the teacher in distributing rewards and punishments?
27. What faults deserve most to be punished?
28. What is most deserving of reward?
29. What is the duty of a teacher towards parents?
30. What should be the bearing of teachers towards the civil and religious authorities?
31. What are the responsibilities of teachers towards the public?

SCHEDULE G.

PROGRAMME No. 1.

ENGLISH GRAMMAR.

I.

1. What is the etymology of the word syntax?
2. What is syntax?
3. What is a sentence?
4. What is a simple sentence?
5. What is a compound sentence?
6. What are the essential parts of a simple sentence?
7. What is an *explicative sentence?* What an *interrogative sentence?* What an *imperative sentence?*
8. What is an incidental clause in a sentence?

II.

1. How many parts is syntax divided into? Name them.
2. What is *concord?* What is *government?* What is *position?*
3. What must a verb agree with in number and person?
4. When two or more nominatives are connected by *and*, in what number should the verb be?
5. When two or more singular nominatives are connected by the conjunctions *or* or *nor*, in what number should the verb be?
6. What must pronouns agree with in number, gender, and person?

III.

1. What must the relative agree with?
2. Where is the present participle placed when used as an adjective?
3. Do neuter verbs admit of an objective?
4. After what kind of verbs is the past participle used?
5. Is it proper to place a clause of a sentence between the possessive case and the word following?
6. What do adverbs qualify?
7. When are two negatives proper in the same sentence?

IV.

1. What case is governed by prepositions ?
2. Name some conjunctions, or adverbs, which have corresponding conjunctions.
3. When is an ellipsis proper ?
4. How is the definite article used before adverbs ?
5. How are the words *much* and *many* applied ?

V.

1. How are *conversant with* and *conversant in* applied ?
2. What is the difference between *reduce under* and *reduce to ?*
3. What is the possessive of the pronoun *which ?*
4. When should *hither*, *thither*, and *whither* be used instead of *here*, *there*, and *where ?*
5. When a noun stands before the present participle, in what case should it usually be ?

VI.

1. Is it proper to use both a noun and pronoun as a nominative to the same verb ?
2. Is it proper to use adjectives as adverbs, or adverbs as adjectives ?
3. When the relative is preceded by two antecedents of different persons, with which should it agree ?
4. Has the pronoun *you* always a plural verb when applied to single individuals ?
5. When is *who* applied to inferior animals ?

VII.

1. What is a defective verb ? Name the principal verbs of this class.
2. When should *may* and *might* be used instead of *can* and *could ?*
3. Where should the auxiliary generally be placed in a sentence ?
4. What is the difference between *into* and *in ?*

VIII.

1. What is the difference between *so* and *such ?*
2. What is the difference between *taste of* and *taste for ?*
3. What is the difference between *disappointed of* and *disappointed in ?*
4. What do *that* and *this* refer to when two things are contrasted ?

IX.

1. What is the difference between *will* and *shall ?*
2. Is it proper to use *from* before *hence*, *thence*, and *whence ?* Give the exception.
3. Is the infinitive ever used as the nominative to a verb ?
4. Name some words and the appropriate prepositions by which they should be followed.
5. What is construction ?

X.

1. What is prosody ?
2. What is accent ?
3. What is quantity ?
4. What is emphasis ?
5. What is pause in prosody ?
6. What is tone in prosody ?

PROGRAMME No. 2.

FRENCH GRAMMAR.

I.

1. When are the following substantives masculine and when feminine—*aide, aigle, amour, couleur, couple, délice, orgue, foudre,* and *gens?*
2. What is to be remarked with regard to nouns derived from other languages?
3. When are proper nouns declinable and when undeclinable?
4. What are collective nouns? How many kinds?
5. What are compound substantives?

II.

1. How should you form the plural, 1st, when a noun is composed of two nouns; 2ndly, when a noun is composed of two nouns joined by a preposition; 3rdly, when a noun is composed of a noun joined to a verb, adverb, or a preposition?
2. How should you write the plurals of the words *coupe-gorge, crève-cœur, porte-drapeau,* and *casse-cou?* And why should they be so written?
3. When are *du, de, la,* and *des* employed?
4. When an adjective precedes a noun, in what way is the article supplied? Are there any exceptions to this rule?
5. When does the complement of a collective noun (or of an adverb of quantity) require a preposition, and when an article?

III.

1. When is the adjective related to *nous* and *vous* singular?
2. When does an adjective related to several nouns agree with the last only?
3. What is to be remarked with regard to the adjectives *un, demi, excepté,* &c.?
4. Give an example in which *demi* is written in the feminine plural.

IV.

1. What are the numeral adjectives which sometimes take the sign of the plural?
2. When is *même* an adjective, and when an adverb?
3. What rules is *quelque* subject to?
4. When is *tout* an adjective and when an adverb?

V.

1. When are personal pronouns standing for the subject placed after the verb?
2. Is the pronoun *le* declinable when it stands for a noun?
3. Is the same pronoun varied when it represents an adjective or a verb?
4. When *qui* is preceded by a preposition, can it be applied to things?

VI.

1. In how many cases is *chacun* followed by *son, sa, ses?*
2. In how many cases is it followed by *leur, leurs?*
3. What is the difference between *l'un l'autre* and *l'un et l'autre?*
4. Are there cases in which *on* may be followed by an attribute feminine or plural? Give an example.

VII.

1. When the subjects are connected by *ni,* in what number is the verb?
2. Can a noun or pronoun be governed by several verbs?
3. Are there exceptions to this rule?
4. When is the present used instead of the past?
5. Can a truth belonging to all time be expressed by the imperfect?

VIII.

1. After what kinds of verbs are the tenses of the subjunctive used ?
2. When the first verb is in the present or future, in what tense of the subjunctive should the second verb be ? Give the exceptions.
3. When the first verb is in the imperfect, in what tense of the subjunctive should the second verb be ?
4. Give conjunctions which require the indicative, and conjunctions which require the subjunctive.

IX.

1. Is the present participle ever declinable ?
2. How can you distinguish the present participle from the verbal adjective ?
3. Are all active participles varied when preceded by the direct objective ?
4. In what manner do all passive participles agree ?
5. How do all neuter participles agree ?
6. How do all pronominal participles agree ?
7. What is to be said about participles having the pronoun *en* for their objective,—participles followed immediately by the infinitive,—and participles which have *l'* or the adverb *peu* for their objective ?

X.

1. When should the words *avant*, *autour*, and *plus* be used instead of *auparavant*, *alentour*, and *davantage* ?
2. In how many ways is *plutôt* written ?
3. What is the difference between *avant* and *devant* ?
4. What is the difference between *quand* and *quant* ?
5. Can *voici* and *voilà* be used indifferently ?
6. What is the difference between *quoique* and *quoi que* ?
7. Name the signs of punctuation and explain their use.

PROGRAMME No. 3.

GEOGRAPHY.

I

1. What are the *equator*, *meridians*, *tropics*, and *polar circles* ?
2. How many zones are there, and how are they called ?
3. What are degrees of latitude and longitude ?
4. What is the number of degrees contained between the poles ?
5. What distance from the poles are the polar circles ?
6. How can you find—1st, the latitude and longitude of a place ; and 2ndly, a place the latitude and longitude of which is given ?
7. How can you find the difference of latitude, longitude, and time, between two places ?

II.

1. How many parts is the globe divided into ?
2. How many principal races of men are there ?
3. What are the principal religions ?
4. How many open seas are there ? What are their names ?
5. What are the seas formed by the Great Ocean ?
6. Name the four largest towns of the globe and their respective populations.
7. What is the approximate population of the globe ?

III.

1. Point out the limits, extent and principal divisions of America ?
2. What are the principal straits of America ?
3. What are the gulfs and principal bays of America ?
4. What are the principal rivers of America and where do they fall ?
5. Point out the principal lakes of America.
6. What are the principal mountain chains of America ?
7. What are the most important islands of America ?

IV.

1. How many countries is North America divided into ?
2. Give some particulars of the climate and productions of North America ?
3. What are the boundaries and principal divisions of Canada ?
4. What are the most elevated points in Canada ?
5. Name the principal canals of Canada.
6. What are the rivers and most important islands of Canada ?
7. Give particulars of the productions and commerce of Canada.

V.

1. What are the chief towns of Canada ?
2. What is the population of Upper Canada ? What of Lower Canada ?
3. Give the boundaries, the names of the capitals, and the population of New Brunswick, and of Nova Scotia.
4. Give the boundaries of the American Union.
5. Give the names of the States, with their capitals. What is the population of the American Union ?
6. What are the chief towns of the United States ?
7. Characterize the Government of the United States.
8. Give some particulars respecting the commerce of the United States.
9. What are the boundaries of Mexico ?—its capital ?—its population ?
10. Define the position of Russian America, New Britain and Central America.

VI.

1. How is South America bounded ?
2. Name the chief States of South America.
3. How is Columbia divided ?
4. Name the chief countries of South America and their capitals.
5. Where is Chili situated ?
6. Give particulars of the climate and productions of South America.
7. What is the more common form of government in South America ?

VII.

1. What are the boundaries of Europe ?
2. Name the chief islands and peninsulas of Europe.
3. What are the inland seas of Europe ?
4. What are the principal rivers of Europe, and what countries do they drain ?
5. Point out the principal mountain ranges and their directions.
6. How are most of the States of Europe governed ?
7. Give the boundaries, capitals, and population of the States of Northern Europe.
8. Give the boundaries, capitals, and population of the States of Central Europe.
9. Give the boundaries, capitals, and population of the States of Southern Europe.

VIII.

1. What are the British Isles ?

2. Give some particulars of the manufactures and commerce of Great Britain.
3. Name the chief towns of Great Britain.
4. Describe the climate and productions of France.
5. What are the chief towns of France?
6. What is the most mountainous country of Europe?

IX.

1. Give the boundaries and divisions of Asia.
2. Where are the principal volcanoes situated?
3. What are the principal mountain ranges of Asia?
4. Name the chief rivers of Asia. What countries do they drain?
5. Name the most populous empire of Asia, its boundaries, and its capital.
6. Point out the British possessions in Asia.

X.

1. What are the boundaries and divisions of Africa?
2. Name the principal mountains.
3. What strait separates Europe from Africa?
4. Where does the Nile empty itself?
5. What is the physical aspect of Africa?

XI.

1. What is Oceania?
2. Give the principal divisions of Oceania.
3. Give some particulars of the climate and productions of Oceania.
4. What are the principal European possessions in Oceania?
5. Name the chief towns of Australia.

PROGRAMME No. 4.

HISTORY OF ENGLAND.

I.

1. By what people were the British Isles originally occupied?
2. Why did the Romans give the name of Albion to Britain?
3. How long was Britain under the dominion of the Romans?
4. What people ruled Britain immediately after the Romans?
5. What country did the Anglo-Saxons originally come from?

II.

1. What were the kingdoms founded by the Saxons?
2. What were the kingdoms founded by the Angles?
3. What is called the Heptarchy?
4. Who was the king that established his authority over the entire Heptarchy?
5. Give a sketch of the reign of Alfred the Great.

III.

1. Name some of the kings of the Saxon dynasty.
2. Where was the battle of Hastings fought and who was the victor?
3. Give a sketch of the life of William the Conqueror.
4. Who were the Norman kings?
5. How and when did William Rufus die?
6. What were the results of the battle of Tinchebray?
7. What treaty did Stephen make with Matilda?

IV.

1. Name the principal Plantagenet kings, properly so called.
2. Who was Henry II?
3. How did the dispute between Henry II. and Thomas-à-Becket end?
4. Give some particulars of the life and exploits of Richard Cœur-de-Lion.
5. What was the occasion of the quarrel between John and the Pope?

V.

1. What are the Statutes of the University of Oxford?
2. What is the origin of the title of PRINCE OF WALES given to the eldest son of the Sovereign?
3. How and and in what year did Edward II. die?
4. Upon what did Edward III. rest his claim to the crown of France?
5. Where and by whom was John II., king of France, made prisoner?

VI.

1. What was the name of the Welsh chieftain who for a time successfully opposed Henry IV?
2. In whose reign, and in what year, was the battle of Agincourt fought, and who were the victors?
3. What were the terms of the treaty of Troyes?
4. What contest is known as the War of the Roses? What were the principal events of the war?

VII.

1. Name the kings of the dynasty of the Tudors.
2. What did Ireland become under Henry VII?
3. In what year did Henry VIII. ascend the throne?
4. Relate the principal incidents of the reign of Henry VIII.
5. In what reign was Calais restored to France?

VIII.

1. By whom and in what reign was the Protestant faith established in Scotland?
2. What treatment did Mary Stuart receive at the hands of Elizabeth?
3. What was the Armada, and what became of it?
4. Why was Essex beheaded?
5. In what year did the death of Elizabeth take place?

IX.

1. Name the kings of the dynasty of the Stuarts.
2. What was James I. before his accession to the throne of England?
3. How and in what year did Charles I. die?
4. How did Cromwell treat the Irish?
5. By whom was James II. dethroned?

X.

1. In whose reign and in what year was the peace of Ryswick concluded?
2. What general was intrusted with the war under Queen Anne?
3. In what year was the treaty of Utrecht signed?
4. What advantages were secured to Britain by this treaty?
5. What was the most important event of the reign of Anne with regard to Scotland?

XI.

1. Name the British Sovereigns of the house of Brunswick.

2. What was the conduct of George I. towards Ireland?
3. Name the two statesmen who contended for power under George II.
4. In what reign was Canada ceded to Britain?
5. Give a sketch of the American Revolutionary War.

XII.

1. Why was the Prince of Wales appointed Regent?
2. What were the terms of the peace of Amiens?
3. In what struggle was Great Britain engaged against France during the reign of George III.?
4. Under what monarch, and in what year, was the battle of Navarino fought, and who were the victors?
5. Under whose administration and in what year were the R. Catholics emancipated?
6. At what age and in what year did Queen Victoria ascend the throne?
7. What principal wars have been waged by Great Britain during Queen Victoria's reign? What were the theatres of these wars?

PROGRAMME No. 5.

HISTORY OF FRANCE.

I.

1. Who were the first inhabitants of Gaul, and from what country did they come?
2. What was the religion of the Gauls?
3. By whom were the Gauls subdued?
4. Who were the first apostles of the Gauls?
5. How many different tribes were there among the Gauls after the great invasions?

II.

1. By what Prince was the first dynasty founded?
2. In what reign and year, and against whom was the battle of Châlons on the Marne, fought?
3. In what year did Clodwig or Clovis ascend the throne?
4. What were the most remarkable events in the reign of Clovis?
5. How did Clovis divide his kingdom?

III.

1. What was the fate of the children of Clodomir?
2. In what manner did Clotaire I. punish Chramne, his eldest son?
3. What was the origin of the contest between Brunehild and Fredegonda?
4. Who were called Mayors of the Palace?
5. In what year was the battle of Testry fought, and what were its results?

IV.

1. Who was the first king of the Carlovingian line?
2. In what year did Charlemagne begin his reign?
3. Against what nations were the principal wars of Charlemagne waged?
4. By what Pope, and in what year, was Charlemagne crowned Emperor of the West?
5. What is meant by *Capitularies?*

V.

1. During what reign did the Normans ascend the Loire and Seine the first time?
2. Who were the defenders of Paris when that city was besieged by the Normans?
3. What is meant by the *feudal system?*

4. Where and in what year did the death of Charles the Simple take place?
5. Who was the last king of the Carlovingian dynasty?

VI.

1. What is known as the *Truce of God?*
2. Give an account of the first Crusade.
3. What were the consequences of the repudiation of Eleanor by Louis VII.?
4. Who were the Albigenses?
5. What results had the battle of Bouvines?

VII.

1. How was France ruled during the minority of St. Louis?
2. Against what English monarch did St. Louis wage war?
3. Give an account of the crusades undertaken by St. Louis.
4. In what reign did the massacre, known as the *Sicilian Vespers*, take place?
5. Who were the Templars, and to what punishment were they condemned?

VIII.

1. By virtue of what law did Philip VI. ascend the throne?
2. When, and by whom, were the battles of Sluys and Cressy won?
3. Where did the death of John the Good occur?
4. When, and by whom, was the battle of Agincourt won?
5. Give some account of Joan of Arc and of her career.

IX.

1. What was the *Ligue du bien public?*
2. What monarch deserved the name of *Father of the People?*
3. How and when did Henry IV. die?
4. What was the *Edict of Nantes?*
5. In what reign was Richelieu minister? Give an account of his administration.

X.

1. At what age, and in what year, did Louis XIV. ascend the throne?
2. Who was prime minister during the Regency?
3. What were the causes of the dissensions of the Fronde?
4. In what year was the treaty of Nimeguen signed, and what conquests did it secure to France?
5. What was the League of Augsburg, and on what occasion was it formed?
6. Give an account of the war of the Spanish succession.
7. Who was intrusted with the government after the death of Louis XIV?
8. What authors have rendered this reign illustrious?

XI.

1. What were the principal events of the Seven Years' War?
2. Who was the successor of Louis XV?
3. What part did France take in the American War of Independence?
4. In what year were the States-General convoked?
5. What were the most important acts passed by the Constituent Assembly?
6. When and how did Louis XVI. die?
7. What was the Reign of Terror?
8. In what year and where was Napoleon Bonaparte born?

XII.

1. What treaty was signed after the first Italian campaign ?
2. What remarkable battle terminated the second Italian campaign ?
3. What pope crowned Napoleon ?
4. What were the limits of the empire under Napoleon ?
5. In what year did the death of Napoleon take place ?
6. Who were the two last kings of the elder branch of the house of Bourbon ?
7. How was Louis-Phillippe called to the throne, and in what manner was he deposed ?
8. How many years did the second Republic continue ?
9. What success attended the wars undertaken by Louis Napoleon ?

PROGRAMME No. 6.

UNIVERSAL HISTORY.

I.

Fabulous and uncertain ages.

1. What is known about the history of the Egyptians from the foundation of their empire to the conquests of Sesostris ?
2. By whom was the Assyrian Empire founded ?
3. How long did the Assyrian Empire continue and what was its extent ?
4. What were the most noted cities of the Assyrian Empire ?
5. How was the Assyrian Empire destroyed ?
6. What kingdoms sprung out of the ruins of the Assyrian Empire ?
7. What is known of the history of Greece before the siege of Troy ?

II

Historical times.—From 800 to 600 B. C.

8. Give a sketch of the history of Egypt from the time of Sesostris to that of Necho.
9. What is the reign of Necho remarkable for ?
10. Under whom were the empires of Babylon and Nineveh united ?
11. Relate the History of Nebuchadnezzar II.
12. How did Balthazar perish ?
13. What were the four great republics of Greece, and by whom were they founded ?
14. What was the form of government of each of the Greek Republics ?
15. Who were the most celebrated lawgivers of Greece ?
16. Give an account of the founding of Rome.

III.

From 600 to 400, B. C.

17. By whom was the Persian Empire founded ?
18. What was the extent of the Persian Empire ?
19. What were the chief cities of the Persian Empire ?
20. How long did the Persian Empire last ?
21. What was the condition of Egypt under the Persians ?
22. Give an account of the expedition undertaken by Darius against the Greeks.
23. Give an account of Xerxes' expedition against the Greeks.
24. Who among the Greeks won imperishable laurels in the Persian war ?
25. What was the origin of the Peloponnesian war ?
26. What were the most important events of that war, and who fought with the greatest distinction ?
27. How would you characterize each reign of the Kings of Rome ?

28. When and how was Rome formed into a republic?
29. Give an outline of the history of Rome to the invasion of the Gauls?

IV.

From 400 to 200 B. C.

30. Describe the retreat of the ten thousand Greeks?
31. What relations existed between the Greek Republics after the Peloponnesian war?
32. Who subjected Greece to his dominion?
33. By what orator were the plans of Philip long thwarted?
34. By whom was the Macedonian Kingdom founded, and how long did it exist?
35. What was the extent of that empire?
36. What great victories did Alexander achieve?
37. What faults is he reproached with?
38. At what age did he die?
39. What were the quarrels between Alexander's lieutenants?
40. Name the principal kingdoms which succeeded to the Macedonian monarchy.
41. Give an account of the taking of Rome by the Gauls.
42. How long did the war against the Samnites last, and by what great events was it marked?
43. How long did the first Punic war last, and by what great events was it marked?

V.

From 200 B. C. to A. D.

44. What victories did Hannibal win over the Romans at the commencement of the second Punic war?
45. What success attended the Romans after the battle of Cannæ, and how did the second war terminate?
46. About what epoch may the Romans be considered to have made themselves complete masters of Italy?
47. How did the Romans succeed in making themselves masters of the known world?
48. What were the causes of the third Punic war, and how did it end?
49. Give a sketch of the history of Rome from the third Punic war to the first civil war.
50. What were the principal events of the first and second civil wars, and by what results were they attended?
51. Give some particulars of the life of Julius Cæsar.
52. What were the events that brought about the downfall of the Roman Republic?
53. By whom was the Roman Empire founded?

VI.

From 1 to 400, A. D.

54. When did the Redeemer come into the world?
55. What characterized the reigns of the emperors during the first and second centuries?
56. What persecutions distracted the Church?
57. By what means did the emperors generally succeed to the throne?
58. What great event marks the history of the empire in the fourth century?
59. How long did the Roman Empire continue in existence?
60. What two empires succeeded the old Empire of Rome?
61. When and how was the Western Empire destroyed?
62. What were the limits of the Eastern Empire, and how long did it last?

VII.

From 400 to 500, A. D.

63. What is meant by the invasion of the barbarians, and at what time did it commence?

64. Of what tribes or nations did the barbarians principally consist, and what were their origins, physical traits and morals ?

65. Give an account of the invasion of the Goths, Visigoths, and Ostrogoths.

66. Give an account of the invasion of the Huns.

67. Give an account of the invasion of the Vandals, Sueves, and Burgundians.

68. Give an account of the invasion of the Saracens.

69. Who were the barbarians that invaded Gaul and founded the French monarchy ?

70. Who was the founder of the Merovingian dynasty ? From whom does it derive its name ? Who was the greatest warrior of this line ?

71. What were the most remarkable events in the reign of Clovis ?

VIII.

From 500 to 900 A. D.

72. What is meant by the Heptarchy, and how long did it last ?

73. Who was the founder of the Carlovingian dynasty, and how long did it last ? Who was the hero of this line ?

74. Give a condensed account of the government of Charlemagne, and point out the peoples against whom he waged war.

75. What was the extent of the second Western Empire, and by what States was it succeeded ?

76. In what condition were learning and the sciences in the interval between the fifth and tenth centuries ?

IX.

From 900 to 1300 A. D.

77. Give an account of the invasion of the Danes and Normans.

78. Give a summary of the history of England from the end of the Heptarchy to the battle of Hastings.

79. Give a summary of the history of Germany to the end of the reign of Otho the Great.

80. What were the quarrels of the *investitures*, and by what events were they marked ?

81. What States began to appear in the North of Europe, in the eleventh century ?

82. What did the feudal system consist in, and how long did it continue ?

83. Who were the most prominent princes of the Capetian line ?

84. What were the Crusades ?—their cause and consequences ?

85. What was the number of Crusades ? Give some account of each.

X.

From 1300 to 1600 A. D.

86. What were the wars between France and England under the Valois ? What their causes, chief events and consequences ?

87. What great inventions and discoveries mark the fourteenth and fifteenth centuries ?

88. Give a synopsis of the history of the kingdom of Spain from its foundation to the middle of the fifteenth century.

89. To what condition were Italy and Germany brought by the quarrels about the right of investiture ?

90. Give an account of the religious contentions which agitated Europe from the Lutheran Reformation to the Reformation under Henry VIII. inclusive.

91. What were the leading events in the contest between Francis I. and Charles V. ?

92. What were the main incidents attending the religious wars in France, and by whom was peace restored ?

93. What families occupied the throne of England till the close of the reign of James II ?

94. How did royal authority struggle against the tide of Reformation in England ?

95. What was the Thirty Years' War ? What were its main incidents ?

XI.

From 1600 to 1800 A. D.

96. What was the condition of Europe, and what were the limits of the different States, in 1661? (Decline of Spain, of Italy, and of the Empire. Dissensions in England. The power of Holland.)

97. What was the extent of the French monarchy in 1668?

98. What wars had Louis XIV. to sustain against the rest of Europe from 1672 to 1713?

99. Is there anything remarkable in the history of Sweden from the final separation of Norway to the death of Charles XII.?

100. Who were the most distinguished sovereigns of Russia?

101. What was the naval and colonial power of England in the eighteenth century?

102. What were England's conquests and losses in America?

103. What brought about the French Revolution?

104. What were the principal events of the French Revolution?

105. How was order restored in France?

106. Give a sketch of the reign of Napoleon I.

PROGRAMME No. 7.

COMPOSITION.

I.

1. What is composition?
2. Of what utility is the cultivation of belles-lettres?
3. What is style?
4. What is the first requisite in the art of writing?
5. How many different properties belong to style?

II.

1. What constitutes the common properties of style, and how are these common properties called?
2. What is *clearness*, and what causes tend to obscurity in the expression of thought?
3. What is essential to *purity* of style? What are *barbarisms* and *solecisms?*
4. What is *propriety* in style? Can a synonyme, in the strict sense of the word, be said to exist?
5. What is a *concise* style? What is prolixity?

III.

1. What is a *plain* style? What is *affectation?*
2. Define *taste*.—What are its elements and characteristics?
3. What is an *elegant* style?
4. What is a *florid* style?
5. What is *harmony?*

IV.

1. What are the *particular properties* of style?
2. How many *kinds* of style can you distinguish?
3. What is a *simple* style, and to what subjects is it most suited?
4. What properties should a simple style possess?

V.

1. What is *artlessness?* Is an artless style ever feigned in the authors?
2. In whose works have you found the most natural imitation of artlessness?

3. What is *ingenuity?*
4. What is called the *neat* style, and to what subjects is it suited?
5. What are the *essential* properties of the neat style?

VI.

1. What is *sublimity* of style, and to what class of composition is it suited?
2. What are the properties necessary to constitute a sublime style?

VII.

1. How many kinds of the sublime do you distinguish?
2. What is *sublime imagery?*
3. What difference is there between *sublimity* in the abstract and *sublimity of style?* Give an example.
4. When is sublimity in the sentiment?

VIII.

1. What is a *neologism?*
2. What is an *epithet*, and what effect must all epithets have?
3. How many acceptations can words have?
4. What is called a *figure?*
5. How many kinds of *figures* are there?
6. What figures of speech are termed *grammatical figures?*
7. What are the *figures of rhetoric?*
8. What is understood by *tropes?*

IX.

1. What is *exposition*, and what attainments are necessary to success?
2. What is *description?* How many *kinds* of *description* do you distinguish?
3. What is *narration?* What are the properties of narration?
4. What does narration comprise?
5. How many *kinds* of *narration* can you enumerate?

X.

1. What is the *epistolary* style?
2. What is a *letter*, and what are its essential characteristics?
3. Would you write a letter as if you were speaking?
4. What are the properties of the epistolary style?
5. Name some of the writers who have left the best models of this style.

PROGRAMME No. 8.

GEOMETRY.

I.

1. Definition of Geometry; of a line, point, and the different kinds of lines.
2. Definition of the circumference, superficies and divisions of a circle.
3. Radius, diameter, chord, arc, secant and tangent.
4. Angles, in general; right, acute, and obtuse angles; bisection of an angle.
5. Adjacent angles; complement and supplement of an angle.
6. The sum of two adjacent angles; of all angles contained within a right angle.
7. Contiguous angles, inscribed angles, angles of segments.
8. Measurement of contiguous angles, inscribed angles, and angles of segments, with demonstrations.
9. Definition of perpendicular, oblique, vertical, and horizontal lines.

10. Erection of a perpendicular.
11. Definition of parallel lines and secants,—to draw a parallel line.
12. To divide a given finite right line into any proposed number of equal parts.
13. To define superficies in general; curved, concave, and convex superficies.

II.

14. Define a triangle; sides of a triangle; different kinds of triangles; altitude and base of a triangle.
15. Demonstrate that the three sides of every triangle taken together are equal to two right angles.
16. Demonstrate that the sides of a triangle opposed to equal angles are also equal.
17. Define a quadrangle; different kinds of quadrangles; altitude and diagonal of a quadrangle.
18. Define a polygon; regular polygon; inscribed and described regular polygon; centre, radius, apotome, and angles of a regular polygon.
19. Give the sum of the sides of an inscribed hexagon, with demonstration.
20. Define proportional quantities; mean, first and third proportionals of these quantities.
21. Demonstrate that two parallel right lines will cut an angle proportionally.
22. Define similar triangles.
23. Define homologous sides,—homologous vertices.

III.

24. Find a mean proportional between two given right lines.
25. Find a third proportional to two given right lines.
26. Find a fourth proportional to three given right lines.
27. Divide a right line in extreme and mean ratio.
28. Prove that the circumferences of circles are in proportion to each other as their diameters.
29. To demonstrate that parallelograms and triangles, having two equal angles, are to each other as the rectangles of the sides which are about those angles.
30. Show that in a right-angled triangle, a perpendicular from the right angle is a mean proportional between the segments of the hypothenuse.
31. Demonstrate that the right angle of a rectangular triangle is equal to the two other angles of the same triangle.
32. Find the superficies of a rectangle, square, parallelogram, and of a lozenge.
33. Find the superficies of a triangle, trapezium, and of a regular and irregular polygon; with demonstrations.
34. Define the terms *sector*, *segment*, and *arc of a circle*.
35. Find the superficies of a circle.
36. Find the superficies of a sector and segment.
37. Demonstrate that similar polygons are to each other as the squares of their homologous sides.

IV.

38. Define a solid; polyhedron; planes and edges of a polyhedron; regular and irregular polyhedron; solid angle. Name the regular polyhedrons.
39. Define a prism; right and oblique prisms, altitude of a prism; parallelopiped; regular and irregular pyramids; frustum of a pyramid.
40. Define a right and an oblique cylinder; axis of a cylinder.
41. Define a right and an oblique cone; axis of a cone; frustum of a cone.
42. Define a sphere; radius and diameter of a sphere; great and small circles of a sphere.
43. Define a zone; segment of a sphere; sector of a sphere, and a spherical angle.
44. Method of finding the superficies of cubes of right and oblique prisms, and of right and oblique cylinders.

45. Method of finding the superficies of the sides of regular and irregular pyramids and of right and oblique cones.

46. Method of finding the superficies of the sides of the frustum of a regular pyramid, and of the frustum of a right cone.

47. Method of finding the superficies of a sphere, and segment of a sphere.

48. Method of finding the superficies of a spherical ungula.

49. Method of finding the contents of rectangular and other parallelopipeds, of right and oblique cubes and prisms.

50. Method of finding the contents of right and oblique cylinders.

51. To find the contents of any pyramid, knowing the proportions of two homologous sides of its frustum.

52. Method of finding the contents of the frustum of a rectangular pyramid, and of the frustum of a triangular prism.

53. Method of finding the contents of right and oblique cones, and of the frustum of a cone.

54. Method of finding the contents of a sphere, and spherical zone.

PROGRAMME No. 9.

ALGEBRA.

I.

1. What is algebra?
2. Why are figures and quantities represented by letters?
3. What are algebraic signs and what do they express?
4. What is a *coëfficient*? What is an *exponent*?
5. Show the difference or similarity existing between the quantities a, $2a$, a_2, $\sqrt{a}$,—giving to a a known value.
6. What are *rational quantities?* What are *irrational quantities?*
7. What are *positive quantities?* What are *negative quantities?*
8. What is a *monomial?* What is a *binomial?* What are *multinomials?*

II.

9. How is addition performed in algebra?
10. How is subtraction performed in algebra?
11. How would you multiply monomials?
12. How would you multiply polynomials?
13. What is the rule for the signs in multiplication?
14. How is the division of monomials performed?
15. What is the value of a^0 and a^2?
16. How is the division of multinomials performed?
17. What is the rule for the signs in division?
18. Do algebraic fractions offer particular cases?

III.

19. How is any required power obtained from a whole or fractional monomial?
20. What is the rule for the signs?
21. How is the square of binomial and multinomial quantities obtained?
22. Raise a given quantity to its square by means of the formula $a^2 + 2ab + b_2$.
23. How is the square root of a monomial extracted?
24. How is the square root of a multinomial extracted?
25. How would you obtain the cube of monomial and multinomial quantities?

IV.

26. What is equality? What is an identical proposition? What is an equation?

27. What is the *unknown quantity* of an equation? What is a *simple* equation? What is a *quadratic* equation?

28. Prove that the *members* of an equation may be augmented or diminished by a like quantity without altering the value of the unknown quantities.

29. What rule is to be observed in *transposing* terms?

30. Prove that without altering the value of the unknown quantities, the two members of an equation may be divided, or multiplied, by a like quantity, provided that this is independent of the unknown quantities.

31. How would you clear an equation of fractions?

32. What is the rule to solve a simple equation containing one unknown quantity?

33. What is the rule to solve two simple equations containing two unknown quantities?

34. What is the difference between the methods of *elimination* by *comparison*, *substitution* and *reduction*?

35. What is the rule for solving any number of simple equations with an equal number of unknown quantities?

PROGRAMME No. 10.

SACRED HISTORY.

[This Programme is the same as that contained in Schedule F.]

PROGRAMME No. 11.

HISTORY OF CANADA.

I.

1. Into how many tribes would you class the Indians inhabiting Canada at the time of its discovery?
2. In what part of Canada did the Algonquins dwell?
3. How many tribes were the Algonquins divided into, and where did each of these tribes dwell?
4. What territory did the Iroquois occupy, and how many tribes were they divided into?
5. What was the country of the Hurons?
6. What were the moral endowments of the aborigines?
7. What were their physical characteristics?
8. What were their chief occupations?
9. How did the Indians make war?
10. What were the ceremonies gone through when peace was concluded?
11. What form of government prevailed among the Indians?
12. What was their religion?
13. What were the funeral rites of the Hurons?
14. Did the Indians possess any knowledge of written language or characters?

II.

15. How far into the interior did Cartier penetrate during his first voyage?
16. How was Cartier received at Stadacona on his second voyage?
17. Give an account of Cartier's visit to Hochelaga.
18. What accident occurred to Cartier during the winter?
19. In what year did he return to France?
20. What fault did Cartier commit on leaving the St. Lawrence?

21. When and by whom were the first attempts made at colonization, and what was their success?

22. What was the issue of the enterprise of M. de LaRoche?

23. Was any attempt made by France to colonize the country in the interval between 1578 and 1608?

III.

24. Give an account of the founding of Port Royal.

25. When did Champlain lay the foundation of Quebec?

26. What part did Champlain take in the war between the Indians?

27. What places did Champlain discover in his first expedition against the Iroquois?

28. What success attended the first expedition against the Iroquois?

29. What success attended the second expedition against the Iroquois?

30. What place did Champlain reach in 1613?

IV.

31. What were the viceroys of Canada? Name some of the more prominent.

32. When did the first missionaries arrive in Canada?

33. What was the first Indian mission established by the Recollets?

34. What tracts of country did Champlain march through when on his third expedition against the Iroquois?

35. What success attended the third expedition against the Iroquois?

36. What progress did the colony of Quebec make previous to 1627?

37. In what did the views of Champlain differ from those entertained by the Society of Merchants?

38. When was the society of the Hundred Partners formed? What were its privileges and obligations?

39. What consequences followed the declaration of war between England and France in 1628?

40. Give an account of the surrender of Quebec to the British in 1629.

V.

41. How long did the British keep possession of Canada?

42. What important events occurred from 1632 to the death of Champlain?

43. What qualities did Champlain possess?

44. Give a short account of the missions founded by the Jesuits among the Hurons before the beginning of the war with the Iroquois.

45. Name the most important events that occurred from the death of Champlain until the founding of Montreal.

46. Give an account of the founding of Montreal.

47. What was the population of Canada about the year 1645?

48. What was the commercial freedom granted the inhabitants in 1645?

49. What were the functions of the Council of Quebec, and how was it composed?

50. Were the French exposed to the attacks of the Iroquois previous to 1653?

VI.

51. Who was the first missionary that fell a victim to the hatred of the Iroquois?

52. Give an account of the dispersion of the Hurons by the Iroquois.

53. What did the Iroquois do after vanquishing the Hurons?

54. What was the duration of the peace concluded with the Iroquois in 1653?

55. Give an account of the gallant defence made by Dollard and his companions against the Iroquois.

56. What was the condition of the colony in 1662?

57. Give an outline of the most important events that occurred in Acadia from 1608 to 1613.

VII.

58. Who was the first bishop of the colony, and when did his arrival take place ?
59. What were the difficulties between the bishop and M. d'Avaugour ?
60. What was the system adopted for the maintenance of the clergy ?
61. When was the Seminary of Quebec founded ?
62. At what time and by whom were the principal religious communities founded ?
63. When was the *Conseil Souverain* established, and what were its functions ?
64. What was the first municipal organization ?
65. Give a short account of the administration of M. de Mésy.
66. By whom was M. de Mésy succeeded ?

VIII.

67. Who were the functionaries that accompanied M. de Courcelle to Canada ?
68. What did M. de Tracy on his arrival in the colony ?
69. What was the order of the Court with regard to the Iroquois ?
70. Give an account of Tracy's expedition against the Iroquois.
71. What were the efforts of M. Talon to insure the progress of the colony ?
72. To what extreme northern and southern points did the missionaries and French *voyageurs* penetrate in 1672 ?
73. What were the nations unknown to Champlain that the missionaries and *voyageurs* discovered in the West ?
74. Give an account of the discovery of the Mississippi.
75. When and by whom was Cataraqui (now Kingston) founded ?
76. By whom was M. de Courcelle succeeded ?

IX.

77. Give a short account of the first administration of M. de Frontenac.
78. By whom was de Frontenac succeeded in 1682 ?
79. Give a short account of the administration of M. de la Barre.
80. Why was de la Barre destituted, and who replaced him ?
81. Give an account of de Denonville's expedition against the Iroquois.
82. How did *Le Rat* succeed in preventing the French and Iroquois from making peace ?
83. Give an account of the massacre at Lachine.
84. By whom was M. de Denonville replaced ?
85. What was M. de Callière's scheme to put a stop to the incursions of the Iroquois, and what was its success ?
86. What contest took place between the English and French in Hudson's Bay ?
87. Give an account of Troye's expedition to Hudson's Bay in 1686.
88. Give an account of Iberville's exploits in Hudson's Bay.

X.

89. What success attended the three expeditions directed by Frontenac ?
90. What course did the British Colonies determine to adopt when they found their territory laid waste by the incursions of the French ?
91. What were the first military operations of Sir William Phipps ?
92. Give an account of the siege of Quebec by Phipps.
93. What happened the fleet under Phipps in his retreat from Quebec ?
94. How were Canada and the British Colonies affected by the results of this war ?
95. What success attended the second attempt to conquer Canada ?
96. What success did the Iroquois meet with in the incursions they made between 1689 and 1693 ?
97. What success attended Frontenac's expedition against the Iroquois ?
98. Give an account of Iberville's exploits in Hudson's Bay and Newfoundland.

99. When did the death of de Frontenac take place? Give a sketch of his character.
100. What were the ceremonies performed upon the occasion of signing the great treaty of peace with the Iroquois?

XI.

101. Give a short account of the settlement of Louisiana before the death of Iberville.
102. How was the settlement of Detroit commenced?
103. What was the third plan of attack against Canada, and with what success was it attended? (War of the Spanish succession.)
104. What was the fourth plan of attack against Canada? (1711)—What success did it meet with?
105. How did France seek to repair the loss of Acadia, ceded to England by the treaty of Utrecht?
106. Give a short account of the administration of M. de Vaudreuil.
107. When did the death of Vaudreuil take place, and by whom was he succeeded?
108. What were the claims of Great Britain with regard to the valleys of the St. Lawrence and of the Mississippi?
109. What events of importance transpired between 1725 and 1744?
110. Give an account of the discovery of the Rocky Mountains.

XII.

111. What was the cause that led to the war of 1744?
112. What steps did the Government of the colony take for its defence?
113. What led to the fall of Louisburg, and by what consequences was this event followed?
114. What disasters awaited d'Anville's expedition?
115. What warlike preparations did M. de la Jonquière make?
116. Give an account of the death of Junonville and the surrender of Washington to Villiers.
117. What was the fifth plan for the attack on Canada (1755)?
118. What was the relative strength in fighting men of the British and the French?
119. Give particulars of the dispersion of the Acadians.
120. Give an account of the fight on the Monongahela.
121. Give particulars of the defeat of general Dieskau.
122. What were the results of the campaign of 1755?
123. How many men had Britain and France under arms in 1756?
124. What was the first exploit of Montcalm in Canada?
125. Give an account of the capture of Fort William Henry.
126. Give an account of the battle at Carillon.
127. What was the condition of the country after 1755?

XIII.

128. What plan did the English adopt for the campaign of 1759?
129. How many fighting men had the British? What was the population, and what the number of armed men in Canada?
130. What were the first achievements of Wolfe at Quebec?
131. To what side did victory incline at Montmorency?

XIV.

132. Give particulars of the first battle on the Heights of Abraham.
133. What were the consequences of the first battle on the Heights of Abraham?
134. How was the news of the conquest of Canada received in England?
135. Whither did the French withdraw after the capitulation of Quebec?
136. Give an account of the second battle on the Plains of Abraham.
137. What was the result of this battle?

138. Give particulars of the surrender of Montreal.
139. What were the principal conditions of the capitulation ?

XV.

140. What was the aspect of the country when peace was restored ?
141. When was the possession of Canada finally assured to Britain ?
142. What civil and political changes did Great Britain make in her new possessions ?
143. Give a view of the administration of the colony till 1775.
144. What were the principal conditions of the capitulation of Quebec ?
145. What were the causes that led to the war between the British Colonies and the mother country ?
146. What was the behaviour of the British and Canadians in the war of 1775 ?
147. Give an account of the invasion of Canada by the Americans.
148. When did the first meeting of the Legislative Council take place, and what were the principal laws passed ?
149. What governor succeeded Carleton ?
150. Give a short account of Haldimand's administration.

XVI.

151. Give a sketch of the Constitution granted Canada in 1791.
152. When did the first meeting of Parliament take place ?
153. Did anything worthy of remark occur, besides Parliamentary proceedings, in the interval between 1791 and 1807 ?
154. What difficulties arose between the House of Assembly and the Council, and afterwards with Governor Craig ?
155. Give a sketch of the administration of Sir George Prevost.
156. What was the result of the first military operations of 1812 ?
157. What was the result of the campaign of 1813 ?
158. In what parts of the country did the events of the campaign of 1813 transpire, and what was the success of this campaign ?
159. Give particulars of the defeat of the Americans at Chateauguay.
160. What consequences followed the victory at Chateauguay ?

XVII.

161. What were the most remarkable events that occurred between 1814 and 1816 ?
162. What question created fresh difficulties between the Governor and the House of Assembly, and how long did these difficulties last ?
163. When was the bishopric of Quebec erected into an archbishopric, and who was the first archbishop ?
164. When was the first project of the Union of the Canadas presented ?
165. What were the most remarkable events that occurred between 1822 and 1835 ?
166. What causes led to the insurrection, and where did the first outbreak take place ?
167. What events transpired at Chambly, St. Denis, St. Charles, and St. Eustache ?
168. What took place in Western Canada at the same time ?
169. When were the Canadas united, and what led to this event ?
170. What are the principal provisions of the Act of Union.

PROGRAMME No. 12.

ART OF TEACHING.

I.

1. What is the Art of Teaching ?
2. Upon what basis does this science rest, and what are its principles ?

3. What particular qualifications should a teacher possess?
4. What is Education?
5. What is Instruction?
6. What relation does instruction bear to education?
7. Why should education be at once physical, moral, and intellectual?
8. What is physical education?
9. In how far should a teacher look to the physical education of his pupils?
10. What means should be employed to develop the understanding of children?
11. To what degree should a teacher develop the feeling of *sensitiveness* in his pupils?
12. How should the power of *volition* be strengthened in children?
13. What is the groundwork of moral education?

II.

14. What should be the aim of the teacher in imparting instruction?
15. Show the utility of a fixed system of study in the school.
16. What essential advantages ought this system to have?
17. How should the teacher prepare himself for his class?
18. What are the faults which a teacher should not tolerate in his school?
19. Upon what principles is true discipline founded?
20. What duties devolve upon the teacher when in presence of his class?
21. How can a teacher secure obedience, order and silence? How can he impart habits of cleanliness? How should politeness and purity of manners be taught?
22. How can pupils be made attentive in school?

III.

23. What should the bearing of the teacher be towards the weak and the strong of the same class?
24. What is the *explanatory* method of teaching?
25. What is the *exhibitory* method of teaching?
26. What peculiarities does each of these offer?
27. How should the subjects be arranged?
28. What are the advantages obtained by proceeding from the *known* to the *unknown*, —from the *simple* to the *compound*?
29. What are the qualifications requisite to become a successful expositor?
30. What is the best method of questioning?
31. How should children be taught to remember *things*, and how should they be taught to remember *words*?

IV.

32. What does the *individual* system of instruction consist in?
33. What does the *simultaneous* system of instruction consist in?
34. What does the *mutual* system of instruction consist in?
35. What are the advantages and defects of each system?
36. What are the essential characteristics of a good system?
37. What system is the most advantageous for the greatest number of schools?
38. What method may be adopted in teaching children the alphabet?
39. What method should be adopted to teach spelling?
40. What method should be followed to teach calligraphy?
41. How should children be taught the elements of orthography?
42. According to what method can grammar and arithmetic be taught?
43. What importance do you attach to mental arithmetic?
44. In teaching geography and history, should it be your aim to exercise the memory or the intellect of pupils?
45. What are *object lessons*, and to what subjects may these lessons extend?
46. How should a teacher impart instruction about common things?

V.

47. What should the object of all rewards and punishments be?
48. In what manner should a teacher have recourse to rewards and punishments?
49. What do you understand by *positive* punishment and *natural* punishment?
50. In awarding punishment should the intention or the outward action be considered?
51. Should any fault be left unpunished?
52. How and when should punishment be awarded?
53. What is deserving of reward?
54. What should be the nature of rewards?
55. How and when should rewards be given?

VI.

56. What objects should a schoolhouse be provided with?
57. What are the duties of the teacher towards the school commissioners?
58. What are the obligations of the teacher towards the minister of religion?
59. What are the responsibilities of the teacher towards the parents of his pupils?
60. What are the responsibilities of the teacher towards the public?

PROGRAMME No. 13.

AGRICULTURE.

I.

1. What is agriculture?
2. What advantages does agriculture offer?
3. What knowledge is necessary to become a good agriculturist?
4. Why is a knowledge of the different kinds of soil necessary?
5. Point out the qualities of the different kinds of soil, and the plants they are best adapted to produce.

II.

6. What are the most advantageous means of improving the soil?
7. What are the different fertilizers used to enrich the soil?
8. Why is it necessary to note the difference between fresh and old manure?
9. What care should be taken to prevent the deterioration of manure?
10. Of what utility is plaster?
11. What is *rotation of crops*, and what are the advantages secured by this system?
12. What is the best system of *rotation of crops?*
13. What is the utility of *drainage*, and how can it be effected?

III.

14. What are the principal varieties of seed?
15. Why is it necessary to select the seed carefully?
16. What means are usually employed to clean grain?
17. Name the principal agricultural implements.
18. Of what importance are good implements to the agriculturist?
19. What are the principal agricultural labors?
20. Name the months in which each of these agricultural labors should be performed.
21. Point out the best method of ploughing.
22. Point out the advantages resulting from good ploughing.
23. Point out the best manner of cultivating plants.

IV.

24. Name the most common weeds, and point out the best means to be employed for their destruction.
25. Point out the necessity for the cultivation of grasses.
26. What are the grasses generally sown in Canada?
27. Name the principal domestic animals.
28. What should be the relative numbers of a farmer's live stock?
29. What is the object of the improvement of stock?
30. In what case may cross-breeding be advantageous?
31. What precautions is it necessary to take in making good butter?
32. What are the fruits commonly cultivated in Canada?
33. What care is it necessary to bestow on fruit trees in general?

PROGRAMME No. 14.

BOOK-KEEPING.

I.

1. What is Book-keeping?
2. What is learned in book-keeping?
3. How many parts is it divided into?
4. How many books are required in single entry?

II.

5. What is a Blotter?
6. How are transactions entered in a Blotter or Day Book?
7. How should entries be worded?
8. Where is the name, surname, and place of residence of persons written? Where are the dates and amounts due and received written?
9. What is the Journal?
10. Are entries made in the same form in the Journal as in the Blotter?
11. Why is it necessary to simplify the entries of the Blotter when transferred to the Journal?
12. Is it necessary to add up each page of the Blotter and Journal?
13. When an account is transferred from the Blotter to the Journal, what are the means employed to indicate the folio from which it has been taken, and the folio to which it has been carried?
14. What is the Ledger?
15. How do the entries in the Ledger differ from those in the Journal and Blotter?
16. Are the entries carried to the Ledger daily, weekly, or monthly?
17. On what side of the Ledger would you enter amounts due, and on what side would you enter amounts received?
18. How could you find the folio of the Journal from which an account had been posted?
19. How would you render a detailed account from the Books?

III.

20. What is an Index and why is it used?
21. What is a Bill Book?
22. Is it very useful to the merchant?
23. What is a Sales Book?
24. What entries does it contain?
25. Is an Invoice Book required, and what is its use?

26. What is a Cash Book?
27. What transactions are entered in the Cash Book?
28. How can a merchant inquire into the state of his affairs?
29. What is an Inventory?
30. What knowledge may be obtained with the assistance of an Inventory?

SCHEDULE H.

PROGRAMME No. 1.

PHILOSOPHY.

I.

1. Object of Philosophy; its utility and importance.
2. Being; matter and form; cause and effect.

II.

Logic.

3. Ideas in general, and their origin.
4. Character and kinds of ideas.
5. Language and its origin.
6. Judgment.
7. Different modes of reasoning.
8. Method in general; analysis, synthesis.
9. Doctrine of syllogisms; its rules and figures.
10. Proof; different kinds of proof.
11. Consciousness.—Moral sense.
12. Evidence.
13. Testimony of men and monuments; traditional and historical testimony.

III.

Metaphysics.

1. Existence of God proved by the principal metaphysical arguments.
2. Existence of God proved by the principal physical arguments.
3. Existence of God proved by the principal moral arguments.
4. Eternal being of God; definition and proof.
5. Simplicity of God; definition and proof.
6. Immensity of God; definition and proof.
7. Independence of God; definition and proof.
8. Immutability of God; definition and proof.
9. Knowledge of God; definition and proof.
10. Power and freedom of God; definition and proof.
11. Providence of God; definition and proof.
12. Evil; moral evil, physical evil.

IV.

Morals.

1. Motives which prompt our actions.
2. Fundamental principles of morals.
3. Difference between moral good and evil.
4. Moral obligations.

5. Laws.
6. Rewards and penalties.
7. Moral sanction.
8. Destiny of man.
9. Proofs of the immortality of the soul.
10. Necessity of religion.
11. Necessity of internal, external and public worship.
12. Religion the basis of society.
13. Important duties which man owes to himself.
14. Active and passive duties to society.
15. Right of property and civil rights.
16. Origin of political organization.
17. Divers forms of political authority.
18. Principles of sovereign power.
19. Duty to the State.

PROGRAMME No. 2.

NATURAL PHILOSOPHY.

1. Object of Natural Philosophy; its relation to chemistry.
2. General properties of matter; definitions.
3. Weight; its direction; laws affecting falling bodies.
4. The balance and its principle; description; conditions necessary to its efficiency.
5. Principles of Archimedes; equilibrium of bodies, immersed and floating on the surface.
6. Principles which cause liquids to rise to their levels; description; Artesian wells.

II.

7. Density; different modes of increasing it.
8. Description of areometer and its use.
9. Capillary attraction; endosmose; ascent of the sap in trees.

III.

10. Experiments illustrating atmospheric pressure; cause.
11. Principle and description of pneumatic engine.
12. Principle and use of the barometer; conditions necessary to insure its efficiency.
13. Weight of atmospheric pressure in pounds.
14. Law of Mariotte; description and manner of using the manometer.
15. Principle of the balloon; how to produce an ascensional force.
16. Principle of the syphon and the pump.
17. Description of the principal kinds of pumps.

IV.

18. Sound; its production and the manner in which it is communicated.
19. Laws of the variation of the intensity of sound; principle of the reflection of sound; echo and vibration.

V.

20. Principle and use of the thermometer; manner of construction and liquids employed.
21. Conditions necessary to ensure good qualities; scale of the principal kinds of thermometers.
22. Manner of comparing the degrees of the scales of the Fahrenheit, Reaumur, and Centigrade.

23. Unequal expansion of different liquids; maximum density of water.
24. Conductors; name the principal conductors in their order.
25. Point out the most advantageous means of securing warmth within habitations, according to the laws which influence conductors of heat;—utility of double windows.

VI.

26. Radiation of heat; examples.
27. Intensity of radiation;—capacity for heat;—name the bodies possessing the greatest power of radiating heat.
28. Reflection of heat;—its relation to radiation.
29. Application of the principles of radiation and reflection to heating and preservation of heat.
30. Fusion;—refractory bodies;—law of fusion.
31. Congelation;—law of congelation.
32. Account for the equality of temperature maintained during the fusion and solidification of bodies.
33. Expansion of water during the process of solidification,—cause of the floating of ice in water.

VII.

34. Ebullition and vaporization;—causes which increase vaporization.
35. Phenomena of vaporization; cold produced by vaporization.
36. Freezing mixtures; their use; preparation and parts composing some of these mixtures.
37. Elastic force of vapor; influence of temperature on this force.

VIII.

38. Principle of the steam engine, and description of boilers for generating steam.
39. Principal parts of the steam engine and their functions.
40. Single and double acting steam engines;—condensing engine;—high and low pressure principles;—expansion engine.
41. Peculiar noise heard before ebullition takes place;—nature of ebullition;—tension of vapor.
42. Influence of pressure on ebullition;—influence of matter held in solution;—distillation of liquids.
43. Principal sources of heat;—means generally employed to produce artificial heat.
44. Necessary conditions to obtain a good draught in constructing the flue of a chimney.
45. Different modes of heating buildings, and their relative advantages.

IX.

46. Light;—shade;—penumbra.
47. Reflection of light and the laws which govern it.
48. Refraction;—its laws;—phenomena caused by refraction.
49. Cause of the *mirage*.

X.

50. Lenses;—different kinds of lenses;—properties of the lenses more commonly used.
51. White light;—names of colors of the spectrum and the order in which they occur.
52. Cause of color in bodies.
53. Microscope;—principle of the compound microscope.
54. Principle of the astronomical telescope;—terrestrial telescopes.
55. Myopy;—presbyopy;—glasses used to correct these defects.

XI.

56. Magnetism;—natural magnets;—artificial magnets.
57. Direction of the magnetic needle;—cause;—description of the mariner's compass and its use.
58. Electricity;—principal means employed for producing it;—bodies best adapted for producing it?
59. Influence of one electrified body upon another;—good and bad conductors;—principal bodies which possess the property of conducting electricity.

XII.

60. Attraction of points;—lightning-rods and their proper construction.
61. Electrical machine and its proper construction.
62. Disguised electricity;—principle of the Leyden Jar, and the effects it may be made to produce.
63. Cause of lightning and of the noise produced by thunder;—returning stroke.

XIII.

64. Voltaic Pile;—Grove and Bunsen's batteries.
65. Physical, chemical, calorific, and luminous effects of electric currents.
66. Electro-plating in gold, silver, and copper.
67. Electro-magnets and their principle.
68. Electric telegraph;—description of Morse's Telegraph.

XIV.

69. Fogs;—clouds;—names of different formations of clouds and descriptions.
70. Dew;—rime-frost;—snow;—hoar-frost;—sleet;—hail.
71. Hygrometers;—hair hygrometers;—Daniel's hygrometer.
72. Cause of the rainbow.

PROGRAMME No. 3.

CHEMISTRY.

I.

1. Definition of the science of chemistry;—matter and the divers states in which it exists.
2. Cohesion;—affinity;—difference of these two properties.
3. Crystallization of bodies;—different processes of crystallization.
4. Difference between adhesion and chemical attraction, and modifying causes.
5. Elementary bodies; their number;—metalloids and metals,—principal substances of this class.
6. Principle of the nomenclature;—acids, bases, salts and neutral salts.
7. Equivalents; examples.

II.

8. Oxygen; its preparation and its properties.
9. Combustion; examples of slow and quick combustion.
10. Azote; its preparation and its properties.
11. Air; its composition and its properties.
12. Hydrogen; its preparation and its properties.
13. Water; analysis and synthesis.

III.

14. Carbon; diamond; plumbago; coal; lignites and peat.
15. Preparation of charcoal. bone-black and lamp-black.
16. Properties of carbon;—its discoloring and disinfecting power.
17. Preparation of oxide of carbon and carbonic acid, and their properties.

IV.

18. Formation of carbonic acid by animals; its decomposition by plants.
19. Preparation of carbonetted hydrogen; its properties.
20. Preparation and purification of gas used for illumination.
21. Flame, and its cause.

V.

22. Nitrous acid; its properties.
23. Ammonia; its properties and its use.
24. Properties of sulphur; mode of purifying sulphur.
25. Sulphuric acid; its properties, use, and preparation.
26. Phosphorus; its properties, use, and preparation.
27. Properties of arsenic; its antidotes.
28. Chlorine; its properties and preparation.
29. Decoloring and disinfecting properties of chlorine.
30. Chlorohydric acid; its properties, use and preparation.

VI.

31. Classification of metalloids.
32. General properties of each class of metalloids.
33. Properties of iron; principal sorts of iron.
34. Smelting from the ore.
35. Preparation of cast-iron, steel and malleable iron.

VII.

36. Tin; its physical and chemical properties; its use; salts of tin.
37. Zinc; its properties and use; its salts.
38. Lead; properties and use; its salts.
39. Mercury; properties and use; its salts.

VIII.

40. Properties of gold and silver.
41. Chemical principles of the Daguerreotype and photograph.
42. Preparation of potash and caustic soda;—their properties.
43. Preparation of carbonate of potash and carbonate of soda;—their use.
44. Preparation of biborate of soda;—its properties and use.
45. Chlorid of sodium; its preparation, properties, and use.

IX.

46. Lime; its preparation, properties, and use;—hypochlorid of lime.
47. Carbonate of lime;—different varieties, and their use.
48. Sulphate of lime;—its use.

X.

49. Properties of aluminum.
50. Alum; its preparation and use;—alumina.
51. Porcelain, and Pottery;—their manufacture.
52. Glass;—its composition and manufacture.

XI.

53. Organic and inorganic bodies.
54. Starch ;—its preparation, properties and use.
55. Gluten ;—manufacture of bread ;—illustration.
56. Lignin ;—preservation of wood.
57. Paper ;—its manufacture.

XII.

58. Fibrin ;—albumin ; gelatine, preparation and use.
59. Tanning.
60. Gums.
61. Properties of sugar ;—extraction of sugar from the cane and from beets.
62. Refining sugar.
63. Glucose.

XIII.

64. Fermentation.
65. Alcohol ;—its properties and use.
66. Manufacture of cider and beer.
67. Ether ;—its preparation and use.
68. Manufacture of vinegar.

XIV.

69. Turpentine ; its preparation and use ;—varnish.
70. Caoutchouc ;—vulcanized gum-elastic.
71. Manufacture of soap ; stearine candles and tallow candles.
72. Dye stuffs ; bleaching ; mordants.
73. Cotton printing.
74. Oxalic, tartaric, and tannic acids.

PROGRAMME No. 4.

NATURAL HISTORY.

I.

1. Definition of Natural History.
2. Division of natural bodies into three kingdoms.
3. Characteristics of organized and unorganized forms.
4. Characteristics of animals and plants.

II.

Zoology.

5. Animals ; their organic tissue.
6. Brief description of digestive organs.
7. Structure and development of teeth.
8. Mastication ;—digestion ;—absorption.
9. Blood ; its composition ;—arterial and venous blood.
10. Heart ;—arteries, veins.
11. Circulation of the blood.
12. System of circulation in different animals.
13. Respiration ;—respiratory apparatus of man.

14. Branchial and tracheal respiration.
15. Animal heat;—warm and cold blood.
16. Secretions.

III.

17. Essential parts of the nervous system.
18. Sense of touch, taste, and of smell.
19. Organs of hearing and of sight.
20. Power of motion.
21. Power of walking, flying, swimming, and of creeping.

IV.

22. Classification of the animal kingdom.
23. Mammals; their general structure.
24. Division into orders.
25. Principal orders of mammalia.
26. Structure of birds.
27. Migration of birds.
28. Principal orders of birds; characteristic peculiarities of each order.
29. Reptiles; their general structure and principal orders.
30. Fishes; their general structure and principal divisions.
31. Annulated animals.
32. General structure of insects.
33. General structure of the *arachnida*.
34. General structure of the *crustacea*.
35. General structure of the *annelides*.
36. General structure of the *mollusca*.

V.

37. In what orders would you place the monkey, rat, elephant, woodpecker and adder?
38. In what classes and orders would you place the cat, lobster, snipe, duck, and squirrel?
39. In what classes and orders would you place the hare, horse, dog, bear, and fox?
40. In what classes and orders would you place the weasel, whale, crow, domestic cock, and the wolf?
41. In what classes and orders would you place the mackerel, goose, grasshopper and beaver?
42. In what classes and orders would you place the owl, sheep, midge, and the ox?
43. In what classes and orders would you place the lion, snail, and polype?

VI.

Botany.

44. General structure of plants.
45. Stem and root; functions of roots.
46. Leaves; their divers forms.
47. Buds.
48. Circulation of sap.
49. Functions of leaves.
50. Influence of the respiration of plants on the atmosphere.

VII.

51. Growth of stems and leaves.
52. Grafting.
53. Flowers and their different parts.

54. Fruit and seed.
55. Dissemination and germination of seed.

VIII.

56. Natural and artificial classification of plants.
57. Acotyledons;—principal families.
58. Monocotyledons;—principal families.
59. Dicotyledons;—principal families.

IX.

60. In what families and classes would you place wheat, the mushroom, beech-tree, and onion?
61. In what families and classes would you place the marigold, mint, and sorel?
62. In what families and classes would you place the sugar-cane, buck-wheat, and the potatoe?
63. In what families and classes would you place the tobacco plant, dahlia, coffee-tree and carrot?
64. In what families and classes would you place the celery, the cabbage, pea, melon, and hemp?
65. In what families and classes would you place the oak, poplar, walnut-tree, and the strawberry?

X.

Geology.

66. Geology and its object.
67. General structure of the solid surface of the earth.
68. Degradation of rocks.
69. Sedimentary deposits and crystalline matter in rocks;—mode of deposition.
70. Presence or absence of fossils of organic life.
71. Phenomena of geology.
72. Successive sedimentary deposits.

XI.

73. Geological classification.
74. Primary strata and subdivisions;—principal rocks; whether fossiliferous or not.
75. Transitary strata;—rocks and fossils.
76. Older secondary strata;—carboniferous system; its origin, order and principal fossils.
77. Red sandstone systems;—rocks and fossils.
78. Middle secondary strata;—oolite system; rocks and fossils.
79. Newer secondary strata;—cretaceous system; rocks and fossils.
80. Tertiary strata;—its divisions.
81. First fresh-water formation;—its rocks and fossils.
82. First marine formation;—its rocks and fossils.
83. Second fresh water formation;—its rocks and fossils.
84. Second marine formation;—its rocks and fossils.
85. Alluvial deposits;—erratic blocks.
86. Caverns and fossil bones.

XII.

87. Formation of superficial crust or soil.
88. Unstratified rocks; their relation to sedimentary rocks.
89. Granite and porphyry.
90. Extinct volcanoes; their relation to those in activity.—Basalt;—lava.

91. Veins; upheavals; relative epoch of the upheaval of the principal chains of mountains.

92. Situations which the useful minerals usually occupy in the different strata.

PROGRAMME No. 5.

ALGEBRA.

I.

1. The multiplication or division of an inequation by a positive quantity results in an inequation in the same sense.
2. Application of this theorem.
3. Interpretation of negative quantities in problems.
4. Negative quantities may indicate the measures and places of magnitudes.
5. Cases of impossibility.

II.

6. Quadratic equations; pure quadratics; affected quadratics.
7. Form in which the equation $ax^2 + bx + c = 0$, may be expressed.
8. Formula employed in solving the equation $x^2 + px + q = 0$.
9. Rule drawn from the preceding formula for the solution of quadratic equations.

III.

10. Arithmetical progression;—increasing and decreasing ratio.
11. To find a general expression for any term of an arithmetical progression.
12. To find a general expression for the sum of all the terms of an arithmetical progression.

IV.

13. Geometrical progression;—increasing and decreasing ratio.
14. To find an expression for the nth term of a geometrical progression.
15. To find an expression for the sum of all the terms of an geometrical progression.
16. To find an expression for the sum of the terms of a decreasing geometrical progression when the number of terms is infinite.

V.

17. Summation of series.
18. To find the scale of relation in a recurring series of the first order.
19. To find the sum of an infinite recurring series of the second order.
20. Definition of logarithms.
21. Show that every number cannot be taken as the base of a logarithm.
22. Powers of logarithms.
23. System of logarithms most usually employed.
24. Characteristics;—change produced by multiplying or dividing with a power of 10.
25. Negative characteristics.
26. Application of logarithms to a problem in compound interest.

PROGRAMME No. 6.

GEOMETRY AND TRIGONOMETRY.

I.

1. Definition of an ellipse;—tracing the curve.

2. Axis, foci, and radius-vector of an ellipse.
3. Definition of a parabola;—tracing the curve.
4. Axis, directrix and vertex of the diameter of a parabola.
5. Definition of a helicoid.

II.

6. Plane and spherical trigonometry.
7. Expression of the magnitude of an angle.
8. Relation between spherical lines of the same angle.
9. Relation between the sines and cosines of the angles and sides of a spherical triangle.

III.

10. Solution of rectangular triangles.
11. Solution of an oblique triangle, of which one side and two angles are given.
12. Solution of an oblique triangle of which two sides and the included angle are given.
13. Solution of an oblique triangle of which the three sides are given.

IV.

14. Surveying; instruments required.
15. To find the distance from an accessible point to an inaccessible object.
16. To find the distance between two inaccessible points.
17. To prolong a right line beyond an obstacle.
18. Taking levels; mode of operation.

PROGRAMME No. 7.

ASTRONOMY.

I.

1. Definition of astronomy.
2. Celestial sphere.—Axis of the sphere.—Poles.
3. Parallels.—Equator.—Meridians.
4. Vertical circle.— Zenith.—Nadir.—Horizon.

II.

5. Fixed stars; their distance from the earth.
6. Rising and setting of the stars;—Polar star.
7. Stars of different magnitudes visible to the naked eye.
8. Periodical, temporary and colored stars.
9. Double stars; Milky Way; nebulæ.
10. Cause for the disappearance of the stars during the day.
11. Circle of perpetual apparition and perpetual occultation.
12. Classification of stars; principal constellations.

III

13. Form of the earth and phenomena which indicate it.
14. Apparent horizon.—Real horizon.
15. Axis of the earth.—Terrestrial Poles.—Meridian.—Equator.
16. Geographical longitudes.—First meridian.
17. Determination of longitude and of latitude.
18. Parallel, oblique, and right spheres.
19. Rotatory motion of the earth; principle facts which prove it.

IV.

20. The sun's annual change of position.
21. Ecliptic; its obliquity.
22. Equinoxes and soltices; change of the equinoxes.
23. Polar circles.—Colure.
24. Signs of the Zodiac.
25. Radius, size, mass and density of the sun.
26. Distance of the sun from the earth.
27. Spots in the sun;—revolution of the sun on his axis.
28. Physical constitution of the sun.

V.

29. True solar day; mean day;—true solar time; mean time.
30. Commencement of civil day and solar day.
31. Length of civil year.
32. Calendar;—Gregorian Calendar.
33. Cause of inequality in the duration of day and night.
34. Duration of day in Arctic regions.
35. Seasons; cause; unequal length.

VI.

36. Moon; its light; motion round the earth.
37. Lunar month; lunar day.
38. Distance of the moon from the earth.
39. Radius and size of the moon.
40. Mass and density of the moon.
41. Phases of the moon.
42. Rotatory motion of the moon.
43. Mountains and valleys of the moon.
44. Atmosphere and climate of the moon.
45. Tides and the cause.

VII.

46. Eclipses of the sun and moon;—cause.
47. Difference in these eclipses.
48. Umbra and Penumbra.
49. Conditions necessary to produce an eclipse.
50. Partial, total, and annular eclipse.

VIII.

51. Planets; difference between planets and fixed stars.
52. *Inferior* and *superior* planets.
53. Names of the principal planets.
54. Universal principle of gravitation.
55. Particulars about Mercury.
56. Particulars about Venus.
57. Particulars about Mars.
58. Particulars about Jupiter.

59. Particulars about Saturn.
60. Particulars about Uranus.
61. Particulars about Neptune.
62. Asteroids.
63. Comets.—Nucleus.—Envelope.—Tail.

PROGRAMME No. 8.

AGRICULTURE.

I.

1. Object and utility of lessons in agriculture.
2. Conditions necessary to successful germination.
3. Names of the different kinds of soil.
4. Substances of which different soils are composed; define those that impart valuable properties to the soil.
5. Influences of sub-soil on the quality of land;—sloping land.

II.

6. Modes of improving the soil.
7. Distribution of crops; its principle.
8. Organic fertilizers; principle fertilizers of this class.
9. Particulars about the relative properties of fertilizers, and methods of application to the soil.
10. Fermentation of manures; method of obtaining the best results.
11. Mineral fertilizers;—kinds of soils which derive benefit from the application of lime; utility of plaster.
12. Object to be kept in view in the improvement of stock, and the best methods to insure success.
13. Choice of breeding stock;—care which should be bestowed on the sanitary condition of animals.

III.

14. Care which should be taken in selecting a farm;—what its size should be.
15. Buildings necessary to a farm;—their arrangement.
16. Principal agricultural implements, and description of their essential parts.
17. Drainage; its utility;—best method to be employed.
18. What constitutes good ploughing; size and depth of the furrow, and size of the beds.
19. Best time for ploughing, and the reasons which should induce a farmer to avail himself of it;—object of harrowing.
20. Rotation of crops;—the most common system employed.
21. Fallow land; benefits to be derived from fallow, and the method usually employed.

IV.

22. Care which should be taken in selecting seed, and the benefits to be derived from an occasional change.

23. Names of the plants most generally cultivated in Canada ;—advantages of mowing before grasses have obtained their full maturity.
24. Land most suited for the cultivation of wheat ; time of sowing.
25. Cultivation of rye and barley ; land best adapted to these crops ;—practical culture of barley.
26. Cultivation of oats, and their use.
27. Cultivation of Indian corn, and its use.
28. Soil best adapted to the culture of peas ; mode of culture.
29. Cultivation of the potatoe ;—soil best adapted.
30. Method of cultivating carrots and turnips ;—their use.
31. Method of sowing and mowing clover ; its use.
32. Particulars about the cultivation of hay ; its use.
33. Live stock necessary to the farmer, and its care.
34. Description of a model dairy ;—method of making butter.
35. Method of making cheese.

REPORT

OF THE

JACQUES-CARTIER NORMAL SCHOOL,

FOR THE YEAR 1860–61.

To the Honorable P. J. O. CHAUVEAU, *Superintendent of Public Instruction for Lower Canada.*

SIR,—I have the honor to present to you my Report on the state and progress of the Jacques-Cartier Normal School, for the school-year 1860–1.

ADMISSION OF PUPILS.

Fifty-one pupils were admitted in the course of the year. Of that number,

5 were from without the District of Montreal;
46 belonged to the District of Montreal.

51 Total.

25 were old pupils.
26 new "

51 Total.

3 Had received our Model School diploma.
14 Had received our Elementary School diploma.
3 Were old teachers, and held diplomas from the Board of Examiners;
2 Had been members of an order devoted to teaching;
2 Had commenced their studies at college;
2 Had been trained by teachers from our school;
4 Had studied at academies;
21 Had attended Model or Elementary Schools.

51 Total.

In the distribution of the scholarships which the Government has so generously founded for the encouragment of poor pupils, I deemed it my duty to recommend, in the first place, those pupils who had been authorized to return in order to take out a higher diploma than the one they had previously obtained; because, in the first place, they came within the conditions laid down by the Government, and then they had furnished proof of capacity, and were thus doubly entitled to receive encouragment. But, nevertheless, as the number of applications for admission was large, and as the majority of the

candidates were unable to pay the whole of their tuition fees, I was under the painful necessity of refusing many of them, or of putting them off to a future period. I have the satisfaction of knowing that the delay has been but temporary; nearly all of them have been admitted for the school-year 1861–2.

In the examinations for admission, we have found a very marked progress as compared with previous years; the candidates are much further advanced in the French language and Arithmetic; in geography, however, there is still room for improvement. I am happy to find that the progress which I had anticipated, as will appear from my other Reports, is not likely to fail us, and that it has already enabled us to develop our course as fully as is desirable.

COURSE OF STUDIES.

We have added to our course a new class, to prepare our pupils for the Academy Certificates. Hitherto our course had been confined to preparing them for Elementary and Model School Certificates.

This addition necessitated an increased amount of labor on the part of the professors, (about five hours per day), which it would have been out of their power to accomplish, had you not given us an assistant professor, Mr. G. J. Dostaler, a distinguished pupil of this school, who had followed the *Cours des Sciences* at the Laval University.

In this third class, while complying with the requirements of the law, our efforts will be chiefly directed to the study of mathematics and natural history, in view of the importance of developing a taste for that study among the youth of our country.

The following table shews the number of Pupils in each class :

First year,	preparing for	Elementary	School	Certificate.....	29
Second year,	"	Model	"	"	19
Third year,	"	Academy	"	"	 3
					51

Two pupils (one of the 3rd year, Mr. Pelland, and one of the 2nd year, Mr. Buteau) having accepted situations, as stated in my last Report, the last two numbers have been reduced since the month of October, 1860.

I need not call your attention to the zeal and devotedness displayed by the professors, of that you have yourself been a witness; nor shall I dwell in praise upon the good conduct and diligence of the pupils; this is nothing more than what the Government and the country had a right to expect from them.

EXAMINATIONS AND DIPLOMAS.

After the examination for the first half-year, I had the honor to furnish you with the names of twenty-four pupils for the different diplomas, namely:

2 for Academy Diplomas.
13 for Model School Diplomas.
9 for Elementary School Diplomas.

24 Total.

This is the largest number we have as yet been enabled to obtain. It is another instance of the beneficial effects resulting from the improvement already referred to in the acquirements of the pupils presenting themselves for the admission examination, and I have reason to anticipate from the result of the examination for the current year, that this improvement will continue.

Of these twenty-four pupils, five have asked and obtained permission to return to the

school in order to prepare for Academy diplomas, and four in order to prepare for Model School diplomas; one is ill and in need of rest, the others are engaged in teaching.

Several of the latter have secured excellent situations:

Mr. Guérin is teaching at Point Levis College; Mr. Lamarche and Mr. Pepin at St. Vincent de Paul College.

I must bring under your notice the devotedness displayed by Messrs Hurtubise, Dorais, Manseau, and Desforges, who have consented to leave their families in order to go and teach in the district of Gaspé.

GENERAL REMARKS.

The pupils have enjoyed excellent health throughout the whole year. Towards the end of the year, however, a case of small-pox occurred; but it was not accompanied with alarming symptoms, and the precautions adopted by the physician were the means of preventing contagion. I have been grieved to learn that three old pupils, two of whom had left the establishment in previous years on account of ill health, have died during the year.

As in former years, we had the public course, in addition to the regular course followed by the pupils. Mr. Dostaler kindly undertook the course of Chemistry, and acquitted himself in a manner highly creditable to himself. I took charge of the History of Canada myself. We have increased our chemical laboratory and our various collections of specimens in Natural History. The Abbé Rousseau, of the Seminary of St. Sulpice, has presented to the school a Canadian entomological collection, made and classified by himself. This gift is all the more valuable, inasmuch as it completes our general entomological collection. Principal Dawson and Mr. Germain, Inspector of schools, have also kindly given us archæological objects, and Indian curiosities. Mr. Béchard, of the Education Department, has furnished us with a large collection of agates, from Gaspé; when classified, they will form the basis of a separate collection.

MODEL SCHOOL.

Our Model School has been attended by 107 pupils. I was pleased to find that the majority of those who entered the school at the commencement of the year, remained to the end; while the fluctuations caused by withdrawals and admissions, were for the most part confined to those entering during the course of the year.

The present position of the pupils who left the school during the course of the year or since, is pretty accurately exhibited in the following table:

11 at different colleges;
3 clerks;
9 apprentices;
2 left the city;
2 no longer attend school;
4 have returned to our school.

The others have entered other schools in the city. We have also to deplore the death of a young pupil, but the general health has been excellent.

Before concluding, I beg to remind you of the fact that the prize founded by H. R. H. the Prince of Wales, and the conditions under which it is granted, has contributed in no small degree to foster emulation and love of study amongst our pupils. The candidate to whom it has been awarded for the first time, is Mr. Lamy of St. Sévère, of the District of Three Rivers.

I have the honor to be, Sir,
Your very humble servant,
H. A. B. Verreau.

REPORT

OF THE

McGILL NORMAL SCHOOL,

For the Educational Year ending July 1st, 1861.

To the Honorable
The SUPERINTENDENT OF EDUCATION.

SIR,—I have again to report, with gratitude for the blessing of God on our labors, the close of another successful session of this school. Though, as stated in my last report, the number of teachers in training has not been so large as in some previous sessions, not having exceeded 61, yet the discipline and work of the school have been most satisfac tory and the results very encouraging.

I was enabled, at the close of the session, to recommend

For the Academy Diploma	1
For the Model School Diploma	16
For the Elementary Diploma	21
Total	38
For promotion to the senior class	7

I am confident that in no previous session have teachers more worthy of the confidence and support of the public been sent forth. I trust that they will promptly secure the employment which they deserve, and that the Province will receive the benefit of the training which they have obtained.

Of those who have received diplomas,

Are resident in Montreal	23
" in other places	15
Are Males	4
Females	34

In my report for 1859, 83 teachers in all were stated to have received diplomas. In the session of 1859–60, 54 diplomas were granted; and, deducting 14 given to pupils who previously possessed elementary diplomas, this would give 123 persons in all. To these must now be added 21 persons who have received diplomas in the past session, being in all 144 persons who have received diplomas since the commencement of the school.

It is a matter of regret that, owing to the shortness of the engagements of teachers and their frequent changes of place, it is impossible to keep a perfectly accurate record of the employment of our teachers. From such information as I can collect, I have reason

to believe that nearly three-fourths of the whole are or have lately been in useful educacational positions. Some have obtained remunerative salaries; others are teaching in poor districts, or have been obliged to go beyond the limits of the Province in search of employment. We have now pupils scattered through all the English-speaking districts of the Province, from Gaspé, where two of them are placed, to the western limits of the Province. One young lady, who has attended a part of our course, is teaching in Labrador, several are teaching in Upper Canada, and one has taught in Wisconsin, and another, I believe, in California.

Although the majority of our pupils have been derived from Montreal and places adjacent, the school has attracted pupils from the extreme limits of the Province, and I trust that the facilities offered will cause the number of such students to increase. I have found, however, that the change made two years ago in the distribution of the bursary fund, has operated as a hindrance to poor students from the country; and to remedy this, I would now advise that one-third of the bursary, with the travelling expenses, should be payable to such students on their passing the Christmas examinations, and that students resident in Montreal should receive at the end of the session sums not exceeding two-thirds of those paid at that period to non-resident pupils.

The arrangements for study and discipline in the school have now attained a high degree of perfection, and, with the exception of minor details in the organization and work of the classes do not appear to admit of much further beneficial change with the present means and staff of the school.

It has been established as a principle in the management of the school, that a considerable proportion of the time of teachers in training should be spent in the practice of teaching in the Model Schools, and that the time thus spent should be kept quite distinct from that devoted to class instruction.

Further, the work has been so distributed that the junior and senior classes might alternate with each other in the class-rooms and in the Model Schools.

In the junior division, the time occupied in the class-room amounts to twenty-three hours in each week, and is distributed as follows :—

	Hours.
1. English Grammar, Composition, and Writing	5
2. Arithmetic, Geometry, Algebra, and Book-keeping	6
3. French	2
4. Geography	2
5. Art of Teaching, History, Natural Philosophy, Natural History, Drawing, Elocution, Vocal Music, Religious Instruction, each 1 hour	8
	23

The four first departments we regard as essential to the work of the teacher. Those included in the fifth head are regarded as subsidiary to the former, in so far as the work of a Normal School is concerned.

In the senior division the number of hours is twenty-four, distributed as follows :—

	Hours.
1. English Grammar and Literature	4
2. Arithmetic, Algebra, Geometry, Book-keeping	6
3. French	3
4. History, Geography, Art of Teaching, Natural Philosophy, Natural History, Agricultural Chemistry, Elocution, Drawing, Instrumental and Vocal Music, Religious Instruction, 1 hour each	16
	24

In order that so many subjects may be carried on simultaneously, much home study is required; so that the time of the pupils is fully occupied, and their powers taxed to the

utmost. The effects of this are very obvious in our senior division, whose capacity for mental exertion always presents a most marked and favorable contrast with that of the junior on their entrance into the school. In all the subjects especial attention is given to inculcating on the pupils principles and modes of teaching.

The greatest drawback to the efficiency of Normal Schools here as elsewhere, is the necessity of condensing into two sessions so large and varied a course of study. The great length of our session, extending as it does over ten months, and its division into terms, render this drawback less manifest here than in most other schools. Still, it would be a great advantage had we sufficient staff of teachers to institute either a preliminary course of study preparatory to that for the Elementary diploma, or an advanced course leading to an Academy diploma, and including higher studies than those of the present senior classes, especially in the languages. The very great importance of the Normal Schools to the educational interests of the country will, I trust, ere long induce the Government to take such extension of their capabilities into consideration.

The following statement of the course of study in the Normal School will give a more detailed view of our work as at present carried on :—

1. Junior Class Studying for the Elementary Diploma.

First term, from September 1st to December 20th.

(*Entrance Examination as stated above.*)

English—Grammar and Composition so far as to parse Syntactically, and write correctly a few short descriptive sentences—Text books, Bullion's Grammar and Parker's Progressive Lessons ; Reading and Spelling, Etymology, Penmanship.

Geography—So far as to have a good acquaintance with the Map of the World.

History—Outline of Sacred and Ancient History.—History of Canada.—Text Book, White and Roy.

Arithmetic—Simple and compound rules, Vulgar and Decimal Fractions, Practice and Proportion, with explanation and demonstration of rules. Text Book, Sangster's Arithmetic.

Algebra—The elementary rules as in the Algebra of Chamber's Educational Course.

Geometry—First Book of Euclid.

French—Elements of Grammar, easy reading and translation. Text Book, Ollendorf.

Natural History—Elements of Animal Physiology.

Drawing—Elements and simple outlines.

Music—Elements of Vocal Music.

Second term—January 1st to April 1st.

(*Pupils entering at the commancement of this term will be expected to pass a satisfactory examination in the subjects of the previous term.*)

English—Grammar and Composition, so far as to be able to analyze simple and complex sentences, and to write correctly a short essay on a familiar subject.

Geography—So far as a good acquaintance with the physical features and political divisions of the great continents.

History of England and France. Ancient History.

Arithmetic—Commission, Brokerage, Insurance, Purchase of Stocks, Interest, Exchange. Book-keeping.

Algebra—Simple Equations of one and two unknown quantities.

Geometry—Second and Third Books of Euclid.

French—Grammar continued, including Syntax, Reading, Translation, Oral and Written Exercises.

Natural History—Systematic Zoology. Text-book, Patterson's Zoology for Schools.

Drawing—Landscape, &c., in pencil.

Music—Vocal Music continued.

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Third Term—April 1st to July 1st.

(*Pupils entering at the commencement of this term will be expected to pass a satisfactory examination in the subjects of the two previous terms.*)

English—Advanced Lessons in Grammar and Composition.

Geography and History—Advanced lessons, with use of Globes, and recapitulation of previous parts of the course.

Art of Teaching—Including Hygiene and Elements of Mental Science.

Arithmetic—Conclusion of Commercial Arithmetic and general recapitulation.

Algebra—Quadratic Equations and recapitulation.

Natural Philosophy—Matter, Motion, and Mechanical Powers.

French—Advanced Grammar, Composition, Reading and Conversation.

Natural History, Drawing and Music—Continued as in previous terms.

Religious Instruction will be given throughout the session.

II. Senior Class Studying for the Model Diploma.

(*Pupils entering this Class will be expected to pass a satisfactory examination in the subjects of the Junior Class. The Class will pursue its studies throughout the session, without any definite division into terms.*

English—Principles of Grammar and Composition, Style. History of the English Language. Lectures on English Literature. Elocution.

Geography—Mathematical, with Nautical Problems, Detailed course of Political and Physical Geography.

History—Mediæval and Modern, with especial reference to the History of Literature, Science, and Art, and to Colonization and Commerce.

Education—Advanced Course of Lectures on Educational Subjects.

Mathematics—Logarithmic, Algebraic, and Geometric Arithmetic, Recapitulation of Commercial Arithmetic. Quadratic Equations continued. Ratios and Progressions Theorum of Undetermined Co-efficients. Binomial and Exponential Theorums Theory of Equations. 5th and 6th Books of Euclid. Elements of Solid Geometry and Trigonometry.

Natural Philosphy—Hydrostatics, Pneumatics, Heat, Optics, and Electricity.

French—Advanced Course of French Literature, with Composition and Conversations in French.

Natural History—Botany and Vegetable Physiology.

Agricultural Chemistry—Principles and applications to Canadian Agriculture.

Drawing—Figures from the Flat and from Models. Elements of Perspective.

Music—Instrumental Music, and continuation of Vocal Music.

Religious Instruction—Throughout the session.

Classics—A course of study in Classics, with the view of obtaining the Academy diploma, will be provided for those pupils who may be found fitted to enter upon it.

TIME-TABLE OF McGILL NORMAL SCHOOL, 1861-62.

SENIOR DIVISION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9		History.	Agricul. Chem.	Education.		Elocution.
10	Model School	Geography.	Instrum. Music.	Eng. Litterature.	Model School.	Drawing.
11		Grammar.	Vocal Music.	Composition.		Singing.
1	Natural Philosophy.		Arithmetic.		Algebra.	
2	Arithmetic.	Model Scho'l.	Geometry.	Model School.	Geometry.	
3	Algebra.		Botany.		French.	
4	French.		French.	Religious Instruc.	General Exercises	

JUNIOR DIVISION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9	History.		Etymology.		Geography.	Drawing.
10	Geography.	Model School	Zoology.	Model School.	Grammar.	Elocution.
11	Composition.		Grammar.		Writing.	Singing.
1		Arithmetic.		Arithmetic.		
2	Model Scho'l.	Algebra.	Model School.	Algebra.	Model School.	
3		Geometry.		Geometry.		
4	Art of Teach.	French.	Nat. Philosophy.	Religious Instruc.	French.	

NOTE.—It is supposed by the regulations of the school, that pupils shall at their entrance be proficient in spelling; but as this is not always the case, extra lessons on this subject will be pursued so long as they may be necessary.

The following statement of the work of the McGill Model School has been prepared by Mr. McGregor, head-master of the boys' school:—

The number of pupils is limited to 300 by the size and number of the rooms at the disposal of the school. Pupils are admitted on application to the teachers at the school, if there is vacant at the time a seat which the applicant is capable of taking, otherwise the name and address are entered on the books, and he is notified when such a vacancy occurs. This notification is made strictly according to priority of application.

The school is divided into three departments, thus:—

The Primary Department
The Girls' "
The Boys' "

In each department are 100 pupils, divided into 10 classes of 10 each.

In the Primary Department the boys and girls are taught in the same classes but have separate play-grounds. They are divided into two sections of 50, each section under one teacher. The other departments are divided into three divisions each: the Junior Division of 30 pupils, the Intermediate Division of 30, and the Senior Division of 40. Each department is under two teachers. In all the departments the teachers are assisted by the teachers in training, students of the McGill Normal School, who are drafted thence for this purpose in sections.

These students superintend classes, hear recitations, or give instruction, as the head teachers of the difierent departments may appoint.

The instruction given in the school, as to its matter, aims at the imparting a plain english education, and, as to its manner, at the cultivating habits of close observation, correct thought, industry aud perseverance; in short, it aims at teaching the pupil correctly to teach himself.

The course of study may be seen by the following summary of the time tables, shewing the number of hours given to each subject during each division in a week:—

	Senior.	Intermediate.	Junior.	Primary.
Bible Lesson	1¼	1¼	1¼	1¼
Reading and Spelling	2½	4½	7½	7½
Arithmetic	5	6	7	5
Writing	2½	2½	2½	2½
Linear Drawing	1½	1½	1½	2½
Geography	2	2½	1½	1½
Grammar	2½	2½	1	
Etymology	2	2		
History	2			
French	1½			
Miscellaneous	1	1	1½	1

The time under the heading "miscellaneous," in the above summary, is occasionally extended a little, and is given to drilling and calisthenics, to spelling matches, to miscellaneous questions propounded by the pupils, &c., &c., all tending to make the work of the school interesting, keeping in view always the useful training of the pupil as distinguished from mere amusement.

Throughout all the departments instruction is given to, and lessons are recited by classes (of 10) or by divisions (of 30 or 40). The pupils are thus questioned individually and at the same time taught simultaneously. To aid in this the school-rooms are well supplied with blackboards, of which constant use is made.

An amount of home-work—lessons to prepare and exercises to work—is given, not enough to overtask the pupil, but enough to call out some self-denial on his part if he does it well and neatly.

In the Primary Department the pupils are examined from time to time and are promoted according to the progress they have made. Those at the head of the highest class are promoted to the higher departments, as vacancies occur in the 1st classes of these, and for such vacancies they take precedence of outside applicants.

In the boys' and girls' departments examinations in writing are held at stated times on all the subjects taught in the school, and pupils take standing or are promoted from one class or division to another, according to the aggregate number of marks on all their papers.

During the term an exact account is kept of credit marks assigned to each pupil daily for good conduct, punctuality, and correct working of exercises, and perfectly recited lessons; of discredit marks for seriously improper conduct, and for very badly recited lessons, of number of days absent, number of times late, &c.; all of which are embodied in a report sent to the parent or guardian of the pupil at the end of each term.

It has not hitherto appeared possible to organize, in connection with the school, any mode of preserving an associate connection among those who have received its diplomas. The number of teachers sent out by it is now, however, so large that some hope may be entertained of success in such an enterprise; and I am endeavoring to prepare, with the aid of the professors, a plan for organizing an association of teachers in connection with this Normal School, in the hope that it may form a bond of union for our former pupils, and by attracting along with them the more enthusiastic and able men of the profession trained elsewhere, may become a central association for the Protestant teachers of Lower Canada.

I have to thank the Pastors of the several churches in the city for their kind and zealous attention to the classes for religious instruction, which have been regularly attended, and I have no doubt with great benefit to the students.

The arrangements for the practice of the pupil-teachers in the Model Schools of the Colonial Church and School Society, have as usual been carried out with cordiality and success.

I have to report that the repairs which I had the honor to recommend at the close of the session, have been completed in the manner directed by the Government engineer, and the accounts have been forwarded through your office for payment.

The accounts for the year ending in July have as usual been prepared by the secretary, and audited by a committee of corporation, and are sent herewith.

I have much pleasure in stating that since the re-opening of the school in September, 66 pupils have been admitted, of whom 9 are young men.

I have the honor to be,

Your obedient servant,

J. W. DAWSON,

Principal, McGill Normal School.

December, 1861.

REPORT

ON THE

LAVAL NORMAL SCHOOL.

The Honorable P. J. O. Chauveau,
Superintendent of Education, Montreal, C. E.

Quebec, 15th November, 1861.

Sir,—I have the honor to present my fourth report on the state and progress of the Laval Normal School, during the school year 1860–61.

I shall avoid, as far as possible, repeating the details contained in my previous reports, and confine my observations to certain points to which hitherto I have not given sufficient prominence.

I.—Candidates.

It is generally about the end of May that I hold the preparatory examination of candidates for the ensuing year. As I observed that the immense extent of territory dependent on this school, and the difficulty of communication rendered most costly and fatiguing to many the journey to Quebec for this examination, I have this year, with your permission, and as provided for by the general regulation, appointed certain of the inspectors who reside at the greatest distance from Quebec, my delegates in their respective districts. They all responded to my appeal with much good will, and Messrs. Tauguay, Martin, Bourgeois, and Boivin, in particular, have in this instance manifested the greatest zeal.

A great number of persons of both sexes present themselves as candidates every year, whom I am unable to admit for want of accommodation; the number of young girls presenting themselves being more than double the number admissable. I am therefore in a position to make a good selection, and I give the preference to the more advanced candidates. The consequence is, that each year, those who present themselves as candidates are better prepared, and our classes contain a larger number of advanced pupils.

Certainly the majority of pupils admitted to the Normal School are, at the period of admission, as competent as those who obtain certificates from the Board of Examiners, inasmuch as the conditions required from both are much the same. Many of them are old teachers, of both sexes, who feel the necessity and benefit of retiring, in order to strengthen and perfect themselves in their profession.

II. Exhibitions.

The Government having founded only 24 exhibitions for male pupil-teachers (23 of $32, and 1 of $28), and 24 others for female pupil-teachers (23 of $24, and 1 of $20), many promising candidates are unable to enter the Normal School for want of pecuniary means. No doubt the cost of board, even with the increase of 15 per cent. ordered by the Council of Public Instruction, is, strictly speaking, very moderate; nevertheless, it is still too high for a great many. It would, therefore, be desirable, if possible, to found a few more exhibitions.

III. Period of Entrance.

Last year the pupils entered at the beginning of September, and nearly all were present at the opening of the classes. The size of the building occupied by the male teachers enables me to admit only some 36 as boarders. The Ursuline ladies can admit no more than 50 persons, and in order to accommodate even that number, they were put to a good deal of inconvenience. For the statistics I would refer to the tables at the end of this report.

IV. Organization.

The division of time and the distribution of the various branches of a course amongs the professors, constitute a matter of difficulty in all educational establishments. The difficulty is still greater in a Normal School, where it is necessary not only to weigh the importance of each branch, in order to determine the time to be devoted to it, but to take into account the hours the pupils are to devote to teaching in the practising school. In addition to this, the difficulty is increased two-fold in the establishment under my care, from the fact that it comprises a double Normal School and a double Model School; notwithstanding that, it has only the same number of professors as the Jacques-Cartier Normal School. I am compelled in consequence to adapt our regulations to those of the Ursuline ladies, in order,

1st. That the professors may be enabled to teach the classes, male pupil-teachers and female pupil-teachers, each day in succession.

2nd. That the branches peculiar to each of the professors may be divided so that they may always have one to teach to each division of the pupils.

3rd. That these classes may not clash with the lessons in music, drawing, English, and religion, given by the religious ladies.

4th. That the latter lessons may not interfere with the other classes taught by these ladies.

5th. In fine, that the male and female pupil-teachers may also have sufficient time for teaching in the two Model Schools; I consider it a matter of great importance that their labors in the Model Schools should not cause them to miss their regular classes.

The distribution of this work of teaching amongst the different male and female pupil-teachers, and also of the supervision of the children (which I make each in turn undertake) is also a matter of very great difficulty. This organization, involving as it does so great a multiplicity of details, requires much close attention at the beginning of each year.

V. Professors, &c.

From all I have just stated, it is easy to imagine the amount of devotedness and abnegation required on the part of the professors, in attending to such a multitude of classes and lessons; and, with your permission, I may add that for all this they receive only the same salaries as the professors of the other Normal Schools, who have only about one-half as much work to do. This year, however, at my repeated request, you have been kind enough, when obtaining an asssistant-professor for the Jacques-Cartier Normal School, to obtain for us a similar favor from the Government. The assistant thus granted had become a matter of urgent necessity for us; and it has naturally, though in a very slight degree, relieved the other professors—Messrs. Toussaint and Lacasse, and myself. The new professor, Mr. Norbert Thibault, an ex-pupil of this establishment, has indeed assisted us with great zeal and very marked success in teaching grammar, history, literature and the sciences to the pupil-teachers. Another of our old pupils, Mr. James Donnelly, has assisted (under your authority previously given) in teaching English. Mr. Gagnon has continued to act as professor of music; and Mr. Fortier, an ecclesiastic and director of studies, has taken charge of the department of sacred history. All the professors have displayed the greatest good will and the utmost deference and respect.

VI. Course of Studies.

In the course of a Normal School some branches are absolutely essential, others, though useful, are of minor importance. Among the first I place the Art of Teaching

(to which I devote a separate paragraph), Religious Instruction, Reading, Writing, Grammar, Arithmetic, Geography, and the History of Canada.

1. *Religious Instruction.*—I myself take charge of this branch as regards the male pupil-teachers, devoting to it two hours each week. The Ursuline ladies have the chief charge of this branch for the female pupil-teachers.

2. *Reading.*—In the regular classes held every week in each division, we endeavor to instil into our pupils correct principles as regards pronunciation, spelling, fluent, correct, and expressive reading.

3. *Writing.*—Calligraphy presents great difficulties, owing to the advanced age at which pupils are admitted, and from the pernicious habits, as regards writing, contracted by many of them at the schools which they have attended, in which no attention whatever is paid to the principles of this art; nevertheless, Mr. Lacasse, who teaches this branch, has succeeded in obtaining highly gratifying results.

4. *Grammar.*—I look upon this branch as of the highest importance, and I make all the pupils devote a considerable time to it each day. They study the rules in full detail; then they apply them by repeated dictations, by correcting, orally and in writing, orthographical exercises, and by the repeated practice of grammatical and logical analysis.

5. *Arithmetic.*—The pupils go through all the rules theoretically and analytically as well as practically. They are accustomed to mental calculation, and familiarized with book-keeping by single and double entry.

6. *Geography.*—Our programme in this branch requires our pupils to be able to describe in minute detail the soil, products, commerce, climate, and government of each country, and to trace *from memory* full maps thereof. It is evident that in order to accomplish all this properly, it is necessary to be thoroughly conversant with and well grounded in geography.

7. *The History of Canada.*—This branch appears to me to be indispensable, and the pupils apply themselves to it with great attention, so as to make themselves masters of the subject. Nevertheless, the want of a good abridgement is daily becoming more and more felt.

To these essential branches we add elementary notions of literature and the mathematical and physical sciences.

Literature.—These lessons help to cultivate the taste of the pupils, to correct their style, and to develop their minds. A few exercises in narration, description, and, more especially, in letter-writing, make up this branch.

The Sciences.—It is impossible to deny the great necessity of both male and female teachers possessing some scientific knowledge, at least of an elementary nature. Without this, they could never give proper explanations of the thousand matters daily occurring in the books used by the children in reading, geography, &c. ? They would not themselves understand the works and journals that fall into their hands, most of which presuppose the possession of such knowledge. Not that we have the slightest idea of attempting to make learned men of them; we merely desire them to discharge their duties with credit to themselves and benefit to the children.

Among the sciences there is one which all will approve our teaching at least theoretically, namely, agriculture. It would be highly expedient that we should have a piece of ground at our disposal, in order to combine a little practice with our teaching.

History.—In the second year, in addition to the history of this country, we give that of our former and our new mother countries, together with some particulars relating to that of our neighbors. This includes the whole of our historical programme.

Singing, Music.—As our pupil-teachers can render great services in the parishes, when they are acquainted with church-music, I cause them to be instructed in the theory and practice of it by the professor; and as all, both male and female teachers, may be made useful to the church by learning to play some musical instrument, and increase at the same time their own small income by giving private lessons, I have the piano and harmonium taught to all who evince any disposition to learn.

VII. The Art of Teaching.

Many persons who have never opened a work on this subject, and who have no distinct perception of its meaning or its object, deem it little short of superfluous. In support of their prejudice, they instance certain teachers who teach very well, in their opinion, without ever having studied the art. Are they then prepared to assert that because a person has a natural talent for singing, music, painting, or a mechanical art, it would be useless for him to study its rules, and make use of his innate talent in acquiring a more complete knowledge of its principles—the result of experience? Or worse still, from such exceptional cases, rare as they must of necessity be, who will assert, as a general rule, that any person whatever, without previous study, relying merely upon his natural talents, can undertake to sing or execute a piece of music, paint a picture, &c.? Nevertheless, this is precisely what such persons imagine, and even publicly assert, with reference to teaching—a science having such a vast scope, so important an aim; an art involving such a multiplicity of difficulties in its application.

I give our pupils a regular course of instruction in the art of teaching, including both theory and practice. This course is given orally. It includes education and instruction. In the first part, I explain the manner of imparting physical, moral and intellectual education, including deportment and discipline. In the second, I enter upon a full development of the various methods of teaching particular systems, and the means of creating emulation. I conclude the whole with a description of the qualities necessary in a teacher; the manner in which he should conduct himself under all circumstances and towards all; his studies and amusements; in fine, the government of the school, material adjuncts, hygienic precautions, &c. It is thus easy to see how vast and important the subject is.

VIII. Model Schools.

The Model Schools form an indispensable part of the Normal School system. There it is that, under a constant and watchful supervision, the pupil-teachers, of both sexes, apply the principles of the art of teaching; there they are gradually familiarised with the difficult art of conducting children; their very faults become a benefit from the remarks which they call forth. I make frequent visits to these schools; I require the professors and the religious ladies to take note of the exactness, energy, activity, and method of teaching of the pupils; I make each of the latter in turn, from time to time, either take charge of the whole school alone, or teach his own class in presence of all his fellow pupil-teachers, so that they may notice and criticise subsequently, in private, any failure on his part.

Our Model Schools, thanks to the devotedness of the Ursuline ladies and our professors, as also to the good will displayed by our pupils, are on an excellent footing. In addition to the progress made by the children under all of them, I deem it just to make special mention of the remarkable success of Mr. Cloutier in maintaining discipline. Our Model Schools stand so high in public opinion, that we are compelled, for want of room, to refuse admission to a large number of children. Many of the pupils attending them belong to our best families; a good many of them are grown up and well advanced; some of them come every day from a great distance, from La Canardière, Sillery, &c., or board in the city when their parents live too far away.

These schools have already furnished us with several well qualified pupil-teachers of both sexes.

IX. Examinations, &c.

In order to create emulation among the pupils, I frequently require them to compete in the various branches included in their course. I also visit the classes often, so as to judge for myself of their application and progress. In the middle of the school-year, about the end of January, I make them undergo a private examination on the subjects they have studied up to that time. Then in the month of June, I put them to another test, general in this case, preparatory to the granting of diplomas. The whole is terminated with a public examination on the most interesting branches. These examinations are partly oral and partly in writing, and embrace all the subjects included in the course.

I decided this year to establish a debating society among the male pupil-teachers, to which they have given the name of *Société de St. Jean*; the meetings, every Thursday, are devoted to reading essays, reciting selected pieces in verse or prose, and to the discussion of questions relating to grammar, history, geography, literature, teaching, and the sciences. Another advantage which this society affords its members is that it familiarises them with the proceedings of deliberative assemblies. The formal meetings occasionally held, also accustom them to public speaking. Finally, the conditions exacted in order to obtain admission to various grades, are also a powerful means of stimulating them to exertion.

At the examination this summer, sir, you awarded the new prize for which we are indebted to the munificence of His Royal Highness the Prince of Wales, to one of the pupil-teachers, Mr. Prudent Houde, of Ste. Croix. This prize, which is so difficult to win, and in consequence so honorable, will, I have no doubt, prove a great inducement to many to distinguish themselves by good conduct, application and success.

X. Diplomas.

If at first I exhibited a degree of indulgence with respect to diplomas, especially on account of the considerable sacrifices which were made by several pupils advanced in life, in order to pass some time at the Normal School, I now perceive how necessary it is for me to be more and more strict in presenting to you the candidates for this honor. This year in particular, I have strictly made a point of refusing my certificate when good conduct did not sufficiently keep pace with success in study, or when I perceived some very prominent fault in character; and it is not my intention in future to abate this severity, which I look upon as salutary.

Those of our pupils who are desirous of attending a second year, do not usually ask for the Elementary School Diplomas at the end of the first, and in consequence of this our diplomas of that class are less numerous than elsewhere.

XI. Old Pupils.

Since its establishment this Normal School has been attended by 246 pupils.

Of these 246 pupils, ...	of whom	103	were males and	143	females,
140 have received 146 diplomas,	"	48	"	92	"
37 are still at the Normal School,	"	18	"	19	"
5 have died,	"	2	"	3	"
20 have received didplomas from some Board of Examiners,	"	8	"	12	"
49 have left without any diploma,	"	25	"	24	"

Of the 140 who have received our diplomas, of whom 48 were males and 92 females, 114 are or have been engaged in instruction, of whom 32 were males and 82 females. Almost all the female pupil-teachers who have received the diploma of the Normal School have therefore taken part, more or less, in instruction.

Of the 16 male pupil-teachers who remain,
7 are still at the Normal School,
2 abstain from teaching upon medical certificate,
1 is dead.
The 6 others are ready to accept situations.

Of the 20 pupils who hold diplomas from the Board of Examiners, 2 only are not engaged in teaching, but are in search of situations.

To sum up, in four years our Normal School has furnished as teachers 132 pupils, of whom 40 were males and 92 females; of these

114 have received our diploma, of whom 32 were males and 82 females, and
18 have received that of the Examiners, 8 " 10 "

I know of but two or three, moreover, who are not or have not been perfectly willing to take part in instruction.

This is a triumphant reply to the apprehensions entertained by many as to the results of the Normal School.

Most of our male and female teachers carry on their schools successfully and upon the mutual simultaneous system; some of them even in a remarkable manner. I have only had to reprove a few for a certain lack of energy. At my request, they nearly all keep up a

regular half-yearly correspondence with me, in which they impart to me all the encouragement they meet with and the difficulties they encounter in the practice of their profession. They seem to be perfectly aware how useful such reports are to them; whilst they are, on their part, a mark of confidence and gratitude.

I may add that many of our old pupil-teachers are very regular in assisting at the conferences.

I am also most happy that, in accordance with the recommendation of a great number of respectable persons residing in the Counties of Ottawa and Pontiac, you have suggested the name of Mr. Charles Borromée Rouleau, Professor of the Aylmer Academy and a holder of our Academy Diploma, to be appointed school inspector.

XII. Library, Museums, &c.

Thanks to your liberality, Mr. Superintendent, and to the purchases which you authorized me to make, our library is increased daily, and generally by well-chosen works. It has received a considerable addition by the addition of that belonging to the teachers' association, which was formerly deposited at Mr. Juneau's, at St. Rochs.

Our library, which now contains over 2000 volumes, is at the disposal of the professors and pupils of the Normal School, of the members of the before-mentioned association, and also of all male teachers who form part of our conference, upon payment of half a dollar a-year. Books of reference may be consulted at the library; the others may be taken away for a time not exceeding three months. The female teachers enjoy the same advantages upon payment of a similar contribution. Mr. Lacasse performs the duties of librarian.

I have commenced the classification of our collection of minerals and the formation of a zoological museum; I shall in time gradually make additions to them, as also to the physical and chemical collections.

XIII. Discipline, Health, &c.

Discipline is essential in a Normal School; in this respect I am pretty well satisfied with our pupils, both male and female. They know that every attempt at insubordination, and every irregularity in their conduct will meet with a severe reproof. Thus I have seldom been reduced to the painful necessity of punishing, and above all of expelling.

Their health has been tolerably good, although most of the male pupil-teachers have suffered considerably from the insufficient size of the space intended for recreation. I consider it my duty, in accordance with the advice of the physician, to call your special attention to this subject. It is true I have to a certain but not sufficient extent made up this deficiency by sending them to walk in the town, in charge of the sub-proctor (*maître de salle*).

We have had to deplore the death of a male pupil-teacher, Mr. Onésime Fiset, of St. Henri, a young man of excellent character and good abilities; and one female pupil-teacher, Miss Mathilde Bourget, of Ste. Claire, also a very estimable person. Both died of consumption, at home with their relations, after having been absent from the classes for several months. We have also lost two of our old pupils, Mr. Edouard Labrèque, of Beaumont, who had always been prevented from teaching by illness, and Miss Elizabeth Cameron, a teacher in the Academy of Ste. Gertrude, a person of most excellent character and ability.

Finances.

Notwithstanding the greatest economy, there is every year a considerable deficit in the funds of our Normal School. This state of affairs is very disagreeable to us, but may be easily explained: there is no boarding-house attached to the McGill School and but one to the Jacques-Cartier School; here we have two to support, and yet we receive just the same sum as the first, and four hundred dollars less than the second. Thus I do not receive a penny from the Government towards paying the Ursuline ladies for the board of our 50 female pupil-teachers, and for furnishing them with beds, benches, desks, books, paper, copy-books, ink, chalk, &c., &c. I venture to hope that this treatment of us will soon be changed, and that a sufficient grant will be made to us, at any rate for the future. I am aware that you are very desirous that this improvement in our condition should be effected. I thank you for

the sincere interest in our establishment which you have so frequently exhibited, and beg you to believe me, with the highest consideration,

Your very humble and obedient servant,

(Signed), JEAN LANGEVIN, PTRE.,
Principal.

	Pupils.					Diplomas granted for Schools				Pupils holding Diplomas.		
	2nd Division.	1st Division.	Academical Scholars.	Total Number.	New.	Elementary.	Model.	Academy.	Total Diplomas.	From Normal School.	From Examiners.	Left without Diplomas.
Male Teachers in 1857	11	11	.....	22	22	.....	.....	.....	.....	.....	2	8
do do in 1858	16	16	.....	32	17	4	9	.....	13	13	.....	3
do do in 1859	15	19	.....	34	20	2	16	.....	18	18	1	3
do do in 1860	25	11	4	40	25	1	7	4	12	8	2	3
do do in 1861	24	14	3	41	19	4	5	1	10	9	3	8
	.....	.....	.....	.. ...	103	11	37	5	53	48	8	25
Female Teachers in 1857	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
do do in 1858	27	13	.....	40	40	8	.....	.....	8	8	2	7
do do in 1859	27	25	.....	52	26	10	17	.....	27	27	2	4
do do in 1860	39	15	.....	54	41	15	12	.....	27	26	3	5
do do in 1861	39	14	.....	53	36	9	12	.....	31	31	5	5
	.....	.....	.....	.....	143	42	41	.....	93	92	12	24
Grand Total	.....	. ...	.....	.....	246	53	78	5	146	140	20	49

Places of residence of the 246 Pupils.

	Male Teachers.	Female Teachers.	Total.
City of Quebec	15	34	49
County of Bellechasse	10	21	31
do Montmorency	12	10	22
do Quebec	10	11	21
do Montmagny	5	13	18
do Charlevoix	15	2	17
do Portneuf	3	9	12
do Lotbinière	5	6	11
do L'Islet	4	7	11
do Lévis	5	6	11
do Kamouraska	5	6	11
do Dorchester	5	3	8
do Temiscouata	6	2	8
do Nicolet	2	4	6
do Rimouski	0	2	2
do Beauce	1	1	2
do St. Maurice	0	1	1
do Yamaska	0	1	1
do Arthabaska	0	1	1
do Stormont, C.W.	0	1	1
Nova Scotia	0	2	2
Total	103	143	246

Parishes where the Male Pupil-Teachers are teaching.

Diplomas.	Names.	Parishes.	Salary.	Number of children.	Number of classes.
	Messrs.		$		
M.	Boivin	School Inspector			
A.	Rouleau, Ch	School Inspector			
	Normal School.				
A.	Thibault	Joint Professor	400		
M.	Cloutier	Teacher of Model School	600	148	10
	Academies.				
A.	Deguise	Baie St. Paul	300	54	5
A.	Demers	Berthier (en haut)	300	30	3
A.	Plante	St. Sauveur (Quebec)	320	60	5
M.	Donnelly	Aylmer	360	45	5
M.	Mignault †	St. Jean (Island of Orleans)			
	Model Schools.				
M.	Larue	St. Gervais	200	40	4
M.	Roy, Louis	St. Henri	260	60	5
M.	Legendre	Beaumont	300	95	4
M.	Létourneau	Ste. Foye	280	70	4
M.	Lefebvre	Pointe-aux-Trembles	320	56	5
M.	Prémont	Ste. Famille	200	50	5
M.	Esnouf	St. Nicolas	240	25	3
M.	Girardin	Château-Richer	240	40	3
M.	Tremblay	St. Paschal	200	45	3
M.	Pageau	St. Jean-Deschaillons	220	58	4
M.	Côté, Cléophe	Eboulements	220	60	5
M.	Huot	St. Charles	220	55	5
M.	Couture	Rivière-Ouelle	220	33	4
M.	Bouchard †	St. Antoine (St. Hyacinth)			
	Elementary School.				
E.	Langlois	St. François (du sud)	112	45	4
	With Examiners' Diplomas.				
F.	Smith	Quebec			
E.	Provençal	Rivière-au-Renard			
E.	Robitaille	Rivière-au-Renard			

† Their Report has not yet reached me.
A Denotes an Academy Diploma.
M " a Model School Diploma.
E " an Elementary School Diploma.

Parishes where the Female Pupil-Teachers are teaching.

Diplomas.	Names.	Parishes.	Salaries.	Number of children.	Number of classes.
	Academies. Misses.		$		
M.	Laroche	St. Michel	256	68	4
E.	Dubé	do	144		
	Model Schools.				
M.	Chamberland	St. Romuald	144	80	4
M.	Letourneau	St. Jean Port Joli	200	50	4
M.	Armstrong	Somerset	200	25	4
M.	Talbot, Cél.	St. André	160	60	5
M.	Perusse, S.	Stanfold	160	148	6
M.	Coté, Cath.	Pointe du Lac	200	75	5
M.	Pérusse, D.	Lotbinière	200	32	3
M.	Gosselin	St. Irénée	160	60	4
M.	Tapin	St. Augustin	200	70	4
M.	Vallée, Car.	Charlesbourg	160	40	3
M.	Lachaine	Cap St. Ignace	128	70	5
M.	Bacon	Grande Baie	160	100	6
E.	Couette	do	100		
M.	McManus	St. Anne de la Pocatière	100	25	3
M.	McDonald	Cornwall (C. W.)	120	10	3
M.	*De Tonnancour, H.	Escoumains			
M.	*Chouinard	St. Raphael			
M	*Forgues	Quebec			
M.	*Couture, Anne	St. Charles			
M.	*Coté, Eliz.	St. Pierre du Sud			
	Elementary Schools.				
M.	Auger	Lotbinière	120	50	6
M.	Fournier, Pam.	Cap St. Ignace	120	45	4
M.	Boulé	St. Thomas	100	32	5
M.	Lefebvre	St. Joachim	200	30	3
E.	Pageau	Ancienne Lorette	144	70	7
E.	Cloutier	St. Roch des Aulnets	120	60	5
E.	Pouliot	Rimouski	120	45	5
E.	Sauvageau	Deschambault	88	54	4
E.	McGolrick, M. A.	St. Nicolas	120	41	5
E.	Turgeon, Phil.	St. Charles	100	36	4
E.	Audry	Petite Rivière	120	36	4
E.	Belanger, Peup.	Trois Pistoles	92	76	3
E.	Lebel	Three Rivers (Banlieue)	60	34	4
E.	Goulet	St. Féréol	100	80	7
E.	Dusault, Widow	St. Sauveur (Quebec)	144	140	8
E.	Marticotte	St. George	100	36	5
E.	Walters	St. Augustin	180	75	4
E.	Demers	St. Nicolas	112	40	4
E.	Couture, Phil.	St. Romuald	120	80	5
E.	Deshamais	St. Alban	92	38	4
E.	Guay	St. Ferdinand	100	26	4
E.	Belanger, Phil.	St. Ferdinand	100	45	4
E.	Guénard	St. Colomb	120	28	4
M.	*Languedoc	L'Islet			
M.	*Enright	Richmond			
E.	*Coté, Jul.	St. Lazare			
E.	*Garneau	Pointe-aux-Trembles			
E.	*Pacaud	Malbaie			
E.	*Falardeau	St. Ambroise			
E.	*Lachance	Notre Dame de Lévis			
E.	*Lemieux	Deschambault			
E.	*Morin	St. Nicolas			
E.	*Dumais	St. Alphonse			

*Their Report has not yet reached me.

Parishes where the Female Pupil-Teachers are teaching.—(*Continued.*)

Diplomas.	Names.	Parishes.	Salary.	Number of children.	Number of classes.
	Religious ladies teaching.		$		
M.	Nun	Ursulines			
M.	Novice	do			
E.	Novice	do			
M.	Nun	Sisters of Charity			
E.	Novice	Ursulines, N. Y.			
E.	Novice	Good Shepherd			
E.	Novice	do			
	Private Schools. Misses				
M.	Flynn	General Hospital			
M.	Sinnott	Escoumains	160		
M.	Mercier	Quebec			
	The following have refused to give any information.				
M.	Darveau	St. Ambroise			
M.	Stuart	Charlesbourg			
E.	Angers	St. Ambroise			
E.	Ninteau	do			
E.	Plante	do			
	Not engaged in teaching at present.				
	2 married				
	2 ill				
	4 seeking situations				
	3 for reasons unknown to me				
	Holding Examiners' Diplomas, or without Diplomas.				
E.	Vezina	St. Anne du Saguenay			
E.	Boily	Chicoutimi			
E.	Mignault	St. Jean (Island of Orleans)			
E.	De Tonnancour, E.	Escoumains			
E.	Black	Quebec (Private School)			
E.	Chretien	St. Jean Port Joli			
E.	Fournier, Em	Cap St. Ignace			
E.	Pelletier	L'Islet			

JEAN LANGEVIN, PTRE.
Principal.

N. B. With reference to the remarks contained in articles 4, 5, and 14 of this report, the Superintendent believes it to be his duty to observe that the Jacques-Cartier Normal School has but one ordinary Professor besides the Principal, while the Laval School has two. Moreover, Mr. Devismes' health has necessitated his being supplied by Mr. Verreau during a considerable portion of the year. One of the joint professors of the Jacques-Cartier Normal School, Mr. Ossaye, who has volunteered to give a course on agriculture, receives no salary.

APPENDIX.

TABLE A.

OF AMOUNTS LEVIED FOR PUBLIC INSTRUCTION IN LOWER CANADA FOR THE YEAR 1861.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
J. B. F. PAINCHAUD.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
Magdalen Islands	306	20	306	20	520	.....	106	20	.....	.....	932	40
JOHN MEAGHER.												
Port Daniel	115	08	115	08	24	92	328	00	.....	.....	468	00
Hope	154	11	154	11	63	89	142	02	.....	.....	360	02
Cox	235	50	235	50	148	50	407	52	.....	.....	791	52
Hamilton	143	56	143	56	105	14	85	40	.....	.....	334	10
New Richmond and diss.	177	31	177	31	141	69	85	20	.....	.....	404	20
Maria	187	71	187	71	64	29	85	60	.....	.....	337	60
Carleton	119	11	119	11	145	14	272	00	.....	.....	536	25
Nouvelle	81	36	81	36	130	64	73	60	.....	.....	285	60
Shoolbred	100	80	100	80	135	20	255	60	24	00	515	60
Mann	79	40	79	40	62	60	28	80	.....	.....	170	80
Ristigouche, Métapédiac	115	78	100	78	208	00	.....	.....	13	00	336	78
Ristigouche, Indian village	50	00	40	00	.....	..	.....	.....	.....	.....	40	00
Total	1559	72	1549	72	1230	01	1763	74	37	00	4580	47
A. BÉCHARD.												
Pabos	83	24	83	24	232	76	81	60	16	00	413	60
Newport	48	46	48	46	43	56	99	20	.....	.....	191	22
Grande Rivière	96	06	76	06	207	94	80	00	.....	.....	384	00
Ile Bonaventure	20	30	20	30	59	70	48	00	.....	.....	128	00
Percé	248	06	248	06	551	94	96	00	.....	.....	896	00
Malbaie	108	70	97	77	.....	.....	.....	.....	200	00	297	77
Douglass	79	81	79	81	50	00	28	56	.....	.....	158	37
York and Haldimand	53	08	53	08	25	00	.....	.....	.....	.....	73	08

Gaspé Bay, South	61	95										
Gaspé Bay, North	40	08	40	08	40	00	16	00			96	08
Rivière au Renard	97	03	97	03	74	97	120	00			292	00
Ste. Anne des Monts	111	12	111	12			39	20	104	00	254	32
Cap-Chatte	23	41	23	41	80	00			30	00	133	41
Cap des Rosiers	109	40	109	40	20	95	23	20			153	55
Total	1180	70	1107	82	1386	82	631	76	350	00	3476	40
GEO. TANGUAY.												
Ste. Anne Lapocatière, No. 1	84	00	84	00	142	00	96	00			322	00
do do No. 2	342	90	342	90	357	10	267	60			967	60
Ixworth, St. Onésime d'	81	66	81	66	138	34					220	00
St. Pacôme	206	15	206	15	93	85	82	00			382	00
Rivière Ouelle	281	01	281	01	198	99	62	00			542	00
St. Denis	246	56	246	56	569	61					816	17
Mont-Carmel	83	51	83	51	67	68					151	19
Kamouraska	323	43	323	43	248	57	120	00			692	00
St. Paschal	437	75	437	75	62	25	194	40			694	40
Ste. Hélène	148	83	148	83	126	17					275	00
St. André	273	53	273	53	63	13	176	64	61	75	575	05
St. Alexandre	159	56	159	56	182	44					342	00
Notre-Dame du Portage	131	21	131	21	93	52	76	80			301	53
St. Patrice, (Rivière-du-Loup)	161	88	161	88	127	12	74	80			363	80
St. Edouard	138	56	138	56	165	44	160	00			464	00
St. George de Cacouna	206	05	206	05	93	95	106	64	120	00	526	64
St. Arsène	268	28	268	28	33	95	74	00			376	23
St. Modeste	58	00	58	00	92	00					150	00
Ile Verte	370	23	370	23	75	42	227	60	111	00	784	25
St. Antonin	125	37	125	37			37	60	32	00	194	97
St. Eloi	162	31	162	31	34	16					196	47
Trois-Pistoles, No. 1	201	51	201	51	187	38					388	89
Do No. 2	194	11	194	11	201	29					395	40
St. Mathieu de Rioux	103	13	103	13	29	67	40	00			172	80
St. Simon	127	92	127	92	235	00	74	00			436	92
St. Fabien	137	58	137	58	113	72	75	20			326	50
Ste. Cécile	193	56	193	56	23	52	52	80			269	88
Rimouski	400	40	400	40	242	5	471	00			1113	90
St. Anaclet	97	33	97	33	75	39	28	80			201	52
Lessard	263	56	263	56	317	85					581	41
Lepage	227	31	227	31	188	69	60	00			476	00
St. Octave	101	25	101	25	218	75	16	80			336	80
Métis	32	45	32	45	99	12	14	00			145	57
Matane	166	20	166	20	173	80	72	40			412	40
Total	6537	09	6537	09	5072	37	2661	08	324	75	14595	29

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
J. CREPAULT.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
Beaumont	237	88	237	88	167	00	248	00			652	88
St. Charles	321	05	321	05	225	35	243	00			789	40
St. Gervais	435	50	435	50	243	57	311	50			990	57
St. Lazarre	236	20	236	20	86	30					322	50
St. Michel, village	153	51	153	51	121	49	500	00			775	00
St. Michel, parish	154	21	154	21	119	85	63	60			337	66
St. Valier	207	30	207	30	82	70	64	50			354	50
St. Raphael	236	76	236	76	119	29	108	00	50	00	514	05
Berthier	169	95	159	95	63	15	117	92			351	02
St. François	239	81	239	81	68	19	111	28			419	28
St. Pierre	205	91	205	91			116	00			321	91
St. Thomas	585	78	585	88	82	22	412	40			1080	40
Cap St. Ignace	379	95	379	95	284	95	168	40			833	30
Grosse-Ile	50	00										
Re-aux-Grues	86	76	86	76	6	74	41	50			135	00
L'Islet	508	15	508	15	264	17	482	40			1254	72
St. Cyrille	62	58	62	58	145	00	48	40			255	98
St. Jean Port Joli	343	85	343	85	185	00	311	20			840	05
St. Aubert	142	06	142	06	105	94	58	80			306	80
St. Roch-des-Aulnais	415	78	415	78	224	22	247	60			887	60
Total	5172	99	5122	99	2595	13	3654	50	50	00	11422	62
F. E. JUNEAU.												
St. Nicolas	378	00	378	00	277	00	541	24			1196	24
St. Romuald	192	88	192	88	333	62	298	00			824	50
St. Henri	426	61	426	61	474	79	186	40			1087	80
St. Jean Chrysostôme	205	96	295	96	310	04	150	88			666	88
St. Lambert	125	65	125	66	125	00	6	40			257	05
St. Joseph de Lévis	275	96	275	08	28	00	1028	44			1331	50
N. D. de Lévis and dissentients	478	38	478	38	619	52	843	20	440	12	2381	22
Aubigny	135	16	135	16	156	46	147	73			439	35
St. Isidore	390	78	390	78	86	89	92	00			569	67
St. Bernard	201	46	201	46			51	60			253	06
St. Anselme	420	08	420	08	309	92					730	00

Ste. Marguerite	199	90	199	90	99	38					299	28
St. Hénédine	143	00	143	00							143	00
Ste. Claire	332	26	332	26	350	74	152	40			835	40
Total	3905	18	3905	18	3171	36	3498	29	440	12	11014	95
P. F. BELAND.												
St. Jean Deschaillons	244	40	244	40	335	60	80	80			660	80
Lotbinière	497	25	497	25	214	08	313	01			1024	34
Ste. Croix	304	25	304	25	235	75	278	60			818	60
St. Flavien	79	25	79	25	37	50	70	40	120	00	307	15
St. Antoine	278	38	278	38	297	62	328	40			904	40
St. Appollinaire	165	18	165	18	126	42	128	00			419	60
St. Giles and diss	147	58	147	58	200	00					347	58
Ste. Agathe	72	86	72	86	75	14					148	00
St. Sylvestre	518	83										
Ste. Marie	453	56	453	56	426	44					880	00
St. Elzéar	328	83	328	83	263	17					592	00
St. Joseph	356	61	356	61	193	31	357	04			906	96
St. Frédéric	163	96	163	96	132	04					296	00
St. François	399	63	399	53	200	47	70	00			670	00
St. George	193	98	193	98	112	85	67	80			374	73
Metschermet	60	80	60	80			48	00			108	80
Total	4265	25	3746	42	2850	39	1742	05	120	00	8458	86
J. HUME.												
St. Victor de Tring	117	56	117	56	120	00	60	54			298	10
St. Ephrem	45	71	45	71	120	29	18	40	200	00	384	40
Forsyth	54	53	54	53	25	67	17	12			97	32
Lambton	83	51	83	51	112	29	24	00			219	80
Aylmer	36	85	36	85	191	03	57	68			285	56
Standon	47	45	47	45	00	95	28	80			77	20
Frampton, West	156	32	156	32	58	85	43	44	100	00	358	61
do East	110	84	110	84					80	00	190	84
Cranbourne	39	81	39	81							39	81
Leeds	270	36	270	36	133	30					403	66
Inverness and diss	271	33	271	33	342	67	194	40	624	70	1433	10
Nelson	65	78	65	78			52	00	24	00	141	78
St. Calixte de Somerset	207	40	207	40	327	52	154	40			689	32
Ste. Julie	119	63	119	63	159	22	194	00	605	68	1078	53
Ste. Sophie d'Halifax	169	02	169	05	218	95	118	80			506	80
St. Ferdinand and diss	233	25	233	25	710	94	79	36			1023	55
Ireland	111	60	111	60	592	42	60	80			764	82
Broughton	61	90	61	90	28	00					89	90
Total	2202	88	2202	88	3142	10	1103	74	1634	38	8083	10

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
V. MARTIN.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
Chicoutimi (village)	49	96	49	96	238	04	125	20			413	20
do (Township)	143	44	143	44	137	56					281	00
Bagot	143	58	143	58	39	00	67	25			249	83
Bagotville	195	88	195	88	74	12	140	00			410	00
Laterrière	75	51	75	51	253	29	178	00			506	80
St. Joseph	50	94	50	94	256	16					307	10
St. Jean	74	82	74	82	12	00					86	82
Hébertville, m. p												
Harvey	29	71	29	71	163	79					193	50
Ouiatchouan	50	00	50	00	36	00					86	00
Total	813	84	813	84	1209	96	510	45			2534	25
S. BOIVIN.												
St. Fidèle	130	10	130	10	113	90	42	20	60	00	346	20
Malbaie	368	83	368	83	72	00	534	00			974	83
Ste. Agnès	177	86	177	86	168	00			100	00	445	86
St. Irénée	121	01	121	01	117	99	80	00			319	00
Eboulements	293	00	293	00	235	40	112	40			640	80
St. Urbain	101	61	101	61	38	40	32	00			172	01
Settrington	39	01	39	01	50	76					89	77
Baie St. Paul	442	58	442	58	176	00	180	00			798	58
Petite Rivière	80	23	80	23	68	77	19	20			168	20
Ile-aux-Coudres	100	23	100	23	109	02	77	25			286	50
Escoumains	99	40	99	40	48	60			60	00	208	00
Total	1953	86	1953	86	1198	84	1077	05	220	00	4449	75
Rev. R. G. PLEES.												
Quebec, City (Protestants)	844	30	844	30	239	76	19167	50			20251	56

P. M. BARDY.												
Quebec, City (Catholics)	3049	81	3049	81	.....	.....	51779	50	.....	.....	54829	31
Beauport	277	20	277	20	233	92	590	40	.....	.....	1101	52
Charlesbourg	286	91	286	91	406	09	228	00	.....	.....	921	00
St. Dunstan and dissentients	54	66	54	66	274	78	.....	.....	200	00	529	44
St. Ambroise	358	00	358	00	242	50	158	90	.....	.....	759	40
Valcartier	194	40	194	40	134	60	.....	.....	.....	.....	329	00
Stoneham	67	16	67	16	48	99	16	00	.....	.....	132	15
Ancienne Lorette	372	80	372	80	25	20	224	00	.....	.....	622	00
St. Foye and dissentients	101	93	101	93	378	07	168	80	.....	.....	638	80
St. Columban de Sillery	578	98	578	98	171	02	345	60	.....	.....	1095	60
St. Roch and dissentients	540	36	540	36	322	65	323	20	.....	.....	1186	21
Cap Rouge	64	63	64	63	30	47	64	00	.....	.....	159	10
Beauport, St. Michel de	53	50	53	50	91	00	75	00	.....	.....	219	50
Grondines	204	25	204	25	145	20	122	20	.....	.....	471	65
St. Casimir	152	16	152	16	14	40	59	40	.....	.....	225	96
Deschambeault	229	38	229	38	131	72	256	72	.....	.....	617	82
St. Alban	163	90	163	90	45	86	88	02	48	96	346	74
Cap Santé and dissentients	396	15	396	15	756	96	202	00	.....	.....	1355	11
St. Basile	186	25	186	25	3 8	15	.....	.....	.....	.....	494	40
St. Raymond	236	61	236	61	109	39	.....	.....	.....	.....	346	00
Ste. Catherine	248	83	248	83	331	17	45	00	.....	.....	625	00
Ecureuils	79	40	79	40	139	00	.....	.....	.....	.....	218	40
Pointe-aux-Trembles	288	83	288	83	108	14	228	66	.....	.....	625	63
St. Augustin	225	66	225	66	266	34	37	60	.....	.....	529	60
Château Richer	173	98	173	98	279	04	367	50	.....	.....	820	52
Ste. Anne	134	95	134	95	2	00	80	07	.....	.....	217	02
St. Joachim	113	26	113	26	193	39	61	60	.....	.....	368	25
St. Tite des Caps	35	43	35	43	84	57	5	60	.....	.....	125	60
St. Ferréol	93	00	93	00	6	83	19	80	.....	.....	119	63
L'Ange Gardien	115	50	115	50	130	48	207	36	.....	.....	453	34
Laval	55	78	55	78	44	22	24	40	.....	.....	124	40
St. Laurent	122	16	122	16	42	10	271	28	.....	.....	435	54
St. Jean	176	61	176	61	298	10	282	25	.....	.....	756	96
St. François	72	73	72	73	51	46	48	72	.....	.....	172	91
Ste. Famille	118	41	118	41	45	60	53	00	.....	.....	217	01
St. Pierre	123	56	123	56	180	48	110	34	.....	.....	414	38
Total	9747	13	9747	13	6073	89	56534	92	248	96	72604	90

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
P. HUBERT.	$	cts.	$	cts.		cts.	$	cts.	$	cts.		cts.
Three Rivers, Town and District	689	10	689	10	426	90	92	80			1208	80
Do , *banlieue*	112	25	112	25	163	75	9	60	160	00	445	60
Pointe-du-Lac	226	03	226	03	155	24	160	00			541	27
Yamachiche	441	31	441	31	226	69	156	80			824	80
St. Sévère	138	41	138	41	37	59	60	40			236	40
Gatineau, (St. Barnabé)	210	48	210	48	30	52	110	40			351	40
Shawinigan	43	50	43	50	71	50	28	00			143	00
St. Maurice, (fief St. Etienne)	88	08	88	08	124	92	20	48			233	48
Do (Forges)	40	48										
Rivière-du-Loup	426	86	426	86	382	95	113	52			923	33
Maskinongé	290	78	290	78	703	35	128	00			1122	13
St. Justin	252	04	252	04	42	62	118	60			413	26
St. Didace	99	11	99	11	103	64	127	40	123	00	453	15
Ste. Ursule	288	00	288	00	82	20	110	00			480	20
St. Paulin	110	06	110	06	134	88	155	51			400	45
Dumontier, (St. Léon)	376	05	376	05	168	45	154	70			699	20
Cap de la Magdeleine	156	33	156	33	146	92	27	20			330	45
Champlain	267	45	267	45	510	55	247	90			1025	90
Batiscan	133	00	133	00	90	48	308	72			532	20
Ste. Anne-de-Lapérade	344	95	344	95	279	05	61	20			685	20
St. Prosper	120	08	120	08	131	86	52	00			303	94
St. Stanislas	296	38	296	38	103	63	195	16			595	17
Ste. Geneviève	273	96	273	96	62	57	133	20			469	73
St. Narcisse	111	50	111	50	64	50	22	00			198	00
Radnor, (forges)	32	68	32	68			229	20			261	88
St. Maurice and dissentients	196	58	196	58	386	52	119	40			702	50
Peterborough	50	00	50	00	33	50					83	50
Total	5815	45	5774	97	4664	78	2942	19	283	00	13664	94

G. A. BOURGEOIS.												
St. Guillaume d'Upton	194	51	194	51	129	49	247	52			571	52
St. Bonaventure	40	43	40	63	67	31	18	80			126	54
St. Germain de Grantham	127	56	127	56	269	44	88	00	114	00	599	00
St. Frédéric	109	26	109	26	690	74	66	80	80	00	946	80
Wickham	80	08	80	08	561	92	96	40			738	40
Durham, No. 1, (Cath. diss.)	24	35	24	35	215	65	80	00	16	50	336	50
2* Kingsey, Cath., (see Hubbard's District)												
Acton	59	40	59	40	640	60	103	20	400	00	1,203	20
Tingwick (comm.) Cath	115	66	115	66	49	52	132	00			297	18
Chester, East, do	81	84	81	84	100	16	20	00			202	00
Chester, West, do	47	82	47	82	250	18			400	00	698	00
Warwick and diss.	89	26	89	26	296	94	124	00			510	20
St. Christophe	126	96	126	96	366	04			30	00	523	00
St. Norbert	166	86	166	86	36	14	92	80			295	80
Stanfold	197	32	197	32	402	68	146	00			746	00
Bulstrode	42	62	42	62	93	38			30	00	166	00
	1,503	93	1,503	93	4,170	19	1,215	52	1,070	50	7,960	14
B. MAURAULT.												
Baie du Febvre	428	96	428	96	231	79	352	60	48	10	1,061	45
St. Zéphirin	149	80	149	80	125	98	39	20	195	00	509	98
St. Thomas de Pierreville	356	50	356	50	203	50					560	00
St. François, Parish	211	36	211	36	159	14	112	00			482	50
St. François, Village	74	63	74	63	29	59	16	40			120	62
St. David	439	10	439	10	246	25	139	60			824	95
St. Michel	357	13										
Gentilly	347	31	347	31	209	90	235	00			792	21
Blandford	54	81	54	81	57	19	16	80			128	80
Ste. Gertrude	153	83	153	83	101	32			400	00	655	15
St. Grégoire	479	58	479	58	156	42	432	40			1,068	40
St. Célestin	125	66	125	66	29	31	100	00			254	97
Nicolet	430	20	430	20	89	80	119	50			639	50
Ste. Monique, No. 1	333	56	333	56							333	56
Ste. Monique, No. 2	56	25	56	25	39	75	12	00	100	00	208	00
St. Pierre les Becquets	371	90	371	90	252	10	54	42			678	42
Bécancour	473	70	473	70	94	13	161	50			729	33
	4,844	28	4,487	15	2,026	17	1,791	42	743	10	9,047	84

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

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A. D. DORVAL.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
Rawdon	271	65	271	65	216	35	220	00			688	00
St. Alphonse	156	90	156	90	148	85					305	75
St. Ch rles Borromée	118	98	118	98	269	12					388	10
Industrie	238	34	238	34	331	66	38	80			608	80
St. Félix	280	23	280	23	213	94	110	80			604	97
St Gabri l and dissentients	278	83	268	83	752	12	189	60			1210	55
St. Jean de Matha	92	35	92	35	42	26	40	80			175	41
St. Lin and diss.	411	33	411	33	103	67	155	00	60	00	730	00
St. Esprit	275	36	275	36	424	64	48	00			748	00
Ste. Julienne	106	61	106	61	153	39	85	00			345	00
L'Epiphanie	181	23	181	23	74	77	134	00			390	00
St. Roch	383	61	383	61	196	39	158	45			738	45
St. Jacques	507	56	507	56	127	00	118	59			753	15
St. Alexis	199	0	199	40	73	60	53	63			326	63
St. Henri de Mascouche and diss.	397	13	397	13	597	20	202	40	52	50	1249	23
L'Assomption, Village	190	21	190	21	178	52	38	80			407	53
Do Parish	261	45	261	45	285	19	83	66			630	30
Lavaltrie	190	23	190	23	133	47	46	20	175	00	544	90
St. Paul	308	83	308	83	232	69	62	00	250	00	853	52
St. Thomas	280	78	280	78	135	22					416	00
St. Liguori	199	81	199	81	160	19					360	00
St. Ambroise and diss	316	06	316	06	379	74	165	12			860	92
Berthier, Parish	343	41	343	41	320	59	80	00			744	00
Do Village and diss.	184	81	184	81	188	06	236	30			609	17
St. Cuthbert	384	66	384	66	450	94					835	60
St. Barthélemi	318	56	318	56	281	22	122	00	371	00	1092	78
St. Norbert	148	13	148	13	24	57	63	37			236	07
Ste. Mélanie	243	28	243	28	191	08	130	40			564	76
Ste. Elizabeth	477	15	477	15	242	70	91	96			811	81
Lachenaie	137	71	137	71	47	22	96	00			280	93
St. Paul l'Ermite	163	96	163	96	169	29	64	40			397	65
St. Sulpice	140	91	140	91	39	09	53	60			233	60

Lanoraie	279	65	279	65	290	35	45	60			615	60
Ile St. Ignace	77	78	77	78	22	22	5	00			105	00
Ile-du-Pads	83	20	83	20	36	80	11	00			131	00
Chertsey	57	36	57	36	62	64	6	00			126	00
Kilkenny	166	33	166	33	46	92					213	25
Repentigny	97	38	97	38	47	74	42	40			187	52
Total	8941	16	8941	16	7691	41	2978	88	908	50	20519	95
C. H. LEROUX.												
Ste. Marie de Monnoir and diss	559	81	559	81	658	90	136	00			1354	71
St. Mathias	244	40	244	40	846	50	137	00			1227	90
St. Hilaire	211	48	211	48	459	12	190	80			861	40
St. Jean-Baptiste	305	41	305	41	59	73	94	80			459	94
St. Césaire and diss	634	65	634	65	854	26	343	63			1832	54
St. Paul d'Abbotsford and diss	204	38	204	38	309	19	136	80	236	87	887	24
L'Ange Gardien	159	60	159	60	289	81	146	10	370	06	965	57
St. Ephrem de Saraba	69	11	69	11	140	89	140	80			350	80
Ste. Hélène	106	93	106	93	101	57	41	60			250	10
St. Hugues	308	71	308	71	300	29	421	30			1030	30
St. Simon	248	13	248	13	135	23	64	00			447	36
Ste. Rosalie	233	24	233	24	187	63	116	33			537	20
St. Dominique	277	86	277	86	135	56	83	64			497	06
St. Pie	519	69	519	69	359	64	213	02	440	00	1532	35
St. Hyacinthe, Town	557	58	557	58	1152	10	309	33			2019	01
do Parish	375	76	375	76	377	98	305	90			1059	64
St. Damase	386	90	386	90	259	26	215	60	126	13	987	89
La Présentation	244	11	244	11	217	49	124	40			586	00
St. Barnabé	196	90	196	90	188	61			152		537	51
St. Jude	262	15	262	15	137	85					400	00
St. Denis	453	15	453	15	425	55	184	00	347	24	1409	94
St. Charles	225	91	225	91	58	10	257	40			541	41
Total	6785	86	6785	86	7655	26	3662	45	1672	30	19775	87
LOUIS GRONDIN.												
Laprairie	596	06	596	06	448	69	625	50			1670	25
St. Philippe	338	55	338	55	265	45	98	45			702	45
St. Jacques le Mineur	295	68	295	68	192	69	105	05			593	42
St. Constant and diss	374	96	374	96	261	02	245	75			881	73
St. Isidore	296	61	296	61	128	14					424	75

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LOUIS GRONDIN.	$	ct	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
Caughnawaga	231	75										
Châteauguay and diss	328	15	328	15	209	21	340	80			878	16
Ste. Philomène	274	13	274	13	133	27	490	32			897	72
Ste. Martine and diss	508	14	508	14	221	73	327	58			1057	45
St. Urbain and diss	283	48	283	48	155	19	130	20			568	87
St. Jean-Chrysostôme, No. 1, and diss	123	64	123	64	382	36	153	52			649	52
do No. 2	386	42	386	42	1115	13	567	80			2069	35
St. Antoine Abbé	118	12	118	12	42	98	93	92			255	02
St. Malachie d'Ormstown, diss. (Cath.)	20	45	20	45	62	00	36	00			118	45
St. Clément and diss	567	86	567	86	1310	77	514	65			2393	28
St. Timothée	435	13	435	13	414	87	240	00			1090	00
St. Louis de Gonzague and diss	420	03	420	03	801	97	519	88			1741	88
Ste. Cécile	166	76	166	76	273	24	119	40			559	40
St. Stanislas de Kostka	112	61	112	61	101	24	75	12			288	97
Total	5645	78	5646	78	6519	95	4673	94			16840	67
F. X. VALADE.												
Hochelaga and diss	80	50	80	50	334	45	116	00			530	95
Côteau St. Louis and diss	138	56	138	56	642	44	351	60			1132	60
Côte Visitation (dissentients)	53	56	53	56	137	44					191	00
Côte des Neiges and diss	231	33	231	33	969	85	60	00			1261	18
Côteau St. Pierre	114	20	114	20	1075	80	110	00			1300	00
St. Henri and diss	66	48	66	48	1158	77	42	00			1267	25
Longue Pointe and diss	141	20	141	20	216	00	126	80			484	00
Pointe-aux-Trembles and diss	180	78	180	78	472	02	345	66			998	46
Rivière des Prairies	143	18	143	18	114	42	225	80			483	40
Sault aux Récollets	278	41	278	41	206	77	177	76			662	94
Haut du Sault	33	56	33	56	38	44	6	00			78	00
City of Montreal (Catholics)	1440	08	1440	08			71630	00			73070	08

St. Laurent and diss	364	66	364	66	644	60	206	40	124	00	1339	66
Lachine and diss	300	91	300	91	532	09	380	17			1213	17
Pointe Claire	214	95	214	95	102	67	205	50			523	12
Ste. Anne	115	50	115	50	33	35	354	66			503	51
Ste. Geneviève No. 1	121	64	121	64	184	36	28	00			334	00
do No. 2	41	95	41	95	40	00	8	00			89	95
do No. 3	112	58	112	58	42	57	42	40			297	55
Vaudreuil and diss	529	80	529	80	482	20	561	65			1573	65
Ile Perrot	124	11	124	11	59	76	48	00			231	87
Rigaud, Parish and diss.	273	90	273	90	240	10	308	10			822	10
do Village	179	23	179	23	257	94	87	00			524	17
Ste. Marthe and diss	203	96	203	96	670	35	127	00	140	15	1141	46
St. Clet	174	93	174	93	82	07	92	80			349	80
Newton	68	13	68	13	231	10	45	41			344	64
St. Polycarpe and diss	556	58	556	58	503	57	431	02			1491	17
St. Zotique and diss	246	05	246	05	445	29	429	60			1120	94
St. Ignace (Côteau du Lac)	297	98	297	98	122	06	502	80			922	84
Soulanges	325	06	325	06	196	44	244	00			765	50
Total	7153	76	7153	76	10236	92	77294	13	364	15	95048	96
MICHEL CARON.												
St. Jean Dorchester and dissentients	654	26	654	26	717	72	334	85			1706	83
Lacolle and dissentients	484	06	484	06	846	28	604	80			1935	14
St. Valentin and dissentients	450	26	450	26	605	85					1056	11
St. Luc	164	53	164	53	83	89	103	40			351	82
Blairfindie and dissentients	363	41	363	41	368	59	123	40			855	40
St. Cyprien and dissentients	606	43	606	43	574	06	312	90			1493	39
St. Rémi and dissentients	416	20	416	20	198	17	231	80			846	17
St. Edouard	294	25	294	25	177	75					472	00
St. Michel Archange and dissentients	318	20	318	20	453	80	157	60			929	60
Sherrington and dissentients	228	85	228	85	307	47	196	00	75	24	807	56
Iberville and dissentients	180	08	180	08	568	84	27	20			776	12
St. Athanase and dissentients	372	86	372	86	269	14	141	10			783	10
St. George Henryville and dissentients	636	06	636	06	1698	20	154	30			2488	65
St. Grégoire	382	31	382	31	617	69	81	60			1081	60
St. Alexandre	306	33	306	33	240	84	152	00			699	17
Ste. Brigide and dissentients	188	56	188	56	465	32	209	00			862	88
Total	6046	65	6046	65	8193	70	2829	95	75	24	17145	54

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
J. BRUCE.	$	cts.	$	cts.	$	cts	$	cts.	$	cts.	$	cts.
Dundee	137	03	137	03	174	63	196	40	31	70	539	76
St. Anicet and dissentients	344	60	344	60	356	54	735	32	156	00	1592	46
Godmanchester and dissentients	292	03	292	03	836	44	31	62	128	05	1288	14
Elgin	154	53	154	53	286	08	267	20	.....	.....	707	81
Huntingdon, Village and dissentients	94	66	94	66	323	60	184	20	.....	.....	602	46
Hinchinbrooke and dissentients	348	31	348	31	611	26	381	04	.....	.....	1340	61
Franklin	165	45	165	45	479	51	329	10	334	00	1308	06
St. Malachie, commis., (Protestants)	332	73	332	73	1722	27	320	00	.....	.....	2375	00
Hemmingford and dissentients	429	19	429	19	528	41	771	90	803	00	2532	50
St. Andrews and dissentients	323	43	323	43	452	44	692	84	.....	.....	1468	71
Lachute	295	38	295	38	143	49	366	40	.....	.....	805	27
Gore and Wentworth	211	05	211	05	268	95	.....	.....	.....	.....	480	00
Chatham, No. 1	318	59	318	59	403	46	700	00	.....	.....	1422	05
do No. 2	121	65	121	65	107	43	235	20	.....	.....	464	28
Montreal, City (Protestants)	564	66	564	66	.....	.....	41753	23	.....	.....	42317	89
Grenville	276	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harrington	38	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	4448	68	4133	29	6694	51	46964	45	1452	75	59245	00
R. PARMELEE.												
Shefford	349	26	349	26	600	74	1067	20	.....	.....	2017	20
Brome	291	35	291	35	43	65	939	00	287	00	1561	00
Granby and dissentients	318	55	318	55	636	30	533	60	28	60	1517	05
Stukely and dissentients	305	06	305	06	282	70	196	40	300	00	1084	16
Ste. Cécile de Milton and dissentients	206	81	206	81	469	69	109	70	.....	.....	786	20
Roxton	154	35	154	35	1121	65	150	40	.....	.....	1426	40
Farnham	175	76	175	76	88	24	226	64	.....	.....	490	64
St. Romuald de Farnham and dissentients	283	48	283	48	624	52	174	80	.....	.....	1082	80
St. Valérien	65	30	65	30	162	83	33	60	.....	.....	261	73
Dunham	485	23	485	23	1614	77	.....	.....	.....	.....	2100	00

Stanbridge and dissentients	565	23	565	23	741	77	504	50	335	50	2147	00
Freleighsburg	216	61	216	61	666	19	51	80	500	00	1434	60
Phillipsburg	264	33	264	33	79	30	321	60			665	23
Sutton	343	15	343	15	970	09					1313	24
Potton	237	43	237	43	496	57	252	00			986	00
Clarenceville	222	16	222	16	394	34	505	60			1122	10
St. Thomas de Foucault	151	20	151	20	17	35	249	00			417	55
Bolton and dissentients	269	25	269	25	1862	13	125	20			2256	58
Ely	141	56										
Total	5046	07	4904	51	10872	83	5441	04	1451	10	22669	48

J. N. A. ARCHAMBEAULT.

St. Lambert	60	00	60	00	108	00			600	00	768	00
Chambly and dissentients	545	36	545	36	380	09	689	40			1614	85
Longueuil, Parish	152	06	152	06	107	94	145	50	744	65	1150	15
do Village	227	91	227	91	594	09	199	20			1021	20
Boucherville	384	25	384	25	118	75	244	00			747	00
St. Bruno	256	20	256	20	243	80	76	40			576	40
Varennes, Parish	261	85	261	85	159	50	215	50	611	09	1247	94
do Village	196	83	196	83	385	17	366	00			948	00
Verchères	425	76	425	76	374	24	562	80			1362	80
Contrecœur	298	60	263	33			176	00			439	33
St. Antoine	248	13	248	13	307	33	117	50			672	96
St. Marc	172	98	172	98	247	02	48	00			468	00
Belœil	312	85	312	85	177	62	428	00			918	47
Ste. Julie	176	75	176	75	96	51	89	00			362	26
St. Ours	357	88	357	88	795	17	145	60			1298	65
St. Roch	106	87	106	87	173	13	43	20			323	20
Sorel, Town	413	16	413	16	61	97	400	00			875	13
do dissentients	62	75	62	75	336	20	122	68	373	75	895	38
do Parish	478	25	478	25	68	32	147	81			694	38
St. Robert	202	10	202	10	197	64					399	74
St. Aimé	349	71	349	71	717	95	88	55			1156	21
St. Marcel	152	55	152	55	152	45	65	00			370	00
Ste. Victoire	227	16	227	16	47	34					274	50
St. Hubert	218	31	218	31	231	15	244	42			693	88
Total	6288	27	6253	00	6081	38	4614	56	2329	49	19278	43

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
C. GERMAIN.	$	cts.	$	cts.	$	cts	$	cts.	$	cts.	$	cts.
St. Vincent de Paul	331	60	331	60	331	52					663	12
St François de Sales	136	88	136	88	284	13	60	40			481	41
Ste. Rose, Parish	235	56	235	56	202	94	227	38			665	88
do Village	177	41	177	41	189	06	204	00			570	47
St. Martin, Village	123	56	123	56	37	44	48	00			209	00
do Côte St. Elzéar	57	83	57	83	58	17	48	00			164	00
do Côte St. Antoine	41	85	41	85	30	15	15	20			87	20
do Lower	40	36	40	36	62	71	24	00			127	07
do Upper	68	75	68	75	44	25					113	00
do Upper Hill on the water side	53	83	53	83	29	34					83	17
do Lower Hill on the water side	50	28	50	28	53	22	32	00			135	50
do Abord à Plouffe	86	65	86	65	67	35	57	60			211	60
Ste. Thérèse, Village	190	16	190	16	220	05	48	00			458	21
do North	43	66	43	66	66	34	17	92			127	92
do South	36	01	36	01	23	99	48	00			108	00
do Upper	47	41	47	41	36	59	15	00			99	00
do Lower	56	30	56	30	63	70					120	00
do Rivière Cachée	23	25	23	25	78	00	8	40			109	65
Terrebonne and dissentients	296	03	296	03	352	42	300	00			948	45
Ste. Anne des Plaines	225	76	225	76	49	90	123	73			399	39
Lacorne	203	13	203	13	270	87	181	44			655	44
St. Jérôme and dissentients	540	43	540	43	419	57					960	00
do No. 4	48	47	48	47	34	25					82	72
St. Sauveur	223	77										
Ste. Adèle	78	54	78	54	125	35					203	89
St. Janvier, Village	74	68	74	68	41	47	29	60			145	75
do Parish	111	63	111	63	51	75	31	20			194	58
do Lower	38	48	38	48	2	27					40	75
St. Eustache and dissentients	566	88	566	88	381	72	419	60			1368	20
St. Augustin	319	66	319	66	102	54	151	04	55	00	628	24
St. Joseph	166	68	166	68	65	84	34	40			266	92
St. Benoit	390	78	390	78	78	89	299	28			768	95
St. Hermas	240	78	240	78	231	47	62	20			534	45
St. Placide	171	20	171	20	251	79	66	00			488	99

Ste. Scholastique	423	47	423	47	408	53	648	48			1480	48
Côte Ste. Marie	49	03	49	03	43	33					92	36
Côte St. Joachim	74	76	74	76	161	24	52	00	236	00	524	00
St. Colomban	123	70	123	70	137	00	33	60			294	30
St. Canut	84	55	84	55	290	50	81	60			456	65
St. Raphaël, South	86	96	86	96	15	54	35	67			138	17
do North	45	35	45	35	32	85	28	80			107	00
*Ste. Angélique, No. 1	25	27	25	27	41	93	15	20			82	40
do No. 2	23	21	23	21	60	95					84	16
do No. 3	20	68	20	68	116	79					137	47
Abercrombie	98	98	47	08							47	08
Morin	90	00	90	00	40	00	8	00			138	00
Total	6644	21	6368	54	5687	71	3455	74	291	00	15802	99
H. HUBBARD.												
Stanstead	634	65	634	65	2400	32	312	00			3346	97
Barnston	346	46	346	46	1868	98					2215	44
Barford	59	80	59	80	943	45					1003	25
Hatley and dissentients	280	06	280	06	1519	84					1799	90
Magog	105	06	105	06	323	00	321	94			750	00
Clifton	53	15	53	15	336	25	45	60			435	00
Compton	377	86	377	86	741	54	1130	60			2250	00
Hereford	50	36	50	36	74	64	275	00	75	00	475	00
Eaton	208	56	208	56	267	16	899	28			1375	00
Newport	47	63	47	63	105	36	246	01			399	00
Ascot	273	46	273	46	421	80	544	99			1240	25
Sherbrooke	319	16	319	16	190	84	309	07			819	07
Orford	80	93	80	93	83	07	136	00			300	00
West Bury	57	87	57	87	17	13	215	00			290	00
Bury	108	91	108	91	408	88	181	16	91	72	790	67
Lingwick	112	41	112	41	307	60	72	00			492	01
Winslow	100	63	100	63	399	37	83	20			583	20
Shipton	280	66	280	66	508	91	1237	43			2027	00
Cleveland and diss	175	93	175	93	257	20	1036	87			1470	00
Melbourne	280	36	280	36	426	91	978	73			1686	00
Brompton	104	36	104	36	165	91	422	40			692	67
Windsor	82	30	82	30	107	70	251	20	70	00	511	20
Dudswell	69	51	69	51	122	56	408	43	299	50	900	00
Weedon	57	86	57	86	142	14	280	00			480	00
South Ham	20	00	20	00	10	00	60	00			90	00
Wotton	92	45	92	45	7	95			450	00	550	40
Durham No. 1. Com. (Prot.)	214	97	214	97	1352	97	683	86	223	20	2475	00
do No. 2. do	77	96	77	96	35	04	83	00			196	00
Kingsey	314	46	314	46	547	54	176	40			1038	40
Lingwick diss. (Prot.)	43	64	43	64	67	22	122	00	373	00	605	86
Total	5031	42	5031	42	14161	28	10512	17	1582	42	31287	29

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—*Continued.*

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
MESSRS. W. HAMILTON AND C. E. ROULEAU.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
Notre-Dame de Bonsecours	94	62	94	62	210	28	108	00			412	90
Ste. Angélique and diss	194	11	194	11	513	45	210	16			917	72
St. André Avelin	178	15	178	15	230	37	189	00			597	52
Lochaber	150	65	150	65	671	05	179	28	86	00	1086	98
Buckingham and diss	306	46	306	46	733	15	937	60			1977	21
Templeton	157	45	157	45	865	84	172	00			1195	29
Hull	390	78	390	78	686	89	416	00			1493	67
Aylmer and diss	162	73	162	73	135	27	192	00			490	00
Wakefield	82	03	82	03	59	72					141	75
Masham	138	98	138	98	57	07	132	00			328	05
Low	42	03										
Onslow	112	18	112	18	229	12	37	20			378	50
Bristol	207	45	207	45	423	87	278	40			909	72
Clarendon	244	66	244	66	163	34	350	00			758	00
Litchfield	105	36	105	36	150	00	148	00			403	36
Calumet and diss	109	11	109	11	611	89	223	80			944	80
Mansfield	85	36	85	36	207	64	160	00			453	00
Sheen	32	11	32	11	100	00					132	11
Chichester	24	10	24	10	172	67	84	56	840	00	1121	33
Allumettes	142	73	142	73	785	51	304	00			1232	24
Maniwaki	76	81										
Portland	14	53										
Waterloo	80	91	80	91	63	03	63	83			207	77
Eardly	100	91	100	91	144	04	100	80			345	75
Total	3234	33	3100	84	7214	20	4286	63	926	00	15527	67

RECAPITULATION.

	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.	$	cts.
F. Painchaud	306	20	306	20	520	00	106	20	.....	.....	932	40
John Meagher	1559	72	1549	72	1230	01	1763	74	37	00	4580	47
A. Béchard	1180	70	1107	82	1386	82	631	76	350	00	3476	40
G. Tanguay	6537	09	6537	09	5072	37	2661	08	324	75	14595	29
J. Crépault	5172	99	5122	99	2595	13	3654	50	50	00	11422	62
F. E. Juneau	3905	18	3905	18	3171	36	3498	29	440	12	11014	95
P. F. Béland	4265	25	3746	42	2850	39	1742	05	120	00	8458	86
J. Hume	2202	88	2202	88	3142	10	1103	74	1634	38	8083	10
V. Martin	813	84	813	84	1209	96	510	45	.....	.....	2534	25
S. Boivin	1953	86	1953	86	1198	84	1077	05	220	00	4449	75
Rev. R. G. Plees	844	30	844	30	239	76	19167	50	.....	.....	20251	56
P. M. Bardy	9747	13	9747	13	6073	89	56534	92	248	96	72604	90
P. Hubert	5815	47	5774	97	4664	78	2942	19	283	00	13664	94
G. A. Bourgeois	1503	93	1503	93	4170	19	1215	52	1070	50	7960	14
B. Maurault	4844	28	4487	15	2026	17	1791	42	743	10	9047	84
A. D. Dorval	8941	16	8941	16	7691	41	2978	88	908	50	20519	95
C. H. Leroux	6785	86	6785	86	7655	26	3662	45	1672	30	19775	87
Louis Grondin	5646	78	5646	78	6519	95	4673	94	.....	.....	16840	67
F. X. Valade	7153	76	7153	76	10236	92	77294	13	364	15	95048	96
M. Caron	6046	65	6046	65	8193	70	2829	95	75	24	17145	54
John Bruce	4448	68	4133	29	6694	51	46964	45	1452	75	59245	00
J. N. A. Archambeault	6288	27	6253	00	6081	38	4614	56	2329	49	19278	43
R. Parmelee	5046	07	4904	51	10872	83	5441	04	1451	10	22669	48
C. Germain	6644	21	6368	54	5687	71	3455	74	291	00	15802	99
H. Hubbard	5031	42	5031	42	14161	28	10512	17	1582	42	31287	29
Messrs. Hamilton and C. E. Rouleau	3234	33	3100	84	7214	20	4236	63	926	00	15527	67
Total	.....	.....	113969	29	130560	92	264689	11	17000	00	526219	32

TABLE B,

Containing the Statistics of all Educational Institutions, more particularly those relating to Superior and Second-Class Schools.

FIRST DIVISION—SUPERIOR SCHOOLS.

No.	Name of Institution and where situated.	Date of foundation.	By whom founded.	Names of visitors.	Composition of Board of Directors.	FACULTY OF THEOLOGY.			
						Number of Professors.	No. of Pupils.	No. of volumes.	Cost of courses of studies.
	FIRST SECTION.—UNIVERSITIES.								
1	McGill College, Montreal	1827	Hon. J. McGill	His Ex. the G. G.	Eleven Governors appointed by the Executive	Not	yet	organi	zed.
2	Bishop's College, Lennoxville, District of St. Francis	1843	His Lordship Bisp. Mountain.	The Anglican Bisp. of Quebec, the Anglican Bisp. of Mont	The Anglican Bishops, Trustees and a Board of Professors	3	21	.....	.....
3	Laval University, Quebec	1852	The Quebec Seminary	The R. C. Archbishop of Que	The Principal and Council of the University, composed of the Direc. of the Que. Seminary and of the three Senior Professors of each Faculty	1	Not	yet organized.	orga-
	SECTION SECOND.—SPECIAL SCHOOLS.								
1	Catholic Theological School, Seminary of Quebec	1663	Mgr. Laval, 1st Bishop of Que	.....	Nine priests directors	2	42	2,500	.....
2	Catholic Theological School, Seminary of Montreal	.....	.....	The Visitor of St. Sulpice	Eleven priests directors	5	50	1,000	.....
3	Montreal School of Medicine and Surgery.	1843	.....	Dr. P. Beaubien and other Direc.	Medical Board of directors	.....	.....	.....	.....
4	School of Law, St. Mary's College, Mont	1852	.....	.....	Vide Secondary Schools No. 9	.....	.....	.....	.....
5	Catholic Theological School, College of St. Hyacinthe, District of Montreal	.....	.....	.....	Vide Secondary Schools No. 4	2	14	500	.....
6	Catholic Theological School, College of Nicolet, District of Three Rivers	1854	.....	.....	Vide Secondary Schools No. 3	1	26	500	.....
7	Catholic Theological School, College of Ste. Thérèse de Blainville	1840	.....	.....	Vide Secondary Schools No. 5	1	14	200	.....
					Total	15	167	4,700	.....

First Division—Superior Schools.—*Continued.*

No.	Faculty of Law.				Faculty of Medecine.					Faculty of Arts.					Cost of Board.	Total Cost of Apparatus.	Total Value of Buildings.	Annual Disbursements.	Annual Revenue.	Total Number of Volumes in the Libraries.	Total Number of Professors.	Total Number of Pupils.
	No. of Professors.	Number of Pupils.	Number of Volumes.	Cost of Courses.	No. of Professors.	Number of Pupils.	Number of Volumes.	Cost of Apparatus.	Cost of Courses.	No. of Professors.	Number of Pupils.	Number of Volumes.	Cost of Apparatus.	Cost of Courses.								
				$				$	$				$	$	$	$	$	$	$			
1	5	47	.....	14	12	126	2700	1200	12	9	60	2600	4000	20	176	5200	64000	19197	12153	5300	26	233
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	5000	1250	.....	100	1250	32000	7000	7000	5000	5	21
3	7	45	1200	24	8	42	3500	6000	22	3	39	500	10000	.....	130	16000	200000	20000	20000	5200	19	117
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	.....	.....	14400	8100	2500	2	42
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	96	.....	100000	14000	5000	1000	5	50
3	.....	.....	.....	.....	8	56	500	1500	120	.....	.....	.....	.....	.....	.....	1500	.....	982	3102	500	8	56
4	3	45	.....	4 par mois.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	45
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	500	2	14
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	500	1	26
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	88	.....	.....	.....	.....	200	1	14
	15	137	1200	.....	28	224	6700	8700	.....	14	90	8100	15250	.....	.....	23950	396000	75579	64355	20700	72	618

SECOND DIVISION—SECONDARY SCHOOLS—FIRST SECTION—CLASSICAL COLLEGES.

No	Name of the Institution, and where situated.	Date of foundation.	By whom founded.	Composition of Board of Direction.	Composition of Board of Professors and Teachers.	FINANCES. Annual Expenses of the Institution.	Annual revenue of the Institution.	Annual fee received from each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving gratuitous board.	No. of pupils receiving gratuitous board (in part).
	GENERAL DESCRIPTION OF THE INSTITUTION.					$	$	$	$			
1	Quebec Seminary	1663	Mgr. Laval, 1st Bishop of Q.	A council comp. of the superior and at least 4 directors	Priests and laymen	22,000	22,000	10	80	72	.....	.....
2	Montreal "	1773	Rev. J. B. Curateau de la Blaiserie, of the order of St. Sulpice	The superior, director, and five priests of the order	" eccles. and relig	16,000	16,000	16	84	32	15	68
3	Nicolet College	1804	The Rev. M. Brassard	7 directors	" " "	13,011	12,029	10	66	16	5	6
4	St. Hyacinthe College	1811	" Girouard	The Bishop and 12 priests, directors	" " "	25,504	26,388	16	80	13	2	15
5	Ste. Thérèse College	1825	" Ducharme	The Bishop of Montreal and 30 priests, directors	" " and laymen	13,414	11,341	24	72	8	.....	35
6	Ste. Anne Lapocatière Coll.	1829	" Painchaud	The Archbishop of Quebec, the directors and curés of nearest parishes	" " "	22,642	19,716	15	80	11	.....	12
7	L'Assomption College	1832	" Labelle, J. B. Meilleur et C. L. Cazeneuve, Esquires	The Bishop of Montreal, the founders, and principal officers of the Institution	" " "	7,748	7,198	16	.....	8	.....	.....
8	High School of Quebec	1843	Rev. Dr. Cook and shareholders	15 directors	Laymen	5,080	5,080	50	.....	33	.....	.....
9	St. Mary's Coll., Montreal	1849	Mgr. Bourget, Bishop of Montreal, and the priests of the Society of Jesus	The Roman Cath. Bishop of Montreal and the rector	The Rev. the Fathers of the Company of Jesus	23,662	25,121	31	120	35	3	34
10	High School of McGill Coll.	1853	McGill College, Citizens of Montreal	The corporation of McGill College and the principal	Laymen	11,194	9,230	40	200	30	.....	.....
11	St. Francis, Richmond	1855	Public subscription	Trustees, shareholders and professors	Ministers and laymen	1,701	1,690	32	100	16	.....	.....
12	High School of Bishop's Coll.	1846	By the Corporation of Bishop's College	The council of the College.	" "	6,000	6,000	18	120	8	.....	.....
13	Three Rivers	.....	Joseph Turcotte, Esq., and seven other citizens, together with the Bishop of Three Rivers	1 director and 8 laymen	Ecclesiastics	4,200	3,700	12	60	.....	.....	.....
					Total	172,156	165,493	.....	.....	282	25	170

No	Sources of revenue; from whom derived.	FINANCES.—*Continued.* Value of real estate, the property of the Institution, including buildings in occupation.	Total amount of debts due by the Institution.	Cursory statement of these debts.	Value of buildings occupied for educational purposes.	Dimensions and general description of these buildings.	COURSE OF STUDIES. Number of years required to complete course of studies.	Nature of religious instruction.	No. of volumes in the pupils' library.	No. of volumes in the professors' library.
		$	$		$					
1	Seigniories of Beaupré, and of the Isle Jésus, 2 fiefs at Québec, farm at St. Joachim, board and tuition..	400,000	.....	.....	200,000	700 ft long, 3 stories, of stone.....	9	Cath.	2,943	20,691
2	Tuition, board, and the Seminary of St. Sulpice.....	500,000	.....	.....	100,000	120 by 32, 2 wings of 171 by 39 each, 3 stories, of stone.....	8	do	2,000	9,000
3	Tuition, pupils' board, rents, house rents, agricultural revenue.....	110,500	.....	.....	91,000	300 ft. long, 2 wings of 180 each, 3 stories, of stone	8	do	2,000	6,500
4	Tuition, board, rents constitute, agricultural revenue and gifts	120,000	28,908	Debts contracted for the erection of the College.....	80,000	200 ft. front, 2 wings of 150 each, 3 stories, of stone	8	do	3,200	8,300
5	Pupils' fees, revenue from farms and government grant	62,000	3,000	Due for the construction of the College	50,000	110 by 60, 4 stories, 1 wing of 43 by 89, of stone, with chapel 80 by 40.....	8	do	3,400	.....
6	Pupils' fees, grant, rents and agricultural revenue.....	71,206	51,622	Debts for construction and cost of maintenance	57,206	150 by 57, 5 stories, 2 wings of 100 each, 3 stories, of stone	10	do	481	5,867
7	Pupils' fees and grant.....	23,630	8,837	Loan to purchase a farm, &c.....	16,400	60 by 30, 2 wings of 80 by 45 each, addition to one wing 80 by 47, 2 stories, of stone	7	do	1,500	600
8	Grant, pupils' fees	3,000	50	Various.....	3,000	Of stone.....	6	Prot.	300	.....
9	Revenue derived from pupils, rent of a house and government grant.....	72,090	49,692	*Constituts* and various debts.....	43,000	Main building, 2 wings, 232 by 56, height of walls 48 ft., of stone..	8	Cath.	2,250	9,000
10	Pupils' fees and grant.....	.....	9,897	Due since 1853 for various expenses	.....	105 by 75, 2 stories, of brick	.....	.....	.....	.....
11	Pupils fees and grant	9,000	2,500	For construction of buildings, &c..	8,000	75 by 40, 4 stories, of brick	7	Prot.	350	400
12	Board, tuition and the government...	1,600	.....	.....	1,600	Of brick	7	do	.....	.....
13	Pupils' board, tuition, the grant and special donations.....	40,000	500	Repairs to the building	1,000	40 by 80, 2 stories, of stone.....	8	Cath.	366	136
	Total	1,392,936	155006		651,206		.....	.....	18,790	60,494

Second Division Secondary Schools.—First Section—Classical Colleges.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	Total number of volumes.	Number of globes and orrreries.	No. of geographical or other maps in the possession of the Institution.	Value of the Museum of Natural History.	Value of physical cabinet.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning the differential and integral calculus.	No. of pupils learning physical science.	No. of pupils learning to make meteorological observations.	No of pupils learning astronomy.
				$	$											
1	23,634	6	35	4,000	10,000	217	.....	20	20	20	20	18	.....	20	.....	30
2	11,000	.....	.....	.....	.....	.....	.....	.....	21	21	21	.....	.....	21	.....	21
3	8,500	10	100	200	3,200	117	.....	34	15	15	15	.....	.....	14	.....	14
4	11,500	5	40	.....	26,000	150	.....	.....	19	19	19	19	19	6	6	6
5	3,400	7	27	400	800	147	46	20	7	7	7	7	.....	7	.....	7
6	6,348	6	40	.....	2,000	170	.....	21	12	33	3	3	.....	.....	.....	6
7	2,100	2	35	800	.....	180	.....	.....	24	24	24	24	.....	24	.....	24
8	300	1	12	.....	.....	135	50	25	25	25	.....	.....	.....	.....	.....	.....
9	11,250	4	140	350	1,750	78	.....	.....	24	19	14	14	2	14	14	14
10	.....	2	48	.....	.....	299	182	46	64	64	21	.....	.....	21	.....	.....
11	750	.....	.....	.....	.....	80	35	19	8	1	1	.....	1	.....	1	.....
12	.....	.....	12	.....	.....	71	.....	15	22	30	.....	.....	.....	.....	.....	.....
13	502	3	10	.....	.....	83	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
	79,284	46	499	5,750	43,750	1,727	313	211	261	278	145	85	22	127	21	122

Second Division—Secondary Schools—First Section—Classical Colleges.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French orthographical exercises from dictation.	No. of pupils composing French verse.	No. of pupils learning French composition, or amplification.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils composing English verse.	No. of pupils learning English composition, or amplification.
1	13	30	312	12	173	79	79	.....	60	81	81	77	.....	169
2	21	21	108	.....	77	77	77	.....	48	48	124	124	.....	48
3	14	36	202	3	122	122	47	.....	102	122	102	102	.....	.....
4	6	.....	150	10	150	150	150	27	90	80	110	110	29	26
5	7	.....	177	8	147	147	147	20	58	174	174	174	.....	.....
6	.....	.....	9	203	10	170	170	170	16	164	21	170	54	.....
7	.....	.....	.....	155	3	80	60	60	31	31	108	70	.....	.....
8	.....	.....	10	125	135	100	75	.....	50	100	100	110	.....	25
9	14	14	169	74	159	159	159	.....	60	146	146	146	13	38
10	.....	.....	2	160	160	112	61	.....	61	251	251	251	.....	61
11	.....	.....	4	16	3	16	16	.....	.....	56	56	56	.....	56
12	.....	.....	.....	69	71	71	71	.....	71	71	71	55	.....	71
13	.....	.....	86	3	69	38	38	.....	28	23	54	26	.....	6
	75	110	1,578	493	1,516	1,301	1,150	94	823	1,281	1,509	1,285	42	608

Second Division—Secondary Schools—First Section—Classical Colleges.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils studying the Latin grammar.	No. of pupils learning Latin versification.	No. of pupils learning Latin composition.	No. of pupils studying the Greek grammar.	No. of pupils learning Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning the history of France.	No. of pupils learning the history of Canada.	No. of pupils learning history of the U. States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1	83	89	31	81	.....	.....	136	58	38	72	72	150	42	52	20	17
2	163	24	68	68	.....	.....	148	77	48	24	24	24	.....	.....	24	24
3	102	73	42	66	.....	.....	72	47	65	.....	.....	20	.....	137	22	20
4	154	31	56	68	.....	.....	192	70	127	56	56	37	.....	.....	30	26
5	134	20	.....	75	.....	.....	127	33	26	.....	20	31	.....	.....	20	11
6	58	34	.....	58	.....	.....	170	59	.....	.....	.....	63	.....	72	19	12
7	70	15	35	24	.....	.....	110	37	18	23	12	110	.....	24	23	12
8	130	.....	70	30	15	.....	135	.....	50	100	.....	.....	.....	135	.....	.....
9	137	78	78	137	46	1	183	92	47	.....	.....	21	.....	46	25	21
10	237	21	98	52	12	14	299	112	112	251	.....	84	.....	61	.....	.....
11	18	.....	11	12	3	.....	43	.....	.....	.....	.....	12	.....	.....	.....	.....
12	55	.....	55	22	.....	.....	71	66	55	71	.....	71	.....	.....	.....	.....
13	54	13	.....	26	.....	.....	54	34	12	12	11	3	.....	.....	3	.....
	1,395	398	544	719	76	15	1,740	685	598	609	195	626	42	527	186	143

Second Division—Secondary Schools—First Section—Classical Colleges.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of students in theology.	No. of pupils studying elements of jurisprudence.	No. of pupils studying elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils pursuing a special commercial course.	No. of pupils learning linear drawing.	No. of pupils learning architecture.	No. of pupils learning drawing.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practising gymnastics.	No. of pupils learning fencing.
1	.....	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	25	160	.....	.....
2	24	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	166	.....	.....
3	20	15	30	.....	.....	.....	.....	108	37	20	15	6	28	36	.....	.....
4	26	23	11	26	.....	.....	.....	.....	.....	8	.....	.....	34	381	.....	.....
5	40	.....	9	.....	.....	24	.....	50	.....	.....	.....	18	23	180	.....	.....
6	12	9	12	.....	.....	.....	.....	102	.....	32	29	38	73	242	.....	.....
7	12	24	6	.....	.....	31	31	31	27	.....	24	.....	18	20	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	119	14	.....	20	20	.....	.....	.....	.....	.....	.....	23	55	40	.....	.....
10	61	.....	.....	.....	.....	.....	.....	.....	.....	112	.....	112	.....	.....	85	52
11	81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	71	16	7	40	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	6	12	.....	.....
	395	130	68	46	20	55	31	291	64	188	142	223	301	1,177	85	52

PROFESSION CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.

No.	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who still prosecute their studies in other Institutions.	No. of pupils who, in the last 2 years, have embraced the clerical profession.	No. of pupils who have chosen tuition.	No. of pupils who have chosen agricultural pursuits.	No. of students preparing for the bar.	No. of students preparing for the medical profession.	No. of students preparing for the notarial profession.	No. of students learning surveying.	No. of pupils learning civil engineering.	No. of pupils either following or preparing for commercial pursuits.	No. of pupils either following or preparing for some industrial pursuit.	No. of pupils who have left the country.
1	30	23	4	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	14	13	2	18	2	15	10	7	6	2	.....	11	1	1
4	14	.....	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	2	8	.....	6	2	.....	6	6	5	.....	.....	4	.....	.....
6	7	1	.....	6	.....	19	1	3	2	2	.....	2	.....	.....
7	9	5	6	8	1	.....	2	3	1	.....	.....	5	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	5	28	6	4	2	.....	7	5	2	1	1	2	3	.....
10	14	33	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	1	.....	4	.....	6	.....	1	3	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	96	111	27	75	13	34	27	27	16	5	1	24	4	1

Second Divisi on—Secondary Schools—First Section—Classical Colleges.—*Continued.*

No.	PROFESSORS.			PUPILS.												
	No. of professors, either clerical or of a religious order.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of day scholars.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupile over 16 years of age.	Total No. of pupils.
1	16	4	20	371	158	.....	213	371	.....	198	173	.....	.....	107	264	371
2	16	.....	16	198	60	.....	138	197	1	100	68	.....	30	57	141	198
3	15	.....	15	234	40	122	72	233	1	89	144	.....	1	125	109	234
4	24	.....	24	281	96	.....	185	278	3	87	187	4	3	88	193	281
5	13	2	15	185	6	68	111	182	3	36	142	2	5	114	71	185
6	24	1	25	242	62	.....	180	241	1	100	132	1	9	99	143	242
7	12	.....	12	180	180	.....	.....	178	2	89	89	.....	2	102	78	180
8	.....	4	4	135	135	.....	.....	20	115	132	1	2	.....	125	10	135
9	23	8	31	243	76	17	150	242	1	137	68	6	32	161	82	243
10	.....	13	13	299	293	.....	6	4	295	282	5	12	.....	256	43	299
11	1	4	5	87	81	.....	6	3	84	75	11	1	.....	53	34	87
12	1	3	4	71	38	.....	33	2	69	34	37	.....	.....	71	.....	71
13	7	.....	7	101	14	60	27	100	1	54	47	.....	.....	68	33	101
	152	39	191	2627	1239	267	1121	2051	576	1413	1104	28	82	1426	1201	2627

SECOND DIVISION—SECONDARY SCHOOLS—SECOND SECTION—INDUSTRIAL COLLEGES.

No.	GENERAL DESCRIPTION OF THE INSTITUTION.					FINANCES.						
	Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of Board of Direction.	Composition of Board of Instruction.	Annual expenses of the Institution.	Annual revenue of the Institution from all sources.	Annual cost of tuition of each pupil.	Cost of board.	Number of pupils receiving gratuitous instruction.	Number of pupils receiving gratuitous board.	Number of pupils receiving gratuitous board (in part).
						$	$	$	$			
1	College Joliette	1846	The Hon. B. Joliette	2 Priests Directors and 1 Manager	Religious, (friars) clerk St. Viateur, Ecclesiastics	5,083	4,542	16	80	23	.....	.....
2	" Masson	1847	Mrs. Masson	Superior, Director, and Manager.	Ecclesiastics and Laymen	9,917	8,217	15	73	13	1	18
3	" Notre Da. de Lévi	1853	Rev. Curé Déziel	The Curate of Lévi and 4 lay								
4	" St. Michel	1853	" Fortier and School Commissioners	Trnstees	Friars of the Christ. Sch	3,872	3,774	12	80	5	.....	.....
5	" Laval	1856	" Lavallée and C. Germain, Insp	1 Superior, Director and the School Commissioners	Laymen	1,300	1,400	12	80	9	.....	.....
6	" Rigaud	1850	" Désautels and citizens	1 Director, &c	Ecclesiastics and Laymen	780	780	12	.....	20	.....	.....
7	" Ste. Marie Monnoir	1853	" Crevier	Bishop of Montreal, 1 Superior and 1 Director	Clerks of St. Viateur	2,000	1,880	12	70	9	.....	.....
8	" St. Germain de Rimouski	1855	" Tanguay	The Curate, Churchwarden, Director, Prefect, Manager.	Ecclesiastics and Laymen	2,950	2,954	18	62	2	.....	5
9	" Lachute	1855	Rev. Thos. Henry J. Meckle, T. Christie, *et al*	School Commissioners	Laymen	633	633	2	.....	12	.....	.....
10	" Ste. Marie, Beauce.	1855	Rev. Curate Proulx, parishio.	6 Directors	1 Minister and Laymen	1,100	1,100	1	100	6	.....	.....
11	" Verchères	1854	" Bruneau, Sch. Com.	School Commissioners	Friars of the Christ. Sch	560	560	8	.....	12	.....	.....
12	" Varennes	1855	R. R. Bp. Bourget	1 Director and Sch. Commis.	Clerks of St. Viateur	1,550	1,425	12	.....	3	.....	.....
13	" Sherbrooke	1855	R. R. Bp. Prince	1 Director	Friars of St. Joseph	713	713	.....	.....	.....	.....	.....
14	" Longueuil	1855	The Com. and the Fabrique	1 President, 1 Director, 1 Secretary, 3 Laymen, Profes.	Ecclesiastics	687	600	8	.....	5	.....	.....
				1 Director and Manager	Clerks of St. Viateur	1,500	1,600	12	80	6	.....	.....
					Total	32,645	30,178	.....	.....	125	1	23

No.	Sources of revenue.	FINANCES.—*Continued.* Value of real property possessed by the institution, including the build. occupied.	Total amount of debts due by institution.	Cursory statement of these debts.	Value of buildings occupied for educational purposes.	Dimensions and general description of the buildings.	COURSE OF STUDIES. No. of years required to complete the course of study.	Nature of religious instruction.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
		$	$		$					
1	The School Commissioners. the pupils' fees, and agricultural revenue	17,350	2,646	Loans, &c., from various tradesmen.	12,850	80 by 40, 3 stories, of stone, and a wing, 60 by 35, 4 stories, of stone..	7	Catholic.	1328	220
2	Pupils' board, School Commissioners, and grant	24,000	6,000	Due on the building	20,000	136 by 56, 4 stories	5	"	1500	.....
3	Monthly fees, board, grant	32,000	4,800	Cost of building, furniture and land (balance)	16,000	113 by 45, of stone, 4 stories	5	"	.....	.....
4	Monthly fees, grant, and board of pupils	6,300	450	.....	5,500	60 by 48, of wood, 4 stories	5	"	.....	.....
5	The pupils, grant, donations	4,600	1,600	.....	4,000	50 by 70, 3 stories, of stone	5	"	40	70
6	Grant, pupils' fees, and School Commissioners	5,000	360	Maintenance of the College	4,000	100 by 45, of brick, 4 stories	7	"	350	100
7	Tuition and grant	10,210	7,328	Erection of Col. and purchase of land	8,500	98 by 37, 2 wings, 40 by 24 each, 4 stories, of stone	7	"	875	200
8	Pupils, School Commissioners, and grant	.....	.....	.....	.....	60 by 35, of wood	5	.....	.....	.....
9	Donations, grant, aid from parish, and tuition	2,000	280	Balance due the Treasurer	1,600	45 by 30, of brick, 2 stories	5	Prot.	30	.....
10	The pupils and grant	3,400	.....	.....	2,800	66 by 36, of wood, 2 stories	5	Catholic	.....	80
11	The pupils, the Commis. and grant	8,092	800	Due to the Fabrique and others	5,692	90 by 40, 3 stories, of brick	6	"	150	167
12	Vestry (Fabrique) the pupils & grant..	12,000	.....	.....	9,600	60 by 40, 3 stories	5	"	35	140
13	Tuition and grant	2,400	237	$150 due on the building (deficit of the current year, $87)	1,600	50 by 30, 2 stories, of brick	5	"	121	.....
14	School Commis., grant, and pupils	1,150	1,150	.....	1,150	118 by 40, 3 stories, of stone	6	"	250	.....
		128,502	25,651		93,292				4679	977

COURSE OF STUDIES.—*Continued.*

No.	Total number of volumes.	Number of globes and orreries	No. of geographical or other maps in the possession of the institution.	Value of the museum of natural history.	Value of apparatus for study of natural philosophy.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning differential and integral calculus.	No. of pupils learning natural philosophy.	No. of pupils studying meteorology.	No. of pupils learning astronomy.
				$	$											
1	1,548	6	21	.....	1,240	93	78	.....	13	12	.....	.....	.....	.....	.....	.....
2	1,500	3	50	.....	.....	213	272	28	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	2	10	.....	240	140	140	3	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	115	75	25	25	25	.....	.....	.....	10	25	.....
5	110	1	12	.....	.....	100	100	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	450	2	12	.....	240	52	15	9	.....	11	11	.....	20	4	4	4
7	1,075	3	24	20	125	120	24	22	12	12	12	6	.....	12	.....	8
8	.....	.....	8	.....	.....	60	60	7	.....	15	.....	.....	.....	.....	.....	.....
9	30	1	14	.....	120	149	90	15	4	10	.....	.....	.....	.....	.....	15
10	80	2	20	.....	.....	90	90	24	24	12	.....	.....	.....	.....	.....	.....
11	317	2	12	.....	.....	99	99	6	.....	.....	.....	.....	.....	.....	.....	.....
12	175	.....	.....	.....	.....	8	110	8	.....	.....	.....	.....	.....	.....	.....	.....
13	121	.....	8	.....	.....	45	45	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	250	.....	16	.....	.....	150	150	10	.....	.....	.....	.....	.....	.....	.....	.....
	5656	22	207	20	1,965	1,434	1,348	172	78	97	23	6	20	26	29	27

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French orthographical exercises from dictation.	No. of pupils composing French verse.	No. of pupils practising French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils composing English verse.	No. of pupils studying English composition.
1	.....	.....	132	3	60	60	60	27	81	81	81	81	.....	27
2	.....	.....	267	5	213	213	213	.....	213	173	173	173	.....	55
3	.....	.....	135	5	130	40	40	.....	3	3	60	3	.....	3
4	.....	25	97	3	97	97	97	.....	50	50	50	50	.....	25
5	.....	.....	40	1	52	52	40	.....	12	40	40	12	.....	.....
6	4	4	52	4	36	23	29	.....	23	20	28	28	.....	8
7	12	24	98	2	80	60	84	8	36	60	100	65	.....	24
8	.....	.....	40	.....	35	35	35	.....	15	15	15	7	.....	.....
9	.....	15	20	36	36	36	20	.....	15	116	116	108	10	93
10	.....	12	90	.....	60	60	80	.....	24	24	60	60	.....	24
11	.....	.....	41	.....	35	35	35	.....	41	41	41	41	.....	.....
12	.....	.....	110	.....	44	26	.....	.....	8	.....	40	.....	.....	.....
13	.....	.....	35	19	44	44	44	.....	25	30	35	35	.....	25
14	.....	.....	149	6	46	46	46	.....	49	.....	49	49	.....	.....
	16	80	1,306	84	968	827	823	35	595	653	888	712	10	284

Second Division—Secondary Schools—Second Section—Industrial Colleges.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning the Latin grammar.	No. of pupils learning Latin versification.	No. of pupils learning Latin composition.	No. of pupils learning the Greek grammar.	No. of pupils learning Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning Sacred history.	No. of pupils learning Ancient history.	No. of pupils learning the History of England.	No. of pupils learning the History of France.	No. of pupils learning the History of Canada.	No. of pupils learning the History of the United States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1	51	27	27	.....	.....	.....	69	27	9	32	13	23	32	.....	14	13
2	28	12	14	.....	.....	.....	173	30	28	28	39	.....	.....	.....	.....	9
3	17	.....	.....	.....	.....	.....	130	.....	20	.....	.....	.....	.....	.....	3	.....
4	.....	.....	.....	.....	.....	.....	50	50	25	12	25	25	.....	50	12	12
5	18	.....	.....	.....	.....	.....	47	52	.....	.....	40	46	.....	.....	.....	.....
6	15	11	.....	.....	.....	.....	39	32	8	3	8	12	.....	4	8	3
7	38	10	10	.....	.....	.....	80	45	36	56	34	24	25	10	14	14
8	.....	.....	.....	.....	.....	.....	15	20	8	.....	.....	7	.....	.....	.....	.....
9	12	3	4	3	2	2	149	68	20	20	5	65	.....	20	20	.....
10	.....	.....	.....	.....	.....	.....	60	60	.....	.....	24	60	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	35	20	.....	21	6	21	.....	.....	.....	6
12	.....	.....	.....	.....	.....	.....	44	26	.....	.....	8	18	.....	.....	.....	.....
13	5	.....	.....	.....	.....	.....	35	6	7	7	.....	6	.....	12	.....	.....
14	.....	.....	.....	.....	.....	.....	124	39	.....	18	3	21	.....	.....	7	3
	184	63	55	3	2	2	1050	475	161	197	205	328	57	96	58	60

Second Division—Secondary Schools—Second Section—Industrial Colleges.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning declamation.	No. of pupils studying intellectual and moral philosophy.	No. of students in theology.	No. of pupils studying elements of jurisprudence.	No. of pupils studying elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils pursuing a special commercial course.	No. of pupils learning linear drawing.	No. of pupils learning architecture.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practising gymnastics.	No. of pupils learning to swim
1	60	15	7	15	42	.....	.....	.....	.....	22	15	9	.....	6	102	.....	.....
2	26	5	10	.....	.....	30	.....	.....	272	.....	.....	.....	.....	50	200	272	.....
3	.....	.....	5	.....	.....	.....	.....	.....	.....	34	.....	20	.....	5	84	.....	.....
4	50	.....	.....	12	12	.....	.....	13	.....	18	.....	.....	.....	.....	.....	18	12
5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	12	.....	.....
6	7	.....	.....	.....	3	.....	.....	40	8	11	4	10	.....	9	23	.....	.....
7	38	10	5	.....	.....	12	.....	15	22	12	12	12	4	10	100	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	82	.....	.....	.....	.....	.....	45	.....	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....
10	24	.....	.....	.....	.....	.....	24	.....	.....	12	12	12	8	10	90	.....	.....
11	6	2	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	.....	.....	.....	.....	.....	.....
13	40	.....	.....	.....	.....	15	15	.....	12	1	.....	1	1	8	15	.....	.....
14	10	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	5	37	.....	.....
	275	32	27	27	66	57	39	68	411	128	43	64	13	106	708	290	12

No.	PROFESSIONS CHOSEN BY PUPILS WHO HAVE LEFT DURING THE LAST TWO YEARS.												PROFESSORS.		
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who have completed more than half of the course.	No. of students who have left during last two years, having taken religious orders.	No. of these pupils continuing their studies elsewhere.	No. of pupils engaged in teaching.	No. of students who have chosen agricultural pursuits.	No. of students preparing for the Bar.	No. of students preparing for the medical profession.	No. of students preparing for the notarial profession.	No. of students learning surveying.	No. of students either following or preparing for commercial pursuits.	No. of pupils either following or preparing for some industrial occupation.	No. of pupils who have left the country.	Number of professors, clerical or of a religious order.	Number of lay professors.	Total number of professors or teachers.
1	3	8	1	3	6	13	3	4	4	1	9	6	1	14	1	15
2	.....	8	5	.....	3	14	.....	.....	.....	.....	36	14	.....	14	5	19
3	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	60	.....	.....	6	.....	6
4	2	10	4	.....	.....	1	.....	.....	1	1	13	2	.....	.....	5	5
5	3	4	11	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	3	1	4
6	.....	6	.....	.....	3	15	.....	2	2	.....	20	6	.....	6	2	8
7	8	6	.....	5	1	10	3	2	4	.....	3	2	1	6	4	10
8	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3
9	12	4	1	.....	6	.....	.....	2	.....	.....	12	.....	.....	.....	3	3
10	2	8	2	.....	2	.....	.....	.....	.....	.....	4	.....	.....	4	.....	4
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	6
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
13	1	15	4	.....	.....	.....	1	.....	.....	.....	20	.....	1	3	1	4
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	7
	31	69	28	8	24	53	7	10	12	2	161	30	3	73	25	98

Second Division—Secondary Schools—Second Section.—Industrial Colleges.—*Continued.*

Second Division—Secondary Schools—Second Section.—Industrial Colleges.—*Continued.*

No.	PUPILS.														
	Number of boys.	Number of girls.	No. of day-scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	346	.....	210	126	10	345	1	287	57	.....	2	300	46	346
2	272	.....	61	114	97	270	2	132	138	1	1	226	46	272
3	145	.....	100	.....	45	143	2	134	11	.....	.....	138	7	145
4	142	.....	125	.....	17	141	1	129	12	.....	1	132	10	142
5	100	.....	60	40	.....	100	.....	96	4	.....	.....	4	96	100
6	110	.....	66	41	3	109	1	101	8	1	.....	97	13	110
7	180	.....	80	86	14	180	.....	150	30	.....	.....	144	36	180
8	82	.....	82	.....	.....	82	.....	82	.....	.....	.....	72	10	82
9	95	78	173	.....	.....	23	150	155	18	.....	.....	148	25	173
10	90	.....	55	35	.....	89	1	84	6	.....	.....	84	6	90
11	171	.....	114	57	.....	171	.....	171	.....	.....	.....	159	12	171
12	110	.....	100	9	1	110	.....	110	.....	.....	.....	110	.....	110
13	54	.....	54	.....	.....	48	6	53	1	.....	.....	48	6	54
14	325	.....	250	73	2	325	.....	304	21	.....	.....	304	21	325
	2222	78	1530	581	189	2136	164	1988	306	2	4	1966	334	2300

SECOND DIVISION—SECONDARY SCHOOLS—THIRD SECTION.—ACADEMIES FOR BOYS, OR MIXED.

No.	Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of Board of Directors.	Composition of Board of Instruction.	FINANCES. Annual expense of the institution.	Annual revenue of the institution from all sources.	Cost of tuition to each pupil.	Cost of board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board gratis.	No. of pupils receiving half-board gratis.
						$		$				
1	Aylmer, Protestant	1854	Rich. McConnell and others	President and Directors	Laymen	640	640	20	.....	.....	.....	.....
2	Aylmer, Catholic	1854	Rev. J. Hughes	The Curé	Laymen	440	440	4	.....	40	.....	.....
3	Baie St. Paul	1855	The Curé and the School Commissioners.	School Commissioners	Laymen	400	400	.....	.....	.....	.....	.....
4	Beauharnois, St. Clément	1849	The Rev. Curé Charland	Commissioners and Friars	The Friars of the Christian Schools	1520	1456	.....	.....	126	2	16
5	Bonin at St. André d'Argenteuil	1852	The Rev. Curé F. Bonin	The dissentient Trustees	Clerks of St. Viateur	350	280	.....	.....	100	.....	.....
6	Baie du Febvre	1853	School Commissioners	The Commissioners	Laymen	360	360	.....	.....	.....	.....	.....
7	Barnston	1849	Rev. J. Green	5 Trustees	Laymen	1000	880	7	78	16	8	5
8	Berthier	1827	A Board of Directors under the presidency of the late Dr. Barbier	8 Members	Laymen	512	512	9	.....	5	.....	.....
9	Buckingham	1854	Rev. J. Brady	5 Trustees	Laymen	600	600	.....	.....	.....	.....	.....
10	St. André d'Argenteuil	1857	The inhabitants	Directors	1 Minister and Laymen	600	600	.....	.....	3	.....	.....
11	Belœil	1857	The Rev. M. Fréchette and the Fabrique	The Curé and the Director	Clerks of St. Viateur	1200	1000	12	.....	2	.....	4
12	Cap Santé	.....	.....	Rev. M. Morin and 6 officers	Laymen	265	288	5	.....	3	.....	.....
13	Charleston	1829	Subscription	3 Trustees	Laymen	650	627	.....	.....	.....	.....	.....
14	Clarenceville	1843	The inhabitants	1 President and 9 Directors	Laymen	700	800	14	.....	.....	.....	.....
15	Clarendon	1855	Public subscription	7 Directors	Laymen	480	480	4	60	.....	.....	.....
16	Cassville	.....	.....	5 Trustees	Laymen	400	400	8	.....	.....	1	.....
17	Compton	1853	The inhabitants	5 Trustees	Laymen	600	600	.....	.....	.....	.....	.....
18	Cookshire	1854	C. A. Bailey, and others	3 Trustees	Laymen	600	600	.....	.....	.....	.....	.....
19	Coaticook	1855	The inhabitants	7 Trustees	Laymen	470	470	.....	.....	.....	.....	.....
20	St. Cyprien	1844	The Rev. Curé N. L. Amiot	The School Commissioners	Laymen	360	360	.....	.....	.....	.....	.....

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

No.	Sources of revenue.	Value of real estate, the property of the institution, including the buildings occupied, &c.	Total amount of debts due by the institution.	Cursory statement of these debts.	Value of buildings occupied for educational purposes.	Dimensions and general description of the buildings.	COURSE OF STUDIES. No. of years required to compl. course of studies.	Nature of the religious teaching.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
		FINANCES.—*Continued.*								
		$	$		$					
1	Pupils' fees and grant	3600	1400	Purchase of land and building	3000	64 by 40, 2 stories, of stone	3	Prot.		
2	do do	650			650	24 by 60, of wood	5	Cath.	150	
3	do do	3200	300		2000	41 by 36, 2 stories, of wood	5	do	50	60
4	do do	6000	1200		3600	75 by 36, 2 stories, of stone	5	do		150
5	do do	4000			4000	80 by 40, 3 stories, of stone	5	do	250	100
6	do do	2200				40 by 28, 2 stories, of brick	5	do		103
7	do do	1425	600	Due on the building	1450	40 by 30, 2 stories, of wood		Prot.	500	100
8	do do	2000	75		1600	45 by 50, 2 stories, of wood		Cath.	73	
9	do do	500	400	Professor's salary, house rent, &c.	500	24 by 30, of wood	8	Prot.		
10	do do	600			600	2 stories, of brick	4	do		
11	do do	2000	200		2000	56 by 36, 2 stories, of brick	5	Cath.	120	80
12	do do	2000	183		2000	60 by 39, of stone, with 2 wings	5	do		
13	do do	1500	23	Insurance on the building	1200	53 by 30, 2 stories, of wood		Prot.		
14	do do	2200	715		2200	33 by 44, 2 stories. of brick		do	100	100
15	Government grant and pupils' fees	700	120	Balance due to the contractor for the building	600	36 by 26, 2 stories, of wood	3	do	152	200
16	do do	550			400	35 by 30, 2 stories, of wood		do		
17	do do	1300			1200	46 by 36, 2 stories, of wood		do		
18	do do	950			800	48 by 50, 2 stories, of wood		do		
19	do do	800			700	30 by 34, 3 stories, of wood		do		
20	do do	2000			1600	30 by 40, 2 stories, of stone		Cath.		

Second Division—Secondary Schools—Third Section.—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	Total No. of volumes.	Number of globes and orreries.	Number of geographical or other maps belonging to the institution.	Value of the museum of natural history.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning natural philosophy.	No. of pupils learning to make meterological observations.	No. of pupils learning astronomy.
1	.....	.....	4	.....	30	30	10	16	14	.....	.....	.....	.....	.....
2	150	2	9	.....	40	20	6	.....	4	.....	.....	.....	.....	.....
3	110	2	9	.....	50	50	21	6	21	.....	.....	.....	.....	.....
4	150	2	8	.....	136	75	75	30	12	.....	.....	.....	.....	30
5	350	.....	8	.....	45	20	6	6	6	.....	.....	.....	.....	.....
6	103	2	5	.....	40	.....	4	.....	.....	.....	.....	.....	.....	.....
7	600	.....	20	.....	125	25	12	30	3	3	.....	.....	.....	3
8	73	2	11	.....	46	10	4	2	2	.....	.....	.....	.....	.....
9	.....	.....	4	.....	35	20	4	4	4	3	3	.....	.....	.....
10	.....	3	10	12	30	20	8	7	2	.....	2	.....	.....	6
11	200	2	18	.....	48	11	13	.....	.....	1	.....	.....	.....	.....
12	.....	.....	7	.....	22	.....	20	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	54	15	13	12	.....	.....	.....	.....	.....	1
14	200	.....	.....	400	79	18	7	21	2	.....	.....	3	3	3
15	352	2	10	.....	51	51	3	6	2	.....	.....	6	.....	6
16	.....	.....	9	50	24	5	6	3	2	.....	.....	.....	.....	1
17	.....	.....	12	.....	84	11	16	31	4	2	.....	.....	.....	5
18	.....	2	5	.....	25	20	15	10	10	.....	.....	.....	.....	6
19	.....	.....	4	.....	46	8	4	7	1	.....	.....	.....	.....	1
20	.....	.....	8	.....	45	25	4	.....	.....	.....	.....	.....	.....	.....

COURSE OF STUDIES.—(*Continued.*)

No.	Number of pupils learning chemistry.	Number of pupils learning natural history.	Number of French pupils learning English.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing French orthographical exercises from dictation.	Number of pupils composing French verse.	Number of pupils practising French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing English from dictation, orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.
1				15	15					30	25			
2			38	8	7	8				20	20			1
3			30		30	30	30		10	23	23	23		6
4			162	4	130	130	130	130	30	30	30	75		
5			76	9	45	20	20		3	13	13	13		13
6			32		38	28	28		1		5			
7	3	5	1	25	25	25			25	150				132
8			20	3	31	28	22		12	18	18			
				16										
9		6			6	6	6		6	30		30	20	10
10		15		10	10		10			24		24		16
11			48		48	26	26		11	11	36	11		
12			23	1	8	16	22		16	7	10	7		
13			2	10	10	10			10	40	20			45
14			3	8	8					70	70			78
15										34	34	41	14	14
16										10	15		24	
17	9		8	27						57	50			87
18		6		6	6					25	30			22
19	1	10	2	2	1	1								23
20			22	1	32	32	32		8					

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	Number of pupils learning Latin grammar.	Number of pupils learning Latin composition.	Number of pupils learning Greek grammar.	Number of pupils learning Greek composition.	Number of pupils learning German.	Number of pupils learning geography.	Number of pupils learning sacred history.	Number of pupils learning ancient history.	Number of pupils learning the History of England.	Number of pupils learning the History of France.	Number of pupils learning the History of Canada.	Number of pupils learning the History of the United States.	Number of pupils learning general history.	Number of pupils learning belles-lettres.	Number of pupils learning rhetoric.
1	6	.....	.....	.....	.....	25	.....	.....	15	.....	10	5	15	.....	.....
2	.....	.....	.....	.....	.....	8	12	.....	.....	.....	12	.....	.....	.....	.....
3	3	.....	.....	.....	.....	23	23	.....	.....	23	23	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	130	130	30	25	30	30	.....	.....	.....	30
5	.....	.....	.....	.....	.....	20	20	13	20	20	45	20	.....	.....	.....
6	4	.....	.....	.....	.....	30	20	.....	.....	24	20	.....	.....	.....	.....
7	6	10	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	10
8	6	.....	.....	.....	.....	18	6	.....	.....	6	8	.....	.....	.....	.....
9	2	2	2	.....	.....	20	6	6	6	6	6	6	6	6	6
10	2	3	.....	.....	.....	26	.....	.....	12	2	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	6	28	19	.....	.....	13	18	.....	.....	10	.....
12	5	.....	.....	.....	.....	21	2	8	.....	.....	8	.....	.....	.....	.....
13	3	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	6	.....	1	.....	.....	66	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	4	4	1	1	.....	15	15	15	21	.....	1	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	6	.....	.....	31	101	.....	.....	.....	.....	.....	.....	.....	.....
18	5	.....	.....	.....	.....	32	25	.....	25	.....	20	.....	.....	.....	6
19	1	.....	.....	.....	.....	12	.....	5	3	.....	.....	3	.....	.....	6
20	.....	.....	.....	.....	.....	20	6	.....	.....	6	6	.....	.....	.....	.....

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	Number of pupils learning declamation.	Number of pupils studying intellectual and moral philosophy.	Number of pupils learning theoretical agriculture.	Number of pupils learning practical agriculture.	Number of pupils learning horticulture.	Number of pupils pursuing a special commercial course.	Number of pupils learning linear drawing.	Number of pupils learning architecture.	Number of pupils learning sewing.	Number of pupils learning embroidery.	Number of pupils learning drawing.	Number of pupils learning painting.	Number of pupils learning instrumental music.	Number of pupils learning vocal music.	Number of pupils practising gymnastics.
1							6						6		
2															
3	23		23		23		3								60
4	30		25			75	18				8	8	12	30	
5						13	13							13	
6	15								41	18				21	
7	50						20				20	10	20	30	
8							2								
9	6					12									
10													7	5	
11						36									
12														14	
13	40														
14	80												5		
15	15														
16	17														
17	64						4				7				
18	14														
19	22	1		30									6	18	
20								4							

No.	PROFESSION CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.														PROFESSORS.	
	Number of pupils left, having completed their course of studies the preceding year.	Number of pupils left, who have completed more than half of the course.	Number of pupils who still prosecute their studies in other Institutions.	Number of students who have embraced the clerical profession.	Number of pupils who have devoted themselves to teaching.	Number of pupils who have chosen agricultural pursuits.	Number of students preparing for the Bar.	Number of students preparing for the Medical profession.	Number of students preparing for the Notarial profession.	Number of students learning surveying.	Number of students learning civil engineering.	Number of students either following, or preparing for commercial pursuits.	Number of students following or preparing for some industrial pursuit.	Number of pupils who have left the country.	Number of lay female teachers.	Number of professors either clerical or of a religious order.
1	17	.....	.....	.....	.....	10	3	2	.....	.....	.....	.....	.....	.....	.....	1
2	2	.....	.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....
3	.....	8	8	.....	.....	5	.....	.....	.....	.....	.....	4	.....	2	.....	.....
4	15	4	10	.....	.....	30	.....	.....	1	.....	1	30	.....	.....	.....	6
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2
6	4	8	6	.....	.....	2	.....	.....	.....	.....	.....	2	.....	1	2	.....
7	.....	.....	.....	1	40	75	3	.....	.....	1	.....	6	.....	15	2	.....
8	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	2	.....	.....
9	.....	4	.....	.....	3	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
10	6	5	3	.....	2	12	.....	.....	.....	.....	.....	.....	.....	.....	3	1
11	.....	24	4	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	.....	.....	5
12	.....	.....	3	.....	.....	2	.....	.....	.....	.....	.....	7	1	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
14	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	6	.....	1	.....	.....	.....	.....	.....	.....	3	.....	.....	1	.....

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(*Continued.*)

No.	PROFESSORS.—(*Cont'd.*)		PUPILS.														
	Number of lay teachers.	Total number of professors, regents, etc.	Number of boys.	Number of girls.	Number of day-scholars.	Number of half-boarders.	Number of boarders.	Number of Catholic pupils.	Number of Protestant pupils.	Number of pupils whose parents reside within the County in which the institution is situated.	Number of pupils whose parents reside elsewhere in Lower Canada.	Number of pupils whose parents reside in Upper Canada.	Number of pupils whose parents reside in the United States.	Number of pupils under 16 years of age.	Number of pupils above 16 years of age.	Total number of pupils.
1	1	2	30	.....	30	.....	.....	2	28	30	.....	.....	.....	20	10	30
2	1	1	75	.....	75	.....	.....	67	8	75	.....	.....	.....	75	.....	75
3	2	2	60	.....	60	.....	.....	60	.....	60	.....	.....	.....	57	3	60
4	.....	6	256	.....	136	50	70	256	.....	212	44	.....	.....	250	6	256
5	.....	3	85	70	155	.....	.....	154	1	143	12	.....	.....	152	3	155
6	1	3	87	64	151	.....	.....	151	.....	151	.....	.....	.....	145	6	151
7	4	6	108	92	180	.....	20	.....	200	170	20	.....	10	25	175	200
8	2	2	49	.....	49	.....	.....	48	1	49	.....	.....	.....	49	.....	49
9	1	1	20	15	35	.....	.....	22	13	35	.....	.....	.....	30	5	35
10	.....	4	34	35	69	.....	.....	.....	69	68	1	.....	.....	60	9	69
11	.....	5	98	.....	37	61	.....	98	.....	88	10	.....	.....	80	18	98
12	1	1	24	.....	24	.....	.....	23	1	23	1	.....	.....	22	2	24
13	1	2	52	29	81	.....	.....	.....	81	77	2	.....	2	50	31	81
14	2	3	49	42	91	.....	.....	3	88	80	7	.....	4	42	49	91
15	2	2	38	20	56	.....	2	.....	58	57	.....	1	.....	45	13	58
16	1	2	17	9	26	.....	.....	.....	26	21	5	.....	.....	13	13	26
17	3	3	64	44	108	.....	.....	8	100	108	.....	.....	.....	40	68	108
18	1	1	35	.....	35	.....	.....	.....	35	35	.....	.....	.....	15	20	35
19	3	3	49	31	80	.....	.....	2	78	77	3	.....	.....	30	50	80
20	1	2	125	.....	125	.....	.....	124	1	125	.....	.....	.....	125	.....	125

SECOND DIVISION.—SECONDARY SCHOOLS.—THIRD SECTION.—ACADEMIES FOR BOYS OR MIXED.

No.	Name of the institution and where situated.	Date of its foundation.	By whom founded.	GENERAL DESCRIPTION OF THE INSTITUTION. Composition of the Board of Direction.	Composition of the Board of Instruction.	FINANCES. Annual expenses of the institution.	Total annual revenue of the institution from all sources.	Annual fee paid by each pupil for instruction.	Do. for board.	Number of pupils receiving instruction gratis.	Number of pupils receiving board gratis.	Number of pupils receiving part of board gratis.
						$	$	$	$			
1	Danville	1854	The inhabitants of Shipton	6 Trustees	Laymen	700	700	12	.....	.....	.....	.....
2	Dudswell	1855	The inhabi'nts of Dudswell.	Trustees	Laymen	211	235	3	.....	3	.....	.....
3	Dunham	1840	Dr. L. Brown, W. Baker, L. Stevens, C. Clement, Esqs.	4 Trustees	Laymen	650	650	10	.....	5	.....	.....
4	Durham, No.1	1852	The inhabitants of Durham	3 Trustees	1 Minister and 1 layman	650	650	4	.....	.....	.....	.....
5	St. Eustache	1855	The Rev. curé Gastineau...	The Curé and the Commis.	Friars of Order of St. Joseph	480	480	.....	.....	.....	.....	.....
6	Farnham, Catholic	1855	The inhabi'ts of Farnham.	9 Directors	Laymen	500	500	.....	.....	50	.....	.....
7	Farnham, Protestant	1854	Public subscription	5 Trustees	1 Layman	320	320	10	.....	1	.....	.....
8	Frelighsburg	1857	The inhabitants	3 Trustees	Laymen	790	790	8	.....	.....	.....	.....
9	St. Columban de Sillery	1848	The Commissioners	The Commissioners	Laymen	660	660	.....	.....	.....	.....	.....
10	Ste. Foye, Protestant	1851	The Protest. of Ste. Foye...	3 Trustees	Laymen	530	530	.....	.....	3	.....	.....
11	Granby	.....	The inhabitants of Granby.	9 Trustees	Layman	650	650	8	.....	.....	.....	.....
12	Georgeville	1854	The inhabitants	Trustees	Laymen	350	350	.....	.....	6	.....	.....
13	Gentilly	1856	The School Commissioners.	The Commissioners	Laymen	400	400	.....	.....	.....	.....	.....
14	St. Grégoire	1856	The Rev. curé J. Harper...	The Curé and the Commis.	Layman	300	300	.....	.....	.....	.....	.....
15	Huntingdon	1850	By subscription	12 Directors	Laymen	1366	1220	.....	.....	.....	.....	.....
16	St. John, Dorchester, Cathol.	1850	The Fabrique and the Gov.	1 Director and officers	Laymen	1600	1600	4	.....	60	.....	.....
17	St. John, Dorchester, Protest.	1850	The corporation of St. James Church, and the Rev. F. E. Judd, M. A...	The cor. of St. James Ch...	1 Minister and laymen	1350	1350	24	140	13	.....	1
18	St. Jean, Island of Orleans	1854	The School Commissioners	The Commissioners	Laymen	451	491	.....	.....	2	.....	.....
19	Knowlton	1854	The Hon. P. H. Knowlton.	The Ministers and Churchwardens of the Eng. Ch. and Hon. Mr. Knowlton...	Minister and laymen	650	650	8	.....	.....	.....	.....
20	Kamouraska	1853	The School Commissioners.	The Commissioners	Layman	360	360	.....	.....	.....	.....	.....
21	Laprairie	1847	The Commissioners	The School Commissioners.	Laymen	550	530	.....	.....	60	.....	.....
22	Lotbinière	1853	Rev. Edouard Faucher	The Curé	Layman	200	152	.....	.....	23	.....	.....

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(*Continued.*)

No.	Sources of Revenue.	FINANCES.—(*Continued.*) Value of real property held by the institution, including the buildings occupied, &c.	Total amount of the debts of the institution.	Cursory statement of these debts.	Value of buildings occupied for the purposes of the institution.	Dimensions and general description of the buildings.	COURSE OF STUDIES. Number of years required to complete the course of study.	Nature of religious instruction.	Number of volumes in the pupils' library.	Number of volumes in the Professors' library.
		$	$		$					
1	Pupils' fees, Government grant, and the School Commissioners	1500	300	Due to the Teachers	1500	42 by 32, 2 stories, of wood	.....	Prot...	.....	100
2	do do do	1040	300	On the building	1040	40 by 30, 2 stories, of wood	.....	do	.....	.....
3	do do do	1200	.....	.....	1000	31 by 44, 2 stories, of stone	4	do	.....	.....
4	do do do	964	.....	.....	880	30 by 26, 2 stories, of wood	.....	Prot...	.....	.....
5	do do do	1200	280	Balance of bond due	.....	80 by 36, 2 stories, of brick	4	Cath...	.....	.....
6	do do do	1000	600	Due to the Teachers	1000	40 by 60, of wood	.....	do	.....	12
7	do do do	1520	.....	.....	1400	30 by 40, 2 stories, of brick	.....	Prot...	.....	65
8	do do do	2500	323	Due on the building	2500	45 by 27, 2 wings, 3 stories, of brick	.....	do	.....	.....
9	do do do	2040	.....	.....	1440	36 by 24, 1 story, of wood	.....	Cath...	.....	12
10	do do do	.....	268	.....	.....	A wooden house	.....	Prot...	142	170
11	do do do	800	200	.....	800	30 by 60, 2 stories, of wood	.....	.....	.....	.....
12	do do do	850	40	Due to the Teachers	600	36 by 28, of wood	.....	Prot...	.....	.....
13	do do do	1000	.....	.....	600	40 by 30, 1 story, of wood	4	Cath...	.....	.....
14	do do do	1200	.....	.....	1000	40 by 30, of wood	4	do	.....	50
15	do do do	4000	.....	.....	3800	40 by 60, 2 stories, of stone	3	Prot...	200	500
16	do do do	8000	.....	.....	8000	70 by 45, 2 stories, of stone	4	Cath...	700	200
17	do do do	5400	1920	Due on the building & lot of land.	4800	35 by 55, 2 stories, of brick	6	Prot...	.....	.....
18	do do do	500	.....	.....	500	26 by 54, 1 story, of wood	3	Cath...	54	.....
19	do do do	1000	.....	.....	1000	38 by 28, of brick	.....	Prot...	.....	.....
20	do do do	3600	643	Balance due on the house	3200	55 by 40, 2 stories, of wood	5	Cath...	.....	.....
21	do do do	2400	180	Sundries	1900	60 by 40, 2 stories, of wood	3	do	300	60
22	The grant and the Rev. the curé	1200	.....	.....	.....	40 by 50, 3 stories, of stone	3	do	.....	.....

COURSE OF STUDIES.—(*Continued.*)

No.	Total number of volumes.	Number of globes and orreries.	Number of geographical or other maps in the possession of the institution.	Value of the Museum of Natural History.	Value of the apparatus of Natural Philosophy.	Number of pupils learning arithmetic.	Number of pupils learning mental calculation.	Number of pupils learning book-keeping.	Number of pupils learning algebra.	Number of pupils learning geometry.	Number of pupils learning trigonometry.	Number of pupils learning conic sections.	Number of pupils learning differential and integral calculus.	Number of pupils learning natural philosophy.
1	100	1	4	.....	.....	82	6	22	21	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	10	.....	.....	.....	1	.....	.....	.....	.....
3	.....	2	.....	.....	.....	72	7	10	21	6	.....	.....	.....	.....
4	.....	1	12	.....	.....	46	46	.....	13	13	.....	.....	.....	.....
5	.....	2	5	.....	.....	44	25	4	.....	4	4	.....	.....	.....
6	12	2	6	.....	.....	150	50	26	26	26	26	.....	.....	.....
7	65	4	2	.....	.....	34	34	1	10	.....	.....	.....	.....	10
8	.....	3	.....	.....	88	59	59	11	24	12	12	.....	.....	8
9	12	1	10	.....	.....	80	30	12	6	4	.....	8	.....	.....
10	312	2	1	.....	.....	23	10	2	2	5	.....	1	.....	.....
11	.....	2	5	.....	.....	57	57	8	6	3	3	.....	.....	.....
12	.....	.....	.....	.....	.....	12	6	.....	12	2	.....	.....	.....	.....
13	.....	.....	6	.....	.....	47	17	12	.....	10	.....	.....	.....	.....
14	50	.....	8	.....	.....	48	9	9	.....	.....	.....	.....	.....	.....
15	700	2	30	.....	20	90	30	30	32	12	.....	16	.....	24
16	900	5	24	.....	.....	139	119	15	15	15	.....	.....	.....	.....
17	.....	2	5	.....	.....	75	75	10	20	20	2	2	2	23
18	54	2	8	.....	.....	36	12	8	.....	5	.....	.....	.....	.....
19	.....	2	10	.....	.....	68	69	.....	18	2	.....	.....	.....	4
20	.....	.....	7	.....	.....	44	30	15	.....	1	.....	.....	.....	.....
21	360	2	13	.....	.....	60	30	20	6	12	.....	.....	.....	.....
22	.....	1	6	.....	.....	23	.....	.....	.....	.....	.....	.....	.....	.....

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning to make meteorological observations.	No. of pupils learning astronomy.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French from dictation.	No. of pupils learning French versification.	No. of pupils learning French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing English from dictation.
1	.....	.....	.....	.....	3	3	.....	.....	.....	.....	2	79	70	20
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....
3	.....	.....	.....	.....	3	2	2	.....	.....	.....	.....	.....	.....	70
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	35	46
5	.....	.....	.....	.....	30	1	34	34	34	.....	4	9	9	9
6	.....	26	.....	.....	210	1	50	50	60	.....	15	.....	15	.....
7	.....	1	.....	.....	1	.....	1	1	1	.....	1	10	10	10
8	8	8	2	.....	.....	16	16	16	16	.....	16	47	25	25
9	.....	.....	.....	15	12	15	10	10	10	.....	.....	24	.....	24
10	.....	7	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	9	9
11	.....	2	1	.....	2	.....	.....	.....	.....	.....	.....	.....	30	30
12	.....	.....	.....	.....	12	2	2	.....	.....	.....	.....	12	12	.....
13	8	.....	.....	.....	17	.....	45	40	45	.....	17	6	16	10
14	.....	.....	.....	.....	4	1	22	22	22	.....	.....	.....	4	.....
15	.....	24	24	24	6	15	15	15	15	.....	15	65	.....	60
16	.....	.....	.....	.....	84	3	70	67	67	.....	15	69	69	59
17	.....	13	5	42	5	35	35	20	20	.....	.....	44	70	75
18	.....	.....	.....	.....	36	.....	36	36	14	.....	6	.....	16	.....
19	.....	.....	.....	5	3	9	.....	.....	.....	.....	.....	46	46	60
20	.....	.....	.....	.....	88	.....	36	36	36	.....	25	.....	16	16
21	.....	.....	.....	.....	60	2	60	60	60	.....	12	60	12	12
22	.....	.....	.....	.....	6	.....	23	23	.....	.....	7	.....	6	.....

Second Division—Secondary Schools—First Section—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning English versification.	No. of pupils learning English composition.	No. of pupils learning Latin grammar.	No. of pupils learning Latin versification.	No. of pupils learning Latin composition.	No. of pupils learning Greek grammar.	No. of pupils learning Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning French history.	No. of pupils learning history of Canada.	No. of pupils learning history of U. States.	No. of pupils learning general history.
1	.....	78	7	3	2	3	2	.....	34	.....	.....	.....	.....	.....	.....	.....
2	.....	3	1	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....
3	.....	80	16	5	.....	4	.....	.....	36	.....	.....	25	.....	.....	.....	.....
4	.....	29	.....	.....	.....	.....	.....	.....	35	29	.....	29	.....	29	.....	29
5	.....	9	.....	.....	.....	.....	.....	.....	29	36	.....	.....	.....	6	.....	.....
6	.....	.....	15	.....	.....	.....	.....	.....	50	50	15	.....	.....	50	15	.....
7	10	10	.....	.....	.....	.....	.....	.....	20	30	10	.....	.....	.....	.....	20
8	.....	25	6	3	3	1	1	.....	47	.....	25	25	.....	10	.....	.....
9	.....	6	36	.....	.....	30	.....	.....	51	25	25	.....	.....	32	.....	.....
10	.....	6	.....	.....	.....	.....	.....	.....	12	26	4	13	.....	.....	.....	.....
11	15	15	3	.....	2	.....	.....	.....	24	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....
13	.....	10	1	.....	.....	.....	.....	.....	45	15	.....	.....	10	15	.....	.....
14	.....	.....	2	.....	.....	.....	.....	.....	22	.....	.....	.....	.....	9	.....	.....
15	.....	60	14	5	14	3	.....	.....	75	44	44	44	.....	.....	.....	44
16	.....	30	.....	.....	.....	.....	.....	.....	109	114	.....	.....	15	46	.....	.....
17	.....	42	30	.....	18	2	2	2	68	44	25	38	23	19	10	15
18	.....	.....	3	.....	.....	.....	.....	.....	36	.....	.....	.....	.....	10	.....	.....
19	6	62	8	.....	7	1	.....	.....	62	15	2	14	.....	19	12	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	36	11	.....	.....	8	9	.....	.....
21	.....	.....	.....	.....	.....	.....	.....	.....	30	60	12	9	12	40	.....	.....
22	.....	.....	23	.....	.....	.....	.....	.....	28	16	7	.....	.....	.....	.....	.....

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning theoretical agriculture.	No. of pupils learning practical agriculture.	No. of pupils pursuing a special commercial course.	No. of pupils learning linear drawing.	No. of pupils learning architecture.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practising gymnastics.	No. of pupils learning swimming.
1			78					2				2		6	25		
2			12														
3			45			45								12			
4												35			46		
5								3				3					
6			20		15	15	15	15	15	22	15	15			50		
7	10	18	16									10					
8								12						8			
9								8									
10										24	10				43		
11																	
12															25		
13		3	3							15	13			5	7		
14																	
15		25	25					13				13		13	40		
16			13					7						12	27		
17			30	11	1		40	37				18	3	3	3	75	49
18							8	5	5								
19		8	25												7	52	
20																	
21			12				12	12									30
22																	

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

No.	PROFESSIONS CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.												PROFESSORS.			
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who continue their studies elsewhere.	No. of pupils who have chosen tuition.	No. of pupils who have chosen agricultural pursuits.	No. of students preparing for the Bar.	No. of students preparing for the notarial profession.	No. of students learning surveying.	No. of students studying civil engineering.	No. of students either following or preparing for commercial pursuits.	No. of students either following or preparing for some industrial pursuit.	No. of pupils who have left the country.	Number of lay female teachers.	No. of ecclesiastical or religious professors.	No. of lay professors.	Total number of professors, male and female.
1				19									1		2	3
2													1		1	2
3	3	12	2	6	8	2							2		2	4
4				8	15								1			1
5	6	11								2				4		4
6	5	10			8					12			3		1	4
7			1	9	18		1					4			1	1
8													1		2	3
9	4	5	131		4	8				16					2	2
10													1		1	2
11													1		1	2
12													1		1	2
13			1	3	10								1		1	2
14		2	1							1					1	1
15	12	12		10						10			1		3	4
16	13	16	7	4	6					8					3	3
17	1	8	3	1						3	3	1	2	2	1	5
18	3	2	4		1										2	2
19													1		1	2
20	5	10								4	11				1	1
21		7	2	2	3					12	5		1		1	2
22															1	1

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

PUPILS.

No.	No. of boys.	No. of girls.	No. of day pupils.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside in the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under the age of 16.	No. of pupils over the age of 16.	Total number of pupils.
1	42	47	89	.....	.....	9	80	65	24	.....	.....	29	60	89
2	21	11	32	.....	.....	.....	32	32	.....	.....	.....	25	7	32
3	45	46	91	.....	.....	3	88	86	3	.....	2	39	52	91
4	20	26	46	.....	.....	10	36	46	.....	.....	.....	30	16	46
5	105	.....	104	.....	1	105	.....	104	.....	.....	1	105	.....	105
6	116	95	210	.....	1	211	.....	199	12	.....	.....	155	56	211
7	18	18	36	.....	.....	1	35	34	2	.....	.....	18	18	36
8	33	26	59	.....	.....	3	56	59	.....	.....	.....	44	15	59
9	93	48	141	.....	.....	140	1	141	.....	.....	.....	131	10	141
10	18	25	43	.....	.....	6	37	43	.....	.....	.....	43	.....	43
11	61	37	98	.....	.....	13	85	96	2	.....	.....	65	33	98
12	20	28	48	.....	.....	6	42	48	.....	.....	.....	28	20	48
13	31	62	93	.....	.....	93	.....	93	.....	.....	.....	83	10	93
14	90	.....	90	.....	.....	89	1	88	2	.....	.....	88	2	90
15	58	45	103	.....	.....	6	97	97	2	1	3	63	40	103
16	233	.....	233	.....	.....	230	3	228	5	.....	.....	320	13	233
17	49	26	70	.....	5	5	70	70	4	.....	1	48	27	75
18	22	14	36	.....	.....	36	.....	35	1	.....	.....	35	1	36
19	42	35	77	.....	.....	6	71	73	4	.....	.....	43	34	77
20	88	.....	88	.....	.....	88	.....	88	.....	.....	.....	86	2	88
21	150	.....	150	.....	.....	148	2	145	5	.....	.....	146	4	150
22	23	.....	23	.....	.....	23	.....	23	.....	.....	.....	18	5	23

SECOND DIVISION—SECONDARY SCHOOLS—THIRD SECTION—ACADEMIES FOR BOYS OR MIXED.—*Continued.*

No.	Name of the institution, and where situated.	Date of its foundation.	By whom founded.	Composition of the administrative body.	Composition of the body of teachers.	Annual expenditure on the institution.	Annual revenue of the institution from all sources.	Annual fee paid by each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils boarded gratuitously.	No. of pupils boarded in part free.
	GENERAL DESCRIPTION OF THE INSTITUTION.					FINANCES.						
							$	$	$			
1	St. Laurent	1847	Rev. J. B. St. Germain	The Priest and Brothers	The Monks of St. Joseph	6975	4748	10	54	10	9	.....
2	L'Islet	1850	The Commissioners	The Priest & Commiss'rs.	The Christian Brothers	400	380	.....	.....	19	.....	.....
3	Montmagny	1849	do	The Commissioners	do do	580	580	.....	.....	75	.....	.....
4	Montreal, Comm. Academy, Catholic	1853	do Catholic	do	Lay teachers	2700	2700	16	.....	.....	.....	.....
5	Ste. Marthe	1856	E. Lalonde, Esq., School Commissioner	do	1 priest and lay teachers	330	400	.....	.....	35	.....	.....
6	Missisquoi	1854	Rev. J. C. Davidson and others	The Prot. Bishop of Montreal & the Resid't Minis'r.	1 minister and lay teachers	802	802	12	.....	6	.....	.....
7	Pointe aux Trembles, Hochelaga	1855	The School Commissioners.	The Commissioners	The Brothers of St. Joseph	440	440	.....	.....	.....	.....	.....
8	Philipsburg	1850	The inhabit. of the Munic.	3 Trustees	.....	340	340	8	100	.....	.....	.....
9	Sherbrooke	1859	The inhabitants	5 do	Lay teachers	880	880	12	.....	.....	.....	.....
10	Sorel, Catholic	1849	The School Commissioners	The Commissioners	Christian Brothers	1200	1200	.....	.....	55	.....	.....
11	Sorel, Protestant	1855	The dissentient Trustees	3 Trustees	Laymen	520	499	.....	.....	3	.....	.....
12	Stanbridge	1854	The inhabitants, shareholders, and Trustees	5 do	do	900	900	.....	.....	1	1	.....
13	Shefford	1834	The subscribers	1 presid., 1 sec. and 9 direct.	1 minister	700	700	10	.....	.....	.....	.....
14	Sutton	1854	The directors	1 president and 6 directors.	1 layman	423	367	.....	.....	2	.....	.....
15	Stanstead	1829	J. Pierce, W. Smith and others	7 Trustees	Laymen	1450	1450	10	.....	4	.....	.....
16	St. Timothé	1853	Mr. Archambault	The priest and the commis.	do	800	800	.....	.....	50	.....	.....
17	Three Rivers, Catholic	1856	G. M. Lawler	.....	do	500	500	.....	.....	5	.....	.....
18	Vaudreuil	1844	School Commissioners	The School Commissioners	1 layman	320	320	.....	.....	10	.....	.....
19	Yamachiche	1853	Rev. S. J. N. Dumoulin	do do	Christian Brothers	800	400	.....	.....	.....	.....	.....
20	Three Rivers, Protestant	.....	The citizens of Three Rivers	.....	1 minister of the Church of Scotland	320	320	.....	.....	65	.....	.....
21	Quebec, Commercial and Literary Academy	1843	F. E. Juneau	.....	1 layman	400	500	.....	.....	8	.....	.....
					Total	47645	44587	.....	.....	879	21	11

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

No.	Sources of revenue.	Value of landed property possessed by the Inst., including the building occupied.	Total amount of debts due by institution.	Cursory statement of these debts.	Value of buildings occupied by the institution.	Dimensions and general description of the buildings.	No. of years required to complete course of study.	Nature of the religious instruction.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
		FINANCES.—*Continued.*					COURSE OF STUDIES.			
1	Government grant, board of the pupils, the commissioners and the produce of 57 acres of land	$ 12000	$ 8603	Construct. and repairs	10000	100 by 52, 3 stories, of stone	4	Cath	500	300
2	do do	4400			3600	60 by 30, 2 stories, of stone				
3	do do	2800	280	Due to teachers	2000	70 by 30, 1 story, of wood				
4	do do	8000	2000	Due on the land	6000	60 by 40, 3 stories, of stone	6			130
5	Ccl. Ch. Sch. Soc., fees from pupils, grant from Government	600			200	20 by 36, 1 story, of wood	5		150	
6	Grant from Government, School Commissioners and pupils	2400			2000	41 by 33, 2 stories, of brick	6	Prot		1000
7	do do	3700			2500	70 by 30, 2 stories, of stone	3	Cath	69	69
8	do do	800			800	42 by 36, 2 stories, of wood		Prot		
9	do do	2000			2000	30 by 40, 2 stories, of brick				
10	do do	8000	385	To teachers and others	4000	43 by 53, 2 stories, of stone, and 25 by 50, of brick, 2 stories	4	Cath		
11	do do	1600	1000	Due on the building	600	45 by 26, 1 story, of brick		Prot		
12	do do	2200			2000	30 by 45, 2 stories, of brick	3		20	456
13	do do	1200	500	Salary of teachers	1200	40 by 50, 2 stories, of wood			100	
14	do do	600			600	24 by 36, of wood	4			
15	do do	4000			4000	52 by 33, 2 stories, of brick				
16	do do	4800			4000	70 by 36, 2 stories, of stone	5	Cath		412
17	do do						5		145	
18	A lot of land given by the Rev. M. Dumoulin, School Commissioners, and the Government	2000	147	Salary of teachers	2000	48 by 36, 2 stories, of stone	5		121	110
19	do do	4000			3600	80 by 30, 2 stories of brick	6			215
20	do do					Of stone		Prot		
21	do do	6000	2000		2000	50 by 30, 1 story, of wood	3	Cath	400	
		512189	25185		120160				4296	4754

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	Total number of volumes.	Number of globes and orreries	No. of geographical or other maps in the possession of the institution.	Value of apparatus for study of natural philosophy.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning differential and integral calculus.	No. of pupils learning natural philosophy.	No. of pupils studying meteorology.	No. of pupils learning astronomy.	No. of pupils learning chemistry.
				$	$											
1	800	3	18	.....	130	30	26	21	12	.....	.....	.....	10	.....	16	.....
2	.....	2	10	.....	45	40	12	4	30	.....	.....	.....	.....	.....	.....	.....
3	.....	1	6	.....	180	180	45	30	60	.....	.....	.....	.....	.....	.....	.....
4	130	1	12	.....	215	180	40	.....	5	.....	.....	.....	40	.....	.....	40
5	150	2	9	.....	75	35	2	.....	15	.....	.....	.....	.....	.....	.....	.....
6	1000	.....	4	.....	36	36	1	10	3	2	.....	.....	.....	.....	.....	.....
7	138	1	15	.....	30	50	6	.....	5	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	8	.....	23	6	7	4	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	13	.....	101	54	15	24	9	3	1	1	.....	.....	7	18
10	.....	1	7	.....	80	70	24	15	20	20	10	.....	15	.....	.....	.....
11	.....	2	3	.....	35	.....	11	.....	4	.....	1	.....	.....	.....	.....	.....
12	476	.....	5	.....	110	21	16	57	12	2	2	.....	12	.....	9	6
13	100	2	13	100	34	12	11	6	3	2	.....	.....	8	3	2	3
14	.....	.....	.....	.....	15	10	5	8	.....	.....	.....	.....	.....	.....	2	.....
15	.....	.....	25	300	125	15	10	50	2	2	.....	.....	25	.....	.....	2
16	412	.....	10	.....	68	68	16	.....	6	.....	.....	.....	.....	.....	.....	.....
17	145	3	22	.....	37	34	3	.....	7	.....	.....	.....	.....	.....	.....	.....
18	231	2	8	.....	53	22	19	.....	19	19	19	22	6	.....	4	.....
19	215	2	30	.....	73	73	8	.....	15	.....	.....	.....	.....	.....	15	.....
20	.....	2	10	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	400	2	6	.....	40	40	18	18	18	9	.....	.....	.....	.....	.....	.....
	9050	77	557	970	3871	2132	761	670	487	105	65	25	194	22	198	114

Second Division.—Secondary Schools.—Third Section.—Academies for boys or Mixed.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	Number of pupils learning natural history.	Number of French pupils learning English.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing from dictation French orthographical exercises.	Number of pupils composing French verse.	Number of pupils practising French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing from dictation English orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.	Number of pupils learning the Latin grammar.
1	12	60	20	60	60	60	12	17	43	43	43	8	17	8
2	3	32	2	40	32	32	.....	24	6	10	30	.....	.....	.....
3	.....	130	.....	140	70	110	.....	70	50	45	45	.....	45	.....
4	40	155	60	150	150	150	.....	40	155	155	155	.....	40	.....
5	.....	68	17	20	18	18	.....	2	2	6	2	.....	2	.....
6	.....	2	.....	.....	.....	.....	.....	.....	35	40	40	.....	28	7
7	12	20	1	25	20	30	.....	8	.....	.....	6	4	.....	.....
8	.....	1	.....	.....	.....	.....	.....	.....	10	20	14	.....	8	.....
9	17	3	41	41	41	41	.....	41	85	40	40	40	85	12
10	.....	70	.....	75	60	50	.....	.....	25	.....	35	.....	.....	.....
11	.....	10	3	.....	.....	.....	.....	7	4	10	.....	.....	10	8
12	.....	4	11	11	11	11	.....	11	100	72	72	.....	100	34
13	4	13	12	25	25	.....	.....	13	33	33	.....	12	28	4
14	5	.....	4	.....	.....	.....	.....	.....	15	.....	.....	.....	12	3
15	.....	5	25	25	25	25	.....	15	125	.....	125	.....	100	15
16	.....	25	3	48	48	48	.....	19	25	18	18	.....	.....	.....
17	.....	21	10	20	9	.....	.....	.....	27	21	21	.....	.....	.....
18	10	24	2	54	30	30	.....	14	10	23	8	.....	.....	.....
19	.....	58	2	75	75	75	.....	.....	25	25	25	.....	.....	.....
20	.....	4	.....	.....	.....	.....	.....	.....	12	12	.....	.....	.....	.....
21	.....	50	10	40	40	40	.....	18	18	18	18	.....	18	.....
	233	1804	474	1756	1504	1446	142	566	1903	1468	1456	153	1420	369

*8.

Second Division.—Secondary Schools.—Third Section.—Academies for boys or Mixed.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	No. of pupils learning Latin versification.	No. of pupils practising Latin composition.	No. of pupils learning Greek grammar.	No. of pupils practising Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.	No. of pupils learning belles lettres.	No. of pupils learning rhetoric.
1	8	8	7	3	.....	80	60	21	4	4	40	15	6	22	.....
2	.....	.....	.....	.....	.....	32	32	.....	.....	12	32	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	70	110	.....	.....	.....	70	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	155	215	.....	.....	.....	40	.....	40	.....	.....
5	.....	.....	.....	.....	.....	15	10	.....	.....	2	20	.....	.....	.....	.....
6	.....	3	2	1	.....	18	.....	1	7	.....	.....	.....	.....	.....	.....
7	.....	.....	.....	.....	.....	20	35	.....	.....	.....	8	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	12	11	1	1	.....	114	1	9	43	3	27	5	6	1	1
10	.....	.....	.....	.....	.....	90	30	20	25	25	30	.....	30	.....	.....
11	.....	3	1	.....	.....	12	.....	.....	10	.....	.....	.....	.....	.....	.....
12	.....	26	5	5	.....	37	9	.....	9	.....	.....	3	11	.....	29
13	2	.....	2	.....	1	21	.....	2	8	1	6	.....	3	.....	4
14	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	5	.....	.....
15	.....	.....	2	.....	1	25	.....	.....	12	.....	.....	.....	.....	.....	1
16	.....	.....	.....	.....	.....	39	28	24	.....	.....	30	.....	40	.....	.....
17	.....	.....	.....	.....	.....	25	.....	.....	7	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	25	28	.....	.....	.....	15	.....	.....	.....	10
19	.....	.....	.....	.....	.....	54	60	20	.....	.....	20	.....	20	.....	.....
20	.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	.....	.....	30	40	18	18	18	18	.....	.....	.....	.....
	33	116	74	16	10	2315	1554	357	467	263	857	94	290	49	157

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning theology.	No. of pupils learning elements of jurisprudence.	No. of pupils learning elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils following a special commercial course.	No. of pupils learning linear drawing.	No. of pupils learning architecture.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.
1	50	.....	4	.....	.....	7	10	10	10	17	14	1	4	10	40
2	.....	.....	.....	.....	.....	5	.....	.....	.....	10	2	10	8	.....	20
3	40	.....	.....	.....	.....	.....	.....	.....	.....	12	12	.....	.....	4	40
4	40	.....	.....	.....	.....	.....	.....	.....	215	5	.....	5	.....	.....	.....
5	.....	.....	.....	.....	.....	22	12	.....	.....	13	.....	13	.....	12	22
6	42	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	4	.....
7	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	15	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2	8	.....
12	14	.....	.....	.....	.....	4	.....	.....	6	.....	.....	4	5	9	8
14	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	95	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	50
16	20	.....	.....	.....	.....	20	20	.....	36	.....	.....	.....	.....	.....	12
17	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	.....	.....
18	10	.....	.....	6	6	12	9	.....	13	6	6	.....	.....	.....	8
19	15	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	.....	.....	.....	.....	.....	9	9	.....	9	.....	.....	.....
	1049	14	4	6	6	134	141	33	524	284	58	174	40	156	604

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

COURSE OF STUDIES—*Continued.* | PROFESSIONS CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.

No.	No. of pupils practising gymnastics.	No. of pupils learning swimming.	No. of pupils learning equitation.	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who still prosecute their studies in other Institutions.	No. of pupils who have chosen tuition.	No. of pupils who have chosen agricultural pursuits.	No. of students preparing for the bar.	No. of students preparing for the medical profession.	No. of students preparing for the notarial profession.	No. of students learning surveying.	No. of pupils learning civil engineering.	No. of pupils either following or preparing for commercial pursuits.	No. of pupils either following or preparing for some industrial pursuit.	No. of pupils who have left the country.
1	.....	.....	.....	4	6	.....	.....	20	2	2	3	13	.....	28	.....	.....
1	.....	.....	.....	.....	8	3	.....	.....	.....	.....	.....	.....	.....	2	.....	.....
3	.....	.....	.....	15	10	2	.....	12	.....	.....	.....	20	.....	10	.....	.....
4	.....	.....	.....	27	33	40	1	10	.....	1	.....	.....	1	60	25	18
5	.....	.....	.....	.....	2	1	1	19	.....	.....	.....	2	.....	12	.....	.....
5	.....	.....	.....	.....	.....	.....	3	.....	1	.....	.....	.....	.....	2	.....	.....
7	.....	.....	.....	.....	8	.....	.....	1	.....	.....	.....	.....	.....	2	.....	.....
8	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	1
9	27	.....	.....	6	10	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	3
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	21	42	.....	20	.....	.....	19	34	.....	.....	.....	1	.....	.....	.....	.....
13	34	.....	.....	.....	.....	.....	8	.....	4	3	.....	4	4	8	.....	4
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	75	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	25	20	4	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	18	15	.....
17	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	.....
18	.....	.....	.....	5	9	1	.....	9	.....	.....	.....	.....	.....	8	7	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....
21	.....	.....	.....	18	20	16	.....	.....	.....	.....	.....	.....	.....	15	.....	.....
	369	143	4	201	254	256	177	318	23	8	5	42	7	319	79	53

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—*Continued.*

No.	PROFESSORS.				PUPILS.													
	Number of lay female teachers.	No. of professors, either clerical or of a religious order.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of girls.	No. of day scholars.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total No. of pupils.
1	.....	15	.....	15	150	.....	62	13	75	147	3	120	15	4	11	132	18	150
2	.....	2	.....	2	70	.....	70	.....	.....	70	.....	70	.....	.....	.....	67	3	70
3	.....	4	.....	4	225	.....	225	.....	.....	225	.....	225	.....	.....	.....	222	3	225
4	.....	1	6	7	215	.....	215	.....	.....	213	2	200	15	.....	.....	150	65	215
5	1	1	2	4	35	50	85	.....	.....	85	.....	85	.....	.....	.....	85	.....	85
6	2	1	3	5	30	15	45	.....	.....	4	41	41	3	.....	1	30	15	45
7	.....	3	.....	3	73	.....	70	2	1	73	.....	72	1	.....	.....	73	.....	73
8	.....	.....	1	1	18	9	27	.....	.....	1	26	25	1	.....	1	18	9	27
9	1	.....	1	2	69	57	126	.....	.....	9	117	98	26	.....	2	89	37	126
10	.....	5	.....	5	247	.....	247	.....	.....	247	.....	247	.....	.....	.....	247	.....	247
11	.....	.....	1	1	33	5	38	.....	.....	10	28	36	2	.....	.....	35	3	38
12	3	.....	2	5	69	64	133	.....	.....	10	123	119	7	.....	7	67	66	133
13	2	.....	1	3	42	36	78	.....	.....	14	64	60	18	.....	.....	47	31	78
14	.....	.....	1	1	11	16	27	.....	.....	.....	27	27	.....	.....	.....	27	.....	27
15	2	.....	2	4	95	80	175	.....	.....	15	160	164	5	.....	6	65	110	175
16	1	.....	3	4	120	.....	119	.....	1	120	.....	119	1	.....	.....	100	20	120
17	.....	.....	1	1	41	.....	41	.....	.....	21	20	34	7	.....	.....	36	5	41
18	.....	.....	1	1	85	.....	74	8	3	83	2	80	4	.....	1	82	3	85
19	.....	3	.....	3	132	.....	132	.....	.....	132	.....	129	3	.....	.....	123	9	132
20	.....	1	.....	1	18	.....	18	.....	.....	6	12	18	.....	.....	.....	16	2	18
21	.....	.....	1	1	60	.....	60	.....	.....	60	.....	55	5	.....	.....	35	25	60
	41	57	82	180	4571	1372	5630	134	179	3794	2149	5601	284	6	52	4613	1330	5943

SECOND DIVISION—SECONDARY SCHOOLS—FOURTH SECTION—ACADEMIES FOR GIRLS.

No	Name of the Institution, and where situated.	Date of foundation.	By whom founded.	Composition of Board of Direction.	Composition of Board of Instruction.	FINANCES. Annual Expenses of the Institution.	Annual revenue of the Institution from all sources.	Annual fee received from each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board gratis.	No. of pupils receiving part of board gratis.
						$	$	$	$			
1	Ste. Anne Lapérade	1854	Rev. Mr. Brien	The superior and the curé	Sist. of the C. N. D. and lay teach.	1440	960	5	52	96	2	3
2	St. Ambroise de Kildare	1856	Rev. Mr. Laporte	The superior	Relig. sisters of St. Anne	400	380	8	49	30	.....	.....
3	L'Assomption	1847	The parishioners	The directress and the sisters of the Con. N. D.	Sist. of the C.N.D. and lay teach.	2500	2900	15	60	96	4	6
4	St. Aimé	1855	Rev. Mr. Lecours and G. A. Massue, Esq.	The superior and 1 ass't	Sist. of the P. of M. and lay teach.	1022	1057	.....	40	38	1	2
5	Baie St. Paul	1846	Rev. Mr. Chauvin	1 superior	Sist. of the C.N.D. and lay teach.	440	440	.....	42	30	2	.....
6	Boucherville	1703	Mr. Guibert de la Soudrages, Sulpician, and P. Boucher	4 sisters of the C. N. D	Sist. of the C.N.D. and lay teach.	1680	1292	.....	60	28	9	7
7	Belœil	1853	Rev. Mr. T. Durocher	1 superior	Relig. Sist. of the H. N. of J	1200	1200	11	50	33	2	8
8	The Cedars	1841	The Vestry (Fabrique) of the Cedars	The curé and the sisters	Sist. of the C.N.D. and lay teach.	920	564	.....	60	.....	2	4
9	Chambly	1855	Madame widow J. Bresse	1 directress	Sist. of the C.N.D. and lay teach.	1125	1150	8	50	56	1	5
10	St. Césaire	1855	Rev. Mr. Provençal	The curé	Lay teachers	1194	1111	12	40	18	8	3
11	Ste. Croix	1849	Rev. Mr. Potvin	Sisters of the C. N. D.	Sist. of the C.N.D. and lay teach.	954	947	.....	50	40	3	5
12	Cowansville	1852	The late A. Cowan	A committee of seven	Sist. of the P. of M. & lay teach.	500	470	7	.....	4	.....	.....
13	St. Charles l'Industrie	1855	Rev. G. V. Manseau and commissioners	The commissioners	Sisters of La Providence	1156	926	7	.....	9	9	.....
14	Châteauguay	1841	Late Rev. Mr. Bourassa	Sisters of the Cong. N. D.	Sist. of the C.N.D. and 1 lay teach.	700	680	.....	52	.....	2	2
15	St. Clément	1852	Rev. Mr. L. D. Charland	9 nuns	Rel. ladies of Hy. Name of Jesus.	4725	4725	.....	.....	12	4	8
16	St. Denis	1783	Messire Cherrier	4 sisters of the C. N. D	Sist. of the C.N.D. and lay teach.	977	1268	.....	52	88	2	4
17	Ste. Elizabeth	1849	Rev. Mr. Quevillon	The curé and the sisters	Sisters of La Providence	1800	1800	.....	42	9	24	.....
18	St. Eustache	1833	Late Rev. Mr. Paquin	The sisters of the C. N. D.	Sisters of the C. N. D.	697	712	.....	52	.....	3	10
19	St. Cyprien	1857	Rev. Mr. F. Morrison	1 directress and 6 nuns	Rel. Sist. of St. Anne & lay teach.	2200	1200	.....	.....	4	2	.....
20	St. Grégoire	1853	Rev. Mr. Harper	The curé and the sisters	Rel. Sisters of the Cong. of the Assumption of the B. V. M.	1684	1954	.....	40	30	.....	.....
21	Ste. Geneviève	1850	The Municipality	Religious sisters	Rel. Sist. of St. Anne & lay teach.	600	500	8	41	.....	.....	.....

Second Division.—Secondary Schools.—Fourth Section.—Academies for girls.—(*Continued.*)

No.	Sources of revenue.	Value of real estate, the property of the Institution, including buildings in occupation, &c.	Total amount of debts of the Institution.	Cursory statement of these debts.	Value of buildings occupied for purposes of the institution.	Dimensions and general description of the buildings.	COURSE OF STUDIES: Number of years required to complete course of studies.	Nature of religious instruction.	No. of volumes in the pupils' library.
	FINANCES.—*Continued.*								
		$	$		$				
1	Government grant and pupils' board.	6000	500	.....	6000	70 by 50, of stone, 2 stories.....	7	Cath.	75
2	The School Commiss'rs., the Gover't., the pupils and the Sisters' labor....	800	40	.....	800	40 by 30, 1 story, of wood.....	5	do	.....
3	The Government.....	5000	1200	.....	4800	106 by 50, 2 stories, of stone.....	5	do	.....
4	The School Commissioners and the pupils.....	8000	.....	.....	8000	62 by 42, 1 story, of brick.....	5	do	40
5	do do	4800	.....	.....	4000	60 by 40, 3 stories, of stone.....	5	do	100
6	do do	4000	356	Repairs to the building.....	4000	60 by 40, 2 stories, of stone.....	5	do	85
7	do do	6000	.....	.....	4800	60 by 36, 2 stories, of stone.....	6	do	100
8	do do	3200	.....	Purchase of land.....	3200	65 by 50, of stone.....	5	do	60
9	do do	8000	1931	Repairs on the house.....	6000	60 by 40, 2 stories, of brick.....	5	do	130
10	do do	8000	81	Due to the teachers.....	7200	70 by 40, and two wings of 20 feet each, 3 stories, of brick.....	7	do	40
11	do do	2800	100	.....	1800	70 by 32, 1 story, of stone.....	5	do	65
12	do do	1400	.....	Due on the building and for sundries.	1400	24 by 36, of brick.....	5	Prot.	.....
13	The pupils and the Government.....	3200	832	.....	2720	60 by 36, 3 stories, of wood.....	.....	Cath.	.....
14	The pupils, the Government, and the Commissioners.....	3200	.....	.....	3200	60 by 40, 2 stories, of stone.....	5	do	90
15	Pupils' board and Government grant.	16000	.....	.....	16000	130 by 36, 2 stories.....	6	do	.....
16	The School Commissioners and Government grant	5600	.....	.....	5600	80 by 40, 1 story, of stone.....	7	do	30
17	Grant and pupils' board.....	3600	2100	Repairs to the building.....	3400	70 by 36, 2 stories, of wood.....	5	do	.....
18	Grant and Commissioners.....	6024	640	.....	5000	80 by 30, 2 stories, of stone.....	5	do	20
19	Grant and Commissioners.....	3000	600	.....	3000	80 by 40, 1 story, of stone.....	7	do	.....
20	The pupils' board, the government grant and agricultural produce.....	4250	460	Due on the building.....	3600	55 by 45, 3 stories, 2 wings, 30 by 25 each, 1 story, of stone and brick.....	.....	do	.....
21	Pupils fees	.....	260	Sundries.....	.....	Wooden building, 2 stories.....	4	do	.....

Second Division—Secondary [illegible] Fourth Section—Academies for girls.—(*Continued.*)

OF STUDIES.—*Continued.*

No.	No. of volumes in the professors' library.	Total number of volumes.	Number of globes and orreries.	No. of geographical or other maps in the possession of the Institution.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning the differential and integral calculus.	No. of pupils learning Natural philosophy.	No of pupils learning astronomy.	No. of pupils learning Natural History.	No. of French pupils learning English.
	104	179	2	8	96	110	9	.....	.....	.....	.....	.....	.....	22
1														
2	.....	.....	.....	14	60	40	20	.....	.....	.....	.....	.....	.....	.....
3	200	200	1	15	120	136	.....	.....	.....	.....	.....	.....	24	20
4	50	90	.....	14	.....	160	.....	.....	.....	.....	1	.....	.....	25
5	150	250	2	19	50	40	6	.....	.....	.....	.....	.....	.....	8
6	150	235	1	11	49	22	12	.....	.....	.....	.....	.....	.....	1?
7	150	250	1	7	80	16	21	.....	.....	9	.....	.....	6	32
8	120	180	.....	10	44	65	.....	.....	.....	.....	.....	.....	6	14
9	90	220	2	8	78	120	12	.....	.....	.....	.....	5	.....	0
10	60	100	.....	18	72	35	.....	.....	.....	.....	.....	3	3	20
11	250	315	1	11	60	80	.....	.....	.....	.....	.....	.....	.....	18
12	.....	.....	.....	2	40	20	.....	5	.....	.....	3	.....	.....	2
13	.....	.....	1	8	180	100	.....	.....	.....	.....	.....	.....	.....	9
14	200	290	1	15	72	90	.....	.....	.....	.....	.....	.....	.....	.....
15	100	100	2	21	204	13	5	.....	.....	.....	.....	3	31	127
16	158	188	2	8	75	80	.....	.....	.....	.....	.....	.....	8	30
17	.....	.....	1	8	52	.....	.....	.....	.....	.....	.....	.....	2	130
18	100	120	2	7	31	60	.....	.....	.....	.....	.....	.....	.....	13
19	.....	.....	.....	14	51	24	.....	.....	.....	.....	.....	.....	8	24
20	450	450	4	26	116	25	15	.....	15	.....	.....	5	.....	28
21	.....	.....	.....	7	40	30	24	.....	.....	.....	.....	.....	4	13

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning French, whose mother tongue is English.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French from dictation.	Number of pupils in French versification.	Number of pupils in French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing English from dictation.	No. of pupils in English versification.	No. of pupils learning English composition.	No. of pupils learning Latin grammar.
1	2	87	54	75	.....	40	18	18	18	.....	11	.....
2	.....	60	60	40	.....	30	.....	.....	.....	.....	.....	.....
3	2	122	110	110	.....	20	.....	12	12	.....	.....	.....
4	.....	70	70	70	.....	30	25	25	25	.....	15	.....
5	.....	50	50	50	.....	30	8	8	8	.....	8	.....
6	.....	49	49	49	.....	22	19	13	13	.....	.....	.....
7	4	80	42	80	.....	42	10	10	10	.....	10	.....
8	3	36	30	30	.....	15	10	10	10	.....	8	.....
9	1	106	106	106	.....	60	10	20	10	.....	10	.....
10	3	48	48	72	40	58	12	12	12	.....	7	.....
11	1	50	46	46	.....	40	15	15	15	.....	12	.....
12	11	11	11	5	.....	5	20	25	25	.....	3	.....
13	3	180	100	130	.....	100	10	10	9	.....	.....	.....
14	5	75	58	58	.....	30	.....	.....	.....	.....	.....	.....
15	21	204	204	204	.....	190	34	34	34	.....	34	.....
16	.....	66	60	40	.....	34	15	15	10	.....	3	.....
17	.....	52	52	52	.....	25	.....	.....	.....	.....	.....	.....
18	.....	51	51	45	.....	15	6	6	6	.....	3	.....
19	4	60	50	30	12	24	12	6	6	6	.....	.....
20	2	113	113	113	.....	70	20	23	23	.....	16	.....
21	.....	32	32	32	.....	30	.....	2	10	.....	10	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning Latin composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning French history.	No. of pupils learning history of Canada.	No. of pupils learning history of the U. States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.
1	.....	.....	40	35	8	8	2	12	.....	.....	.....	7	.....
2	.....	.....	60	.....	.....	10	50	.....	.....	.....	.....	.....	.....
3	.....	.....	118	60	20	.....	.....	60	.....	6	.....	6	.....
4	.....	.....	70	100	.....	15	44	44	.....	.....	12	12	20
5	.....	.....	42	16	20	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	49	20	29	7	.....	13	.....	3	.....	9	.....
7	.....	.....	42	18	3	1	.....	21	.....	.....	.....	3	33
8	.....	.....	17	12	.....	.....	.....	12	.....	.....	.....	.....	.....
9	.....	.....	70	25	5	5	.....	30	.....	.....	10	.....	20
10	.....	.....	74	36	11	.....	13	24	.....	.....	.....	7	40
11	.....	.....	41	21	34	3	1	4	.....	1	9	2	12
12	.....	.....	20	.....	.....	7	.....	16	.....	1	.....	.....	22
13	.....	.....	56	81	.....	.....	9	68	.....	.....	.....	.....	.....
14	.....	.....	63	22	5	.....	.....	7	.....	20	.....	.....	.....
15	.....	.....	184	151	27	.....	24	24	.....	5	.....	21	37
16	.....	.....	42	54	22	.....	.....	40	.....	.....	.....	.....	.....
17	.....	.....	25	18	.....	.....	8	12	.....	.....	.....	.....	.....
18	.....	.....	22	32	10	.....	.....	19	.....	19	.....	4	.....
19	.....	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	.....
20	.....	.....	102	48	27	7	53	40	.....	.....	.....	.....	.....
21	.....	.....	30	30	.....	.....	4	20	.....	.....	.....	.....	.....

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practising gymnastics.	No. of pupils who have left last year, having completed their studies.
1					107	35	7	1	15	20		4
2					50	24				19		
3					130	42	4	4	32	24		
4					120	30			10	24		
5					40	20			7	12		4
6					88	52	12	3	24	32		
7					60	50	18		14	25		
8					56	20	12		8	17		
9					78	48	8	3	6	36		2
10					80	70	6	6	9	20		
11					63	40	10	5	6	20		
12					9	13	4		11			
13					70	40			30	100		6
14					80	30	3	1		4		
15			35		138	87	15		27	23		
16					34	25	7		13	20		
17					58	32				24		
18							2		10	10		
19					54	40	3		16	18		
20				15	60	50			16	30		
21					20	10						1

No.	PROFESSION SELECTED BY PUPILS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.								PROFESSORS.		
	No. of pupils who have left, after having gone through more than half of the course.	No. of these pupils continuing their studies elsewhere.	No. of pupils who have left during the past two years, who have taken religious orders	No. of pupils who have become teachers.	No. of nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors, male and female.	No. of boys.	No. of girls.	No. of day scholars.
1	6			2	4	1		5		148	84
2					3			3		90	65
3					4	1		5		186	80
4	20			8	5	1		6		150	127
5	5	1		7	3	1		4		91	60
6	3				4	3		7		88	34
7	16	1		8	4	1		5		96	33
8					2	2		4		65	43
9	3				4	2		6		120	86
10	12			4	5	1		6		158	140
11	5			6	3	2		5		80	40
12	2					2		2	11	31	42
13	3			6	6	1		7		270	206
14					3	1		4		107	47
15				12	9	4		13		276	141
16	3			2	4	1		5		130	84
17				1	6	1		7		130	62
18					4			4		91	50
19					7	1		8		159	106
20	18			16	8			8		187	105
21		1		9	3	1		4		68	54

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

PUPILS.

No.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county where the institution is situated.	Number of pupils whose relations reside elsewhere in Lower Canada.	Number of pupils whose relations reside in Upper Canada.	Number of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	40	24	148	.....	141	7	.....	.....	137	11	148
2	25	.....	90	.....	89	1	.....	.....	83	7	90
3	40	66	186	.....	166	18	2	.....	148	38	186
4	2	21	150	.....	140	10	.....	.....	134	16	150
5	.....	31	91	.....	87	4	.....	.....	79	12	91
6	1	53	88	.....	86	2	.....	.....	82	6	88
7	24	39	95	1	89	7	.....	.....	86	10	96
8	.....	22	65	.....	65	.....	.....	.....	61	4	65
9	.....	34	119	1	118	1	.....	1	108	12	120
10	2	16	156	2	148	9	.....	1	153	5	158
11	.....	40	80	.....	77	3	.....	.....	66	14	80
12	.....	.....	4	38	42	.....	.....	.....	2	40	42
13	.....	64	268	2	268	2	.....	.....	260	10	270
14	27	33	107	.....	107	.....	.....	.....	97	10	107
15	30	105	266	10	269	6	.....	1	245	31	276
16	.....	46	130	.....	130	.....	.....	.....	123	7	130
17	.....	68	130	.....	115	15	.....	.....	115	15	130
18	22	19	91	.....	85	6	.....	.....	87	4	91
19	15	38	156	3	159	.....	.....	.....	153	6	159
20	49	33	187	.....	167	20	.....	.....	153	34	187
21	14	.....	68	.....	66	2	.....	.....	68	.....	68

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

No.	Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	GENERAL DESCRIPTION OF THE INSTITUTION. FINANCES. Annual expenditure of the Institution.	Annual revenue of the Institution from all sources.	Annual fee levied on each pupil for tuition	Ibid. for board.	Number of pupils receiving instruction gratuitously.	No. of pupils boarded gratuitously.	No. of pupils boarded in part gratuitously.
1	St. Henri de Mascouche	1854	Rev. L. Gagné	The priest and the nuns	Sisters of Providence	1620	720	4	.....	32	5	.....
2	St. Hilaire	1850	Mrs. Campbell	1 super., 1 asst., 1 sec.	Nuns of SS. NN. de J. et M.	1000	1240	.....	52	18	2	.....
3	St. Huges	1854	Rev. M. Archambault	1 directress	Sist. of the Pres. of Mary	1379	1435	12	52	2	.....	5
4	St. Hyacinthe, Sist. of Ch. of.	1854	Rev. Crevier	The superior	Sisters of Charity	524	400	.....	.....	.....	.....	.....
5	St. Hyacinthe	1816	Rev. Girouard	1 superior and 5 nuns	Sisters of the Pres. of Mary and lay teachers	6113	5552	12	48	64	10	15
6	L'Islet	1845	Fabrique	The priest and commis	Lay teachers	240	200	1.60	.....	16	.....	.....
7	St. Jean Dorchester	1847	Fabrique and public sub.	The superior and the Sisters of the Congregation	Sisters of the Congr. N. D.	3800	4000	.....	63	.....	6	22
8	St. Jaeques L'Achigan	1851	Mrs. Blondin, 1st super.	1 super. and a counsel of 6.	Nuns of St. Anne	5200	4800	8	41	2	2	3
9	St. Joseph de Lévi	1854	Fabrique and the parishes.	Priest and commissioners	Nuns of S. N. of Jesus	8046	8146	8	50	72	4	2
10	Kamouraska	1856	Sch. Com. and the parishes	The Sisters of Congr.	Sisters of the Congregation of N.D. and lay teachers	528	528	.....	60	60	3	4
11	Laprairie	1705	Sisters of the Congr. N. D.	Sist. of the Congr. & priest.	Sisters of the Congregation of N.D. and lay teachers	1268	1368	.....	52	76	5	25
12	Longueuil	1843	Eulal. Durocher, Henriette Céré and P. Dufresne	The nuns	Nuns of SS. NN. of J. and M.	7339	7339	.....	72	40	20	.....
13	St. Lin	1848	Rev. Mr. Chabot	3 nuns	Nuns of SS. NN. of J. and M.	1682	1682	.....	.....	5	.....	.....
14	St. Laurent	1847	Rev. Mr. St. Germain	6 nuns	Sisters of St. Croix	4000	4100	10	63	20	2	30
15	Longue Pointe	1852	The Sisters of Providence of Montreal	The priest, 1 superior, and other nuns	Nuns of la Providence	2000	2500	.....	.....	.....	.....	.....
16	Ste. Marie de Monnoir	1853	Rev. Mr. Crevier	1 superior and 2 nuns	Sisters of the Pres of Mary	836	746	12	42	94	.....	.....
17	Ste. Marie de Beauce	1822	Rev. Mr. Villade	1 superior and 4 nuns	Sisters of the Congregation N. D. and lay teachers	1888	1748	.....	54	.....	5	6
18	St. Michel de Bellechasse	1850	School Commissioners	School Commissioners	Lay teachers	500	550	5	.....	8	.....	.....
19	St. Martin	1847	Rev. M. Btunet	The nuns of Ste. Croix	Sisters of St. Croix	703	591	.....	42	14	2	6
20	St. Nicolas	1855	Rev. Mr. E. Baillargeon	.....	Lay teachers	180	180	10	48	19	10	.....
21	St. Paul de l'Industrie	1853	The priest and parishioners.	The nuns	Sisters of la Providence	570	582	.....	.....	5	4	.....
22	Pointe Claire	1784	Rev. Mr. Sartelon, sulpic.	1 direct. and the comm.	Sist. of C.N.D. and lay teach.	500	338	.....	52	.....	1	2

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

No.	Sources of Revenue.	FINANCES.—(*Continued.*) Value of landed property owned by the institution, including buildings now occupied, &c.	Total amount of debts due by the institution.	Summary of these debts.	Value of the buildings occupied by the institution.	Dimensions and cursory description of the buildings.	COURSE OF STUDIES. No. of years of which course of studies is composed.	Nature of religious instruction imparted.	Number of books in the pupils' library.	Number of volumes in the Professors' library.
		$	$		$					
1	Tuition, board, and subsidy	5000	800		4500	100 by 50, 2 wings of 50, 3 stories, of stone	5	Cath.		
2	The Sch. Com. and Maj. Campbell	6400			5600	75 by 50, 2 stories, of stone	7	do		60
3	Subsidy, board, and the Commis	12000	870		12000	75 by 45, 2 stories, of brick, out-houses 100 by 24	5	do		
4	do do do	1100			320	40 by 40, 1 story, of wood	5	do		
5	do do do	12000	6446	Building and repairs, &c	8000	100 by 50, 3 stories, of brick	6	do	150	160
6	do do do	1600			1000	40 by 26, 1 story, of wood		do		
7	do do do	15000	1200	Repairs to the building	15000	102 by 50, 3 stories, of stone	4	do	200	100
8	Land under cultiv., board of pupils, the gov., and the work of the nuns.	6200	11760		2000	60 by 36, 2 stories, of stone	4	do		
9	Gov. subsidy, fees from pupils	19200	1272	Due on the build. to several persons	17840	158 by 45 & 66, 3 stories, of stone	6	do		200
10	do do do						6	do	120	50
11	do do do	2200			2000	90 by 30, 2 stories, of stone	7	do		85
12	Government subsidy, boarders' fees, the School Commissioners, and the work of the nuns	27600	4680	Loan for building purposes	24000	3 buildings, 1 of 50 by 93, 1 of 40 by 70, and 1 of 50 by 93, of stone.	7	do		600
13	The School Commis., the pupils, and the government subsidy	3200			3200	60 by 40, 2 stories, of wood	6	do		50
14	Agricultural revenues, the gov., the School Commis., and the pupils	5600	4000	Rep. to build. & due to sev'r'l pers's	4000	110 ft. long, 3 stories, of stone		do	80	70
15	do do do	6000	1920		6000	96 by 32, 2 stories, of stone	6	do		20
16	The Sch. Com., the pupils, & gov. sub.	4800	212	Repairs to house	3200	50 by 35, 2 stories, of stone	5	do	140	46
17	do do do	8000	200	do do	8000		5	do	425	100
18	do do do	2400	250		2000	67 by 36, 1 story, of wood		do		
19	The subsidy, the School Commis., the pupils, and ground rent		112	Sundries		70 by 40, 2 stories, of stone	3	do		
20	The Sch. Com., the pupils, & gov. sub.	1800			1800	36 by 32, of wood	4	do		
21	do do do	2980			2980	40 by 30, and 50 by 18, of wood		do		
22	do do do	1200	400	Old debts	1200	60 by 40, of stone	5	do	100	50

COURSE OF STUDIES.—(*Continued.*)

No.	Total number of volumes.	Number of globes and orreries.	Number of geographical or other maps possessed by the institution.	Number of pupils learning arithmetic.	Number of pupils learning mental calculation.	Number of pupils learning book-keeping.	Number of pupils learning algebra.	Number of pupils learning geometry.	Number of pupils learning differential and integral calculus.	Number of pupils learning natural philosophy.	Number of pupils learning astronomy.	Number of pupils learning natural history.
1	.....	.....	6	40	48	.....	.....	.....	.....	.....	.....	.....
2	60	.....	7	68	20	10	.....	.....	.....	.....	.....	.....
3	.....	2	27	70	70	18	.....	.....	.....	.....	.....	6
4	.....	.....	.....	161	190	.....	.....	.....	.....	.....	.....	.....
5	310	3	20	250	259	26	.....	.....	.....	8	8	8
6	.....	2	7	30	.....	.....	.....	.....	.....	.....	.....	.....
7	300	2	60	130	181	.....	.....	.....	.....	.....	9	.....
8	.....	1	14	99	75	48	.....	.....	.....	.....	.....	15
9	200	3	8	261	56	12	.....	.....	.....	.....	20	12
10	170	3	15	90	90	10	.....	.....	.....	.....	.....	.....
11	85	1	9	67	75	.....	.....	.....	.....	.....	.....	.....
12	600	3	50	185	25	32	.....	.....	.....	.....	.....	15
13	50	.....	15	70	.....	10	.....	.....	.....	.....	.....	.....
14	150	3	10	100	158	23	.....	.....	.....	.....	.....	.....
15	20	.....	12	30	30	.....	.....	.....	.....	.....	.....	.....
16	186	2	16	100	140	6	.....	.....	.....	.....	.....	.....
17	525	6	28	98	100	12	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	45	25	.....	.....	.....	.....	.....	.....	.....
19	.....	1	8	42	64	10	.....	.....	.....	.....	.....	.....
20	.....	1	5	16	10	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	20	15	.....	.....	.....	.....	.....	.....	.....
22	150	.....	10	34	50	.....	.....	.....	.....	.....	.....	.....

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	Number of French pupils learning English.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing French orthographical exercises from dictation.	Number of pupils composing French verse.	Number of pupils learning French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing from dictation, English orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.
1	.....	1	40	38	20	.....	4	.....	.....	.....	.....	.....
2	25	3	38	38	31	.....	24	7	7	7	.....	.....
									14	14		8
3	24	1	55	55	55	.....	36	8			.....	
4	.....	10	50	50	50	.....	10	.....	.....	.....	.....	.....
5	140	8	182	182	182	.....	200	100	100	100	.....	80
6	10	3	30	30	30	.....	12	1	1	1	.....	.....
7	57	40	82	61	43	.....	43	30	30	22	.....	29
									24	15		10
8	32	6	89	89	75	.....	75	24			.....	
9	130	18	110	110	251	.....	95	65	65	86	.....	35
10	25	2	60	56	56	.....	18	1	15	15	10	.....
11	25	1	46	46	42	.....	35	12	18	15	.....	9
									100	100		100
12	130	35	161	161	161	.....	161	100			.....	
13	.....	.....	45	45	40	.....	30	.....	26	34	.....	26
									10	.....	.....	.....
14	50	11	58	58	88	.....	23	26			.....	
15	15	.....	20	20	20	.....	10	10	10	10	.....	5
16	20	2	60	60	60	.....	16	10	20	20	.....	13
17	24	4	64	64	64	.....	50	20	.....	.....	.....	.....
18	.....	.....	40	25	25	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	29	29	29	.....	12	.....	.....	.....	.....	.....
20	.....	2	15	9	8	.....	4	.....	.....	.....	.....	.....
21	.....	.....	25	25	20	.....	20	.....	.....	.....	.....	.....
22	.....	.....	45	40	40	.....	.....	.....	.....	.....	.....	.....

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	Number of pupils learning Latin grammar.	Number of pupils learning Latin composition.	Number of pupils learning Italian.	Number of pupils learning German.	Number of pupils learning geography.	Number of pupils learning sacred history.	Number of pupils learning ancient history.	Number of pupils learning the History of England.	Number of pupils learning the History of France.	Number of pupils learning the History of Canada.	Number of pupils learning the History of the United States.	Number of pupils learning general history.
1	.....	.....	.....	.....	28	10	.....	.....	12	13	.....	.....
2	.....	.....	.....	.....	31	15	.....	.....	.....	10	.....	.....
3	.....	.....	.....	.....	55	16	14	8	16	16	.....	70
4	.....	.....	.....	.....	40	50	.....	.....	.....	23	.....	.....
5	.....	.....	.....	.....	175	72	20	9	60	60	.....	8
6	.....	.....	.....	.....	25	32	.....	.....	12	12	.....	.....
7	.....	.....	.....	.....	33	41	29	.....	7	13	.....	8
8	.....	.....	.....	.....	66	54	.....	.....	.....	30	.....	.....
9	.....	.....	.....	.....	155	82	12	15	12	25	.....	.....
10	.....	.....	.....	.....	46	50	10	13	.....	34	.....	15
11	.....	.....	.....	.....	35	15	12	.....	.....	14	.....	5
12	.....	.....	.....	.....	209	140	25	.....	.....	30	.....	.....
13	.....	.....	.....	.....	26	36	.....	.....	.....	8	.....	.....
14	.....	.....	.....	.....	46	34	8	.....	.....	39	.....	4
15	.....	.....	.....	.....	20	15	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	50	30	8	3	.....	17	.....	.....
17	.....	.....	.....	.....	51	16	5	.....	.....	17	.....	22
18	.....	.....	.....	.....	15	20	.....	.....	8	8	.....	.....
19	.....	.....	.....	.....	17	29	.....	.....	.....	29	.....	.....
20	.....	.....	.....	.....	8	10	4	4	10	10	.....	.....
21	.....	.....	.....	.....	9	6	.....	.....	.....	9	.....	.....
22	.....	.....	.....	.....	20	12	5	.....	.....	.....	.....	10

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	No of pupils learning belles-lettres.	Number of pupils learning rhetoric.	Number of pupils learning declamation.	Number of pupils studying intellectual and moral philosophy.	Number of pupils learning practical agriculture.	Number of pupils learning horticulture.	Number of pupils learning linear drawing.	Number of pupils learning sewing.	Number of pupils learning embroidery.	Number of pupils learning drawing.	Number of pupils learning painting.	Number of pupils learning instrumental music.
1								32	20			
2			10					46	46	4		12
3			25					46	38		8	18
4								60				
5	20	8	40					200	160	20	20	50
6								60	35			
7		21						150	93	23		46
8								78	45	8	4	16
9	12							251	128	20	5	72
10		6						86	48	3		8
11	12							60	40	10		19
12								160	80	32	9	47
13								98	40	8		
14							13	85	80	4	3	38
15								20				
16	10		10					140	40	7	7	6
17		11						90	15	9		16
18								60	25			4
19								24	24			
20								2	6			
21								31				
22								50	20			

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

No.	Course of Studies.—(*Con.*)		PROFESSION CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN TWO YEARS.										PUPILS.
	Number of pupils learning vocal music.	No. of pupils learning gymnastics.	Number of pupils left, having completed their course of studies the preceding year.	Number of pupils left, who have completed more than half of the course.	Number of pupils who are continuing their studies elsewhere.	Number of pupils who left during past two years, and have entered into holy orders.	No. of pupils who have become teachers.	Number of pupils who have left the country.	No. of Nuns who are teachers.	Number of lay female teachers.	Number of lay professors.	Total number of professors and teachers.	No. of boys.
1	14								3			3	
2	20						3		5	1		6	
3									5	1		6	
4	40							12	3			3	
5	25			20			3		8	3		11	
6							2			2		2	
7	24								8			8	
8	37		6	10		13	5		9			9	
9	72								18			18	
10									3	1		4	
11	12			5	1				5	2		7	
12	200								19	2		21	
13	13						3		3			3	
14	40								10			10	
15			3		1		1		2	1		3	
16	10			3			3		4	1		5	
17	18			7			4		4	2		6	
18					3		1			2		2	
19	24						1		2			2	
20							5			2		2	
21	16			6			1		2			2	
22									3	1		4	

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

PUPILS.—(*Continued.*)

No.	Number of girls.	Number of day-scholars.	Number of half-boarders.	Number of boarders.	Number of Catholic pupils.	Number of Protestant pupils.	Number of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	Number of pupils whose relations reside in Upper Canada.	Number of pupils whose relations reside in the United States.	Number of pupils under 16 years of age.	Number of pupils above 16 years of age.	Total number of pupils.
1	102	70	24	8	102	.....	101	1	.....	.....	95	7	102
2	83	37	24	22	81	2	77	6	.....	.....	72	11	83
3	80	50	2	28	79	1	79	1	.....	.....	74	6	80
4	190	190	.....	.....	188	2	184	2	.....	4	188	2	190
5	259	167	20	72	257	2	239	20	.....	.....	228	31	259
6	65	65	.....	.....	65	.....	65	.....	.....	.....	60	5	65
7	404	332	10	62	398	6	384	1	.....	19	386	18	404
8	145	77	24	44	145	.....	133	12	.....	.....	130	15	145
9	261	136	30	95	249	12	231	25	2	3	237	24	261
10	121	81	.....	40	121	.....	103	18	.....	.....	114	7	121
11	118	34	44	40	118	.....	109	9	.....	.....	111	7	118
12	340	250	10	80	338	2	300	35	.....	5	323	17	340
23	170	120	23	27	170	.....	170	.....	.....	.....	160	10	170
14	150	67	18	65	147	3	94	50	.....	6	143	7	150
15	62	20	.....	42	61	1	62	.....	.....	.....	58	4	62
16	140	100	16	24	140	.....	135	5	.....	.....	132	8	140
17	105	28	37	40	103	2	94	11	.....	.....	95	10	105
18	75	75	.....	.....	75	.....	75	.....	.....	.....	75	.....	75
19	83	59	12	12	83	.....	82	1	.....	.....	82	1	83
20	34	30	.....	4	34	.....	32	2	.....	.....	32	2	34
21	55	22	33	.....	55	.....	55	.....	.....	.....	53	2	55
22	58	30	13	15	58	.....	58	.....	.....	.....	55	3	58

SECOND DIVISION.—SECONDARY SCHOOLS.—FOURTH SECTION.—ACADEMIES FOR GIRLS.

GENERAL DESCRIPTION OF THE INSTITUTION.					FINANCES.						
No.	Name of the institution and where situated.	Date of its foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	Annual expenses of the institution.	Total annual revenue of the institution from all sources.	Annual fee paid by each pupil for instruction.	Do. for board.	Number of pupils receiving instruction gratis.	Number of pupils receiving board gratis.	Number of pupils receiving part of board gratis.
1	P'te-aux-Trembles, Montreal	1690	The Sulpicians.....	1 directress and the nuns..	Sis. of the C.N.D. & laytea..	2396	2160	.....	50	113	5	14
2	do do Quebec...	1713	....	1 directress and the nuns..	Sisters of the C. N. D.....	430	520	.....	50	4	2	2
3	Rivière-Ouelle	1809	Mgr. Panet.....	1 directress and the nuns..	Sis. of the C.N.D. and 1 lay.	1184	1208	.....	50	88	3	12
4	Rimouski.....	1853	Rev. Mr. Tanguay.....	The priest.....	Sis. of the C.N.D. and 1 lay.	1200	1200	.....	52	88	3	4
5	Sorel.....	1850	Rev. Mr. Kelly.....	The nuns.....	Sis. of the C.N.D. and 2 lay.	3036	1803	.....	54	.....	4	2
6	Ste. Scholastique	1850	The fabrique and the com.	1 directress, 1 assistant, and 1 stewardess.....	Sisters of the Holy Cross...	1400	1325	.....	35	98	2	33
7	Sherbrooke	1855	Rev. Mr. Dufresne.....	1 directress and the nuns..	Sisters of the Cong. N. D..	836	876	5	60	30	1	1
8	Ste. Thérèse	1847	Rev. Mr. J. C. Ducharne...	The nuns	Sis. of C.N.D. & 1 lay teach.	770	800	.....	52	.....	1	9
9	St. Thomas de Pierreville.....	1855	The School Commissioners.	The School Commissioners.	Lay teachers.....	300	300	.....	.....	.....	.....	.....
10	Terrebonne	1826	Rev. Mr. St. Germain.....	1 superior.....	Sist.of C.N.D. & 1 lay teach	1430	1390	.....	38	52	7	4
11	St. Timothée	1847	Rev. Mr. J. O. Archambault and parishioners...	3 members.....	Nuns of Hy.Name of J. & M.	1193	1277	6	54	100	6	4
12	St. Thomas de Montmagny..	1850	Rev. Mr. J. L. Beaubien...	1 directress.....	Sis. of C.N.D. & lay teachs.	1447	1184	.....	.....	200	2	2
13	Varennes.....	1855	Mgr. the Bishop of Montreal.....	The priest and 1 directress.	Sisters of the Holy Cross...	856	856	.....	.....	.....	2	4
14	Vaudreuil...	1843	Miss E. Blondin and Rev. P. L. Archambault.....	1 directress.....	Sisters of St. Anne.....	800	600	8	49	4	.. ..	.....
15	Yamachiche	1852	Rev. M. Dumoulin deceas'd	The priest.....	Sisters of Cong. N. D.....	1300	1168	.....	.....	127	4	1
16	Youville, at St. Benoit.....	1854	J. J. Girouard, Esq., N.P..	The priest and the nuns....	Sisters of the Gen.Hospital.	2500	2500	.....	.....	40	10	8
17	Waterloo	1853	C. Alleyn, Z. Reynolds, J. C. Butler and others.....	5 directors....	Lay teachers.....	280	280	10	.....	.....	.....	.....
						.....	.....	.....	.....	.....	.....	.....

	FINANCES.—(*Continued.*)						COURSE OF STUDIES.		
No.	Sources of Revenue.	Value of landed property possessed by the institution, including buildings occupied.	Total amount of debts of the institution.	Cursory Statement of these debts.	Value of buildings occupied for the use of the institution.	Dimensions and general description of the buildings.	No. of years of which course of studies is composed	Nature of religious instruction.	Number of volumes in pupils' library.
1	Pupils board and Government grant..	8000	600	.....	8000	65 by 55, of stone, 2 stories.....	5	Cath.	125
2	Board, grant, and agri'tl products.....	2800	.....	.....	1200	60 by 30, 2 stories, of stone.....	5	do	150
3	Board of pupils and gov'mt grant.....	800	600	.....	800	House, of wood, 59 by 47, 2 stories....	6	do	131
4	do do do	1200	200	.....	1200	80 by 36, 2 stories, of wood.....	5	do	.....
5	do do do	4800	2200	Repairs to the building.....	4800	120 front, 2 stories, of brick.....	5	do	240
6	School comm., board of pupils, work done by the Nuns, and gov. grant.....	568	371	Sundries.....	568	80 by 40, 1 story, of stone.....	4	do	2
7	Board of scholars and gov. grant.....	7000	1616	.....	7000	66 by 40, 2 stories, of brick.....	5	do	.....
8	do do do	4800	60	Sundries.....	4800	70 by 40, 2 stories, of stone...	5	do	120
9	The comm., government and board...	1400	.....	.....	1400	40 by 30, of brick.....	.....	do	.....
10	do do do	5600	40	For instruction and maintenance of the institution.....	5600	70 by 45, 2 stories, of stone.....	5	do	330
11	do do do	4800	.....	.....	4800	Buildings of stone.....	6	do	30
12	Board of scholars and grant.....	8800	263	Improvements added to the house.....	8800	Of stone, 2 stories.....	.....	do	.....
13	do do do	1200	.....	.....	1200	30 by 40, 1 story.....	.....	do	.....
14	do do do	1200	320	To different persons.....	1200	.....	3	do	4
15	The board of scholars, the government and agricultural products.....	7300	116	.....	5600	80 by 40, of brick.....	7	do	200
16	School comm., gov't and the pupils...	700	450	.....	700	40 by 40, 2 stories, of brick.....	.....	do	.....
17	The government and the pupils.....	600	.....	.....	600	40 by 18, of wood.....	.....	Prot.	.....
		.....	.....		.....		.....		.....

Second Division—Secondary Schools.—Fourth Section—Academies for girls.—(*Continued.*)

COURSE OF STUDIES.—*Continued.*

No.	No. of volumes in the professors' library.	Total number of volumes.	Number of globes and orrreries.	No. of geographical or other maps in the possession of the Institution.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning the differential and integral calculus.	No. of pupils learning physical science.	No of pupils learning astronomy.	No. of pupils learning Natural History.	No. of French pupils learning English.
1	120	245	1	16	100	113	.....	.....	.....	.....	.....	.....	.....	30
2	130	280	2	10	60	80	.....	.....	.....	.....	.....	.....	.....	5
3	42	173	2	9	48	30	18	.....	.....	.....	.....	.....	12	18
4	200	200	1	15	60	88	88	.....	.....	.....	.....	.....	.....	20
5	179	419	2	20	155	220	.....	.....	.....	.....	.....	.....	.....	37
6	114	116	1	9	60	86	.....	.....	.....	.....	.....	.....	.....	22
7	.....	.....	1	9	63	35	.....	.....	.....	.....	.....	9	7	9
8	105	225	2	7	58	90	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	2	18	25	.....	.....	.....	.....	.....	.....	.....	.....	30
10	.....	330	2	7	100	148	30	.....	.....	.....	.....	.....	.....	38
11	50	80	.....	22	86	12	.....	.....	.....	.....	.....	.....	.....	25
12	176	176	2	19	104	31	5	.....	.....	.....	.....	1	.....	29
13	.....	.....	.....	5	75	30	.....	.....	.....	.....	.....	.....	.....	18
14	8	12	.....	7	40	20	24	.....	.....	.....	.....	.....	4	30
15	160	360	2	8	54	60	.....	.....	.....	.....	.....	.....	.....	23
16	.....	.....	.....	6	60	60	8	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	.....	.....	30	27	6	8	1	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

COURSE OF STUDIES.—*Continued.*

No.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing from dictation French orthographical exercises.	No. of pupils composing French verse.	No. of pupils practising French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils learning English versification.	No. of pupils learning English composition.	No. of pupils learning the Latin grammar.
1	4	50	50	50	.....	20	15	15	15	.....	10	.....
2	.....	60	60	60	.....	20	5	5	4	.....	3	.....
3	.....	48	40	40	.....	28	10	14	4	.....	4	.....
4	.....	40	40	40	.....	20	10	10	10	.....	10	.....
5	2	113	90	80	.....	40	32	36	26	.....	18	.....
6	.....	41	41	41	.....	14	6	21	21	.....	6	.....
7	25	44	34	34	.....	26	29	39	29	.....	26	.....
8	.....	58	58	58	.....	28	.....	1	12	.....	3	.....
9	.....	40	30	40	.....	10	1	30	24	.....	24	.....
10	.....	96	96	84	.....	72	24	15	15	.....	15	.....
11	1	40	30	40	.....	30	15	.....	.....	.....	.....	.....
12	1	69	69	69	.....	40	13	18	18	.....	11	.....
13	.....	40	26	40	.....	4	12	18	18	.....	.....	.....
14	4	45	45	36	.....	20	10	10	8	.....	8	.....
15	1	47	30	30	.....	29	8	23	8	.....	9	.....
16	3	50	50	50	.....	25	12	.....	6	.....	6	.....
17	1	.....	.....	.....	.....	1	30	30	5	.....	33	2
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils practising Latin composition.	No. of pupils learning Italian.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1				42	24	12			18		22		
2				40	30	5			10		10		
3				32		28	2	3	28				9
4				36	36	15		15	15				6
5				74	64	8			26		20		9
6				26	39	5			22				
7				63	22	11		8	15		33		9
8				40	20	10			10		24		12
9				14	15	10		10	20				
10				56	27	8			26			9	
11				30	20								
12				92	68	27		3	12		8	7	7
13				26	40				20				
14				30	4		15				6		
15				21	3			10				2	
16				14	25			8	25				
17	2			32		3	2		2	3	3		3

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practising gymnastics.
1						100	70	13		22	17	
2						80	30					
3								5		9	16	
4						60	60					
5						130	90	5		22	36	
6		3			11	64	52			13	2	
7		7				50	20			18	12	
8						100	30	5	2	9	15	
9								7			15	
10						152	112	20	10	30	50	
11	20					80	35	3		12	20	
12	22					160	30	8	5	12	14	
13								4		8	12	
14						45	30				45	
15						55	35	13	8	12	20	
16				12		60	5			8	22	
17								4		8		

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

No.	PROFESSIONS CHOSEN BY PUPILS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.						PROFESSORS.				PUPILS.	
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who still prosecute their studies elsewhere.	No. of pupils left within the last two years, having taken religious orders.	No. of pupils who have chosen tuition.	No. of pupils who have left the country.	No. of Nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of girls.
1	.....	2	.....	.....	2	.....	4	2	.....	6	.....	113
2	.....	.....	.....	.....	.....	.....	3	.....	.....	3	.....	100
3	.....	.....	.....	.....	.....	.....	2	1	.....	3	.....	88
4	.....	8	.....	.....	.....	.....	4	1	.....	5	.....	88
5	.....	5	.....	.....	1	.....	7	2	.....	9	.....	333
6	5	16	1	9	.....	.....	4	1	.....	5	.....	150
7	.....	.....	.....	.....	.....	.....	4	1	.....	5	.....	155
8	.....	.....	.....	.....	.....	.....	4	1	.....	5	.....	128
9	.....	.....	.....	.....	.....	.....	.....	1	1	2	30	39
10	6	6	1	.....	4	.....	5	2	.....	7	.....	152
11	.....	.....	.....	.....	2	.....	4	.....	.....	4	.....	150
12	.....	3	.....	.....	.....	.....	4	2	.....	6	.....	200
13	.....	.....	.....	.....	.....	.....	5	.....	.....	5	.....	75
14	2	4	1	.....	.....	.....	4	.....	.....	4	.....	85
15	.....	5	.....	.....	1	.....	3	2	.....	5	.....	127
16	.....	.....	7	.....	.....	1	2	.....	.....	2	.....	76
17	.....	.....	.....	.....	2	.....	.....	1	.....	1	4	42
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

PUPILS.

No.	No. of day scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	57	6	50	113	.....	75	38	.....	.....	106	7	113
2	70	8	22	100	.....	100	.....	.....	.....	96	4	100
3	44	.....	44	88	.....	88	.....	.....	.....	83	5	88
4	30	25	33	88	.....	88	.....	.....	.....	82	6	88
5	240	60	33	333	.....	320	13	.....	.....	322	11	333
6	86	40	24	150	.....	143	5	2	.....	149	1	150
7	138	2	15	130	25	141	13	.....	1	137	18	155
8	60	48	20	128	.....	118	10	.....	.....	121	7	128
9	69	.....	.....	69	.....	69	.....	.....	.....	69	.....	69
10	48	65	39	152	.....	138	12	.....	2	140	12	152
11	100	15	35	150	.....	150	.....	.....	.....	144	6	150
12	130	45	25	200	.....	194	6	.....	.....	193	7	200
13	47	22	6	75	.....	74	1	.....	.....	72	3	75
14	50	20	15	85	.....	80	5	.....	.....	83	2	85
15	91	1	35	127	.....	126	.....	.....	1	119	8	127
16	60	6	10	76	.....	73	2	.....	1	72	4	76
17	46	.....	.....	.....	46	36	10	.....	.....	29	17	46
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

SECOND DIVISION—SECONDARY SCHOOLS—FOURTH SECTION—ACADEMIES FOR GIRLS.—*Continued.*

No.	GENERAL DESCRIPTION OF THE INSTITUTION.					FINANCES.						
	Name of the institution, and where situated.	Date of its foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	Annual expenses of the institution.	Annual revenue of the institution from all sources.	Annual fee received from each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board gratis.	No. of pupils receiving part of board gratis.
1	St. Famille	1685	Sister Bourgeois	Sisters of the Congr. N. D.	Sisters of the Congregation N. D. and lay teachers	848	848	3.50	.....	71	.....	.....
2	Cacouna	1857	Rev. J. C. Cloutier	Sisters of Charity	Sisters of Charity and 1 lay teacher	2000	1800	5	50	4	2	.....
3	Ile Verte	1854	The curé & the inhabitants	The curé and the Commis..	Lay teachers	440	440	.....	.....	.....	.....	.....
4	Trois Pistoles	1858	Rev. M. Roy & parishioners	The curé and the Sisters of the Congr. N. D.	Sisters of the Congr. N. D..	736	412	.....	60	10	1	3
5	Terrebonne	1826	Rev. M. St. Germain	The Sisters	do do ...	1430	1390	.....	38	76	7	4
6	St. Vincent de Paul	1842	Mgr. Bourget	Religious Sisters	Sisters of Charity and 1 lay teacher	2000	2000	.....	.....	60	5	12
7	St. Gervais	1859	Rev. M. Pouliot	The curé and the Sisters...	Relig. Sisters of the Holy Name of Jesus and Mary.	292	384	.....	50	12	.....	.....
8	Notre Dame de Lévis	1858	Rev. J. C. Déziel	Sisters of Charity	Sisters of Charity	1595	1472	5	.....	20	.....	.....
9	Rigaud	1859	The School Commissioners	1 Directress and 3 Sisters..	Religious Sisters of St. Anne and 1 lay teacher..	1000	776	8	43	2	.....	1

Second Division -Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

No.	Sources of revenue.	FINANCES.—*Continued.* Value of real estate, the property of the institution, including buildings in occupation.	Total amount of debts of the institution.	Cursory statement of these debts.	Value of buildings occupied for purposes of the institution.	Dimensions and general description of the buildings.	COURSE OF STUDIES. No. of years required to complete course of studies.	Nature of the religious instruction.	Number of volumes in the pupils' library.
1	Pupils' board, the Government, the Sch. Com., and agricultural produce.	3400	372	.....	2400	34 by 35, of stone	.....	Cath.	.....
2	Pupils' board and the Government.....	4000	1200	Construction of buildings.....	3200	45 by 36, of wood, 2 stories	5	do	80
3	Commissioners and grant.....	1800	800	Loan for building, and teachers' salaries	1800	60 by 40, 2 stories, of wood	3	do	.....
4	Pupils' board and grant.....	5100	1300	Construction of the building	4800	60 by 40, of wood, 2 stories.....	7	do	.....
5	Pupils' board, the Commissioners, and grant.....	5800	40	Sundries.....	5600	70 by 45, of stone, 2 stories.....	5	do	330
6	The pupils and the Government.....	6000	400	Repair of the building and maintenance.....	4400	120 by 55, with a wing of 25, of stone.....	5	do	.....
7	The pupils' board, the grant, and the Commissioners	4800	1400	Various loans	4000	90 by 40, of stone	5	do	.....
8	The pupils, the priests' board, and the Government.....	20000	300	.....	16000	126 by 50, 3 stories, of stone and brick.....	5	do	.....
9	The pupils' board, the Government, produce of a garden, &c.....	3000	264	Sundries	3000	50 by 25, 3 stories, of stone.....	3	.....	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of volumes in the professors' library.	Total number of volumes.	Number of globes and orreries	No. of geographical or other maps in the possession of the institution.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning the differential and integral calculus.	No. of pupils learning natural philosophy.	No. of pupils learning astronomy.	No. of pupils learning natural history.	No. of French pupils learning English.
1	130	130	2	8	48	5	10	.....	.....	.....	.....	.....	7	24
2	60	140	.....	30	60	25	25	12	25	.....	.....	.....	12	40
3	.....	.....	.....	7	70	46	.....	.....	.....	.....	.....	.....	.....	39
4	100	100	.....	6	52	.....	.....	.....	.....	.....	.....	.....	.....	22
5	.....	330	2	7	100	148	30	.....	.....	.....	.....	.....	.....	38
6	12	12	.....	7	44	18	.....	.....	.....	.....	.....	.....	2	18
7	15	15	2	3	50	12	.....	.....	.....	.....	.....	.....	.....	15
8	80	80	.....	13	180	.....	18	.....	.....	.....	.....	.....	.....	174
9	.....	.....	.....	7	80	65	40	.....	.....	.....	.....	.....	6	30

COURSE OF STUDIES.—(*Continued.*)

No.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing from dictation French orthographical exercises.	Number of pupils practising French versification.	Number of pupils practising French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing from dictation English orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.	Number of pupils learning the Latin grammar.
1	.....	34	34	34	.....	27	.....	.....	.....	.....	.....	.....
2	.....	36	36	25	.....	36	18	18	18	.....	18	.....
3	.....	60	60	54	.....	26	8	15	.....	.....	.....	.....
4	.....	51	40	40	.....	40	4	16	16	.....	16	.....
5	.....	96	96	84	.....	72	24	30	24	.....	24	.....
6	2	39	34	26	.....	7	7	7	7	.....	7	.....
7	.....	45	30	45	.....	8	8	8	8	.....	.....	.....
8	6	130	130	130	.....	41	59	64	64	.....	18	.....
9	6	78	78	60	.....	46	21	21	6	.....	6	.....

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

COURSE OF STUDIES.—(*Continued.*)

No.	No. of pupils learning Latin composition.	No. of pupils learning Italian.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1				39	30				30				
2				50	15	12	8	20	15			12	12
3				55	66			20	43				
4				39	16	15		13	19				4
5				56	27	8			26			9	
6				32	38	3		41	23		5	6	6
7				30	40				15				
8				53	68				29		16		16
9				41	45				11				

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practising gymnastics.
1	.....	.....	.....	.....	9	.....	.....	.....	6	.....	30	.....
2	25	.....	25	25	12	34	34	13	13	12	19	.....
3	.....	.....	.....	.....	2	60	33	2	2	6	.....	.....
4	.....	.....	.....	.....	.....	60	45	.....	.....	3	20	.....
5	.....	.....	.....	.....	.....	152	112	20	10	20	50	.....
6	12	.....	.....	.....	5	25	17	5	.....	5	18	.....
7	.....	.....	.....	.....	.....	60	40	.....	.....	.....	.....	.....
8	.....	.....	.....	16	.....	39	33	8	.....	10	49	.....
9	.....	.....	.....	.....	.....	40	35	.....	.....	.....	30	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

No.	PROFESSION CHOSEN BY PUPILS WHO HAVE LEFT WITHIN TWO YEARS.					PROFESSORS.				PUPILS.		
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who continue their studies elsewhere.	Number of pupils left within two years, having entered into holy orders.	No. of pupils who have become teachers.	No. of Nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of girls.	No. of day scholars.
1	.....	.....	.....	.....	.....	3	1	.....	4	.....	71	21
2	3	8	3	.....	6	3	1	.....	4	.....	60	26
3	1	.....	3	.....	1	.....	3	.....	3	55	75	130
4	.....	.....	.....	.....	.....	3	.....	.....	3	.....	63	35
5	6	6	1	.....	4	5	2	.....	7	.....	152	48
6	2	7	2	.....	.....	3	1	.....	4	.....	111	60
7	.....	.....	.....	.....	.....	.....	1	.....	4	.....	70	56
8	.....	1	.....	.....	1	7	1	.....	8	.....	180	160
9	.....	.....	.....	.....	.....	.....	1	.....	5	.....	108	70

PUPILS.—(*Continued.*)

No.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total No. of pupils.
1	.....	50	71	.....	71	.....	.....	.....	71	.....	71
2	4	30	60	.....	60	.....	.....	.....	26	34	60
3	.....	.....	130	.....	130	.....	.....	.....	127	3	130
4	.....	28	63	.....	58	5	.....	.....	39	24	63
5	65	39	152	.....	138	12	.....	2	140	12	152
6	8	43	111	.....	90	20	1	.....	111	.....	111
7	7	7	70	.....	67	3	.....	.....	67	3	70
8	20	.....	175	5	172	8	.....	.....	173	7	180
9	23	15	107	1	106	.....	2	.....	102	6	108

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(*Continued.*)

No.	Name of the Institution, and where situated.	Date of foundation.	By whom founded.	Composition of Board of Direction.	Composition of Board of Instruction.	FINANCES. Annual expenses of the Institution.	Annual revenue of the Institution from all sources.	Annual fee received from each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board gratis.	No. of pupils receiving part of board gratis.
						$	$	$	$			
1	Three Rivers, Ursulines	1697	Mgr. de St. Valier, 1st Bishop of Quebec	One Superior and a council of 7 Nuns	Ursuline Nuns	5765	5231	.....	64	170	2	.....
2	Berthier	1825	Rev. Mr. Lamothe	4 Sist. of the Cong. N. D...	Sisters of the Cong. N. D. and lay teachers	2000	1968	.....	60	66	4	4
3	St. Roch, Quebec	1844	Mgr. Signay and Rev. Mr. Charest	One Directress	Sisters of the Cong. N. D...	4440	4440	.....	60	.....	10	8
4	St. Sauveur	1856	Sisters of the Cong. N. D..	do	do do ...	800	800	.....	.....	.....	1	.....
5	Lake of Two Mountains	1720	do do	do	do do ...	600	600	.....	.....	.....	.....	.....
6	St. François, Rivière du Sud	1763	do do	do	do do ...	1250	11250	.....	50	.....	3	2
7	Ursulines at Quebec	1640	Mme de la Peltrie	One Superior and a council.	Ursuline Nuns	19200	9200	.....	74	287	5	.....
8	General Hospital at Quebec	1725	Mgr. de St. Valier	.....	Augustine Nuns	8000	8000	.....	68	.....	10	7
9	Sisters of Charity, Quebec	1849	Mgr. Turgeon, & the ladies of the Society of Education	One Superior	Sisters of Charity	4500	4400	.....	.....	250	.....	.....
10	Sault au Récollet	1842	Mgr. Bourget.....	.....	Nuns of the Sacred Heart..	8000	8000	.....	.....	.....	.....	125
11	Sisters of the Good Shepherd, Quebec	1852	Mme F. X. Roy	.....	Nuns of the Good Sheph'rd.	4000	4000	.....	.....	.....	.....	.....
12	Sisters of La Providence	1828	Mme Gamelin	1 Superior and a Council...	Nuns of La Providence.....	1600	1600	.....	.....	200	.....	.....
13	Various model schools of the Sisters of the Congregation, at Montreal	.....	Sisters of the Cong. N. D...	.....	Sisters of the Cong. N. D...	15000	15000	.....	.....	1000	.....	.....
14	Villa Maria	.....	do do ...	One Directress	do do ...	10000	10000	.....	100	.....	.....	.....
15	Mont Ste. Marie	.....	do do ...	do	do do ...	5409	5400	.....	.....	.....	.....	.....
						201084	103939	... .	.....	4340	263	456

No.	Sources of revenue.	FINANCES.—*Continued.* Value of landed property possessed by the institution, including the buildings occupied, &c.	Total amount of debts due by institution.	Value of buildings occupied for the purposes of the institution.	Dimensions and general description of the buildings.	COURSE OF STUDIES. No. of years required to complete course of study.	Nature of the religious instruction.	No. of volumes in the pupils' library.	No. of volumes in the professors' library.
		$	$	$					
1	Revenue from land, Seigniory, pupils' board, and the grant	44000	.....	8000	80 by 48, of stone, 3 stories; another 210 by 50, 2 stories, of stone	4	Catho.	1270	.....
2	Pupils' board and music lessons	2400	....	4000	68 by 40, 2 stories, of stone	6	do	150	200
3	Pupils' board and the School Commissioners	18400	.....	18400	....	.....	do	600	1200
4	The Commissioners	2200	.....	2200	.....	.....	do	....	.....
5	The Seminary of St. Sulpice	2000	.....	2000	....	.....	do	.....	....
6	....	2400	.....	2400	.....	.....	do	300	.....
7	Revenue of the Institution and board	112000	.....	112000	690 feet in length, 3 stories, of stone	7	do	1200	1800
8	The Government and the citizens ...	60000	.....	60000	....	.....	do	400	500
9	.....	60000	.....	60000	.....	.....	do	.....	.....
10	.....	20000	.....	20000	.....	.....	do	560	1000
11	.....	6000	.....	6000	.....	.....	do	.....	.....
12	Revenue of the Institution and pupils	40000	.....	40000	Of stone, 4 stories	.....	do	.....	.....
13	Revenue of the Institution and pupils' board..	80000	.....	80000	Houses of stone and wood	.....	do	3000	12000
14	Revenue and pupils' board	65000	....	65000	Of stone	.....	do	800	1200
15	.....	40000	.....	40000	Of stone, 3 stories	.....	do	.....	.....
		917022	56134	841828		.....	.....	12072	23504

COURSE OF STUDIES.—(*Continued.*)

No.	Total number of volumes.	Number of globes and orreries.	Number of geographical or other maps in the possession of the institution.	Number of pupils learning arithmetic.	Number of pupils learning mental calculation.	Number of pupils learning book-keeping.	Number of pupils learning algebra.	Number of pupils learning geometry.	Number of pupils learning differential and integral calculus.	Number of pupils learning natural philosophy.	Number of pupils learning astronomy.	Number of pupils learning natural history.
1	1270	4	24	158	.....	6	.....	.....	.....	3	3	3
2	350	2	.....	118	.....	.....	.....	.....	.....	.....	.....	2
3	1800	4	.....	290	370	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	90	120	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....
6	300	.....	.....	48	52	.....	.....	.....	.....	.....	.....	.....
7	3000	7	36	250	150	20	.....	.....	.....	23	22	.....
8	900	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	10
9	.....	.....	4	171	.....	.....	.....	.....	.....	.....	.....	.....
0	1560	4	10	90	25	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	6	128	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	5	100	.....	.....	.....	.....	.....	.....	.....	.....
13	15000	.....	44	950	820	.....	.....	.....	.....	.....	.....	.....
14	2000	5	12	55	55	15	10	.....	.....	8	12	.....
15	.....	3	6	35	.....	.....	.....	.....	.....	.....	.....	.....
	35576	111	1000	7976	5998	684	35	41	9	.....	100	213

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing from dictation French orthographical exercises.	No. of pupils practising French versification.	No. of pupils practising French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils composing English verse.	No. of pupils learning English composition.
1	224	13	158	73	73	.....	38	24	70	32	.....	24
2	30	.....	118	62	62	.....	36	20	20	20	.....	.....
3	.....	.....	250	220	220	.....	120	130	75	130	.....	.....
4	.....	.....	60	50	50	.....	20	.....	.....	.....	.....	.....
5	10	.....	20	15	15	.....	.....	.....	.....	.....	.....	.....
6	10	.....	44	38	38	.....	15	7	.....	7	.....	.....
7	126	110	200	200	200	6	80	200	150	12	146	.....
8	40	8	65	66	45	.....	51	25	15	22	.....	.....
9	211	32	236	201	176	.....	.....	.....	28	28	.....	.....
10	80	16	80	80	80	.....	30	30	35	35	.....	20
11	60	.....	68	38	41	.....	22	.....	19	19	.....	.....
12	42	.....	42	32	17	.....	16	.....	26	26	.....	.....
13	600	.....	650	480	460	.....	85	.....	106	38	.....	.....
14	39	40	78	70	70	.....	65	65	65	65	.....	65
15	40	.....	45	40	45	.....	20	10	20	15	.....	.....
	3532	484	6506	5579	5710	59	3116	1550	1797	1509	162	849

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning the Latin grammar.	No. of pupils learning Latin composition.	No. of pupils learning Italian.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.
1					95	72	3	22	15	24		
2					56	56	8	5		32		
3					150	60	26			80		25
4					50	92				20		
5						10						
6					32	31				7		
7			14	5	198	90	48	48	40	100	40	6
8					41	40			11	27		
9					131	72			27	47		
10					49	26			20	20		
11					71	28			32	38		
12					125	41			25	22		
13					650	450				176		
14			10		75	15	25	20				30
15					62	20				30		
	2	2	24	5	5186	3419	663	237	666	2001	43	495

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.
1	10	.....	.....	.....	.....	.....	3	73	52	9	9	36
2	10	.....	.....	.....	.....	.....	.....	138	69	7	3	30
3	.....	35	30	210	.....	.....	.....	600	90	20	.....	45
4	.....	.....	.....	.....	.....	.....	.....	180	40	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	12	.....	.....	.....	70	60	12	.....	.....	.....
7	22	.....	.....	.....	.....	.....	.....	287	180	40	25	91
8	.....	.....	.....	.....	.....	.....	.....	30	31	.....	.....	21
9	.....	.....	.....	.....	.....	.....	.....	150	55	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	100	33	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	120	30	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	165	48	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	1355	75	.....	.....	.....
14	.....	40	40	50	.....	.....	.....	80	49	18	.....	75
15	.....	.....	.....	.....	.....	.....	.....	70	25	.....	.....	.....
	172	285	430	270	25	28	140	8233	3475	488	172	1123

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—*Continued.*

	PROFESSION CHOSEN BY PUPILS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.								PROFESSORS.				PUPILS.
	No. of pupils learning vocal music.	No. of pupils practising gymnastics.	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	Number of pupils continuing their studies elsewhere.	No. of pupils left within two years, having entered into holy orders.	No. of pupils who have become teachers.	No. of pupils who have left the country.	No. of nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors and teachers.	No. of boys.
1	90		4	20					20			20	
2	100								5	1		6	
3	220								15			15	
4	60								4			4	
5									3			3	
6	20								2	1		3	
7	45	230	4	6					34			34	
8	30								12			12	
9	46								11			11	
10	34								6			6	
11	36								5			5	
12	25								6			6	
13	386								40			40	
14	50								9			9	
15	20								5			5	
	2697	230	59	244	27	22	137	13	474	78	1	553	100

PUPILS.—(*Continued.*)

No.	No. of girls.	No. of day scholars.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county in which the institution is situated.	Number of pupils whose relations reside elsewhere in Lower Canada.	Number of pupils whose relations reside in Upper Canada.	Number of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	237	172	12	53	231	6	197	40	.....	.....	210	27	237
2	132	55	31	46	132	.....	100	32	.....	.....	125	7	132
3	700	520	106	74	700	.....	700	.....	.....	.....	650	50	700
4	300	300	.....	.....	300	.....	300	.....	.....	.....	279	21	300
5	45	45	.....	.....	45	.....	45	.....	.....	.....	45	.....	45
6	61	14	25	22	61	.....	61	.....	.....	.....	52	9	61
7	287	.....	120	167	267	20	220	61	6	.....	230	57	287
8	96	.....	.....	96	96	.....	79	17	.....	.....	93	3	96
9	589	464	.....	125	589	.....	589	.....	.....	.....	505	84	589
10	100	36	.....	64	100	.....	60	40	.....	.....	80	20	100
11	342	260	.....	82	342	.....	342	.....	.....	.....	325	17	342
12	435	342	.....	93	445	.....	435	.....	.....	.....	420	15	435
13	3013	3013	.....	.....	3013	.....	3013	.....	.....	.....	2960	53	3013
14	82	.....	.....	82	82	.....	82	.....	.....	.....	35	47	82
15	132	.....	.....	132	132	.....	132	.....	.....	.....	90	42	132
	15363	10922	1415	3126	15270	193	14736	665	15	47	14315	1148	15463

THIRD DIVISION.—NORMAL SCHOOLS.

No.	Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of Board of Direction	Composition of Board of Instruction.	Annual expenses of the institution.	Annual revenue of the institution from all sources.	Annual fee received from each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board gratis.	No. of pupils receiving part of board gratis.
	GENERAL DESCRIPTION OF THE INSTITUTION.					FINANCES.						
1	Jacques Cartier Normal School, Montreal.....	1857	The Honorable P. J. O. Chauveau, Superintendent of Public Instruction, in virtue of the Act 19 Vict., chap. 54	The Superintend'nt of Public Instruction.....	1 Priest (the principal) and laymen.....	13099	13634	.....	78	52	.....	24
2	McGill Normal School, Montreal.....	1857	do do	The Superintend'nt of Public Instruction and the Council of the McGill University.....	Laymen	8253	8527	.....	.....	61	.....	48
3	Laval Normal School, Quebec:	1857	do do	The Superintend'nt of Public Instruction.....	1 Priest (the principal), laymen & Ursuline Nuns.	14599	14840	.....	.....	94	.....	48
	Male pupil-teachers..... ..... Female pupil-teachers.....											
						35951	37001	.....	.....	207	.....	120

Third Division—Normal Schools.—*Continued.*

No.	Sources of revenue.	FINANCES.—*Continued.* Value of the landed property possessed by the institution, including the buildings occupied, &c.	Value of buildings occupied for the purposes of the institution.	Dimensions and general description of the buildings.	COURSE OF STUDIES. No. of years required to complete course of study.	Nature of the religious instruction.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
		$ 00	$					
1	Revenue of the Model School and the Government..	600	60000	Of brick, 4 stories.....	3	Catholic..	500	8000
2	do do do	32000	32000	180 by 70, of stone, 2 stories	2	Protestant.	600	.....
3	do do do	.....	.....	Of stone, 3 stories.....	.....	Catholic...	.....	2000
	Total.....	92000	92000		.....		1100	10000

COURSE OF STUDIES.—*Continued.*

No.	Total No. of volumes.	Number of globes and orreries.	Number of geographical or other maps in the possession of the institution.	Value of the museum of natural history.	Value of the museum of natural philosophy.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning differential and integral calculus.	No. of pupils learning conic sections.
1	8500	6	30	400	640	36	36	36	16	16	16	.....
2	600	5	40	.....	1600	61	.....	34	56	56	34	.....
3	2000	.....	.....	300	.....	91	91	91	14	28	14	14
	11100	11	70	700	2240	188	127	161	86	100	64	14

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning natural philosophy.	No. of pupils learning to make meterological observations.	No. of pupils learning astronomy.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning the French grammar.	No. of pupils learning French parsing.	No. of pupils writing from dictation French orthographical exercises.	No. of pupils practising French composition.	No. of pupils learning English parsing.
1	16	16	16	16	52	51	1	52	52	52	16	52
2	34	.....	34	22	61	.....	61	.....	61	56	56	61
3	38	38	28	28	28	81	13	91	91	91	51	91
	88	54	78	66	141	132	75	143	204	199	103	204

Third Division—Normal Schools.—*Continued.*

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils learning English composition.	No. of pupils learning the Latin grammar.	No. of pupils learning Latin versification.	No. of pupils learning the Greek grammar.	No. of pupils learning geography.	No. of pupils learning Sacred history.	No. of pupils learning Ancient history.	No. of pupils learning English history.	No. of pupils learning French history.	No. of pupils learning the History of Canada.
1	52	52	.....	2	.....	.....	36	36	16	16	16	36
2	61	34	56	.....	.....	.....	61	61	61	61	22	61
3	91	91	4	3	3	3	91	67	.....	28	28	94
	204	177	60	5	3	3	188	164	77	105	66	191

COURSE OF STUDIES.—*Continued.*

No.	No. of pupils learning History of the U. States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.	No. of pupils learning the elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.
1	36	16	16	.....	36	.....	52	36	.....	.....	23	.....
2	.....	61	22	.....	61	.....	34	61	.....	.....	61	.....
3	28	.....	21	3	52	14	41	28	53	.....	25	15
	64	77	60	3	149	14	127	125	53	.....	109	15

Third Division—Normal Schools.—*Continued.*

No.	COURSE OF STUDIES.—*Continued.*						PROFESSIONS CHOSEN BY PUPILS WHO HAVE LEFT.				PROFESSORS.		
	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils learning gymnastics.	No. of pupils learning fencing.	No. of pupils who have left, having finished their course during the preceding year.	No. of pupils who have left, having completed more than half their course.	No. of pupils continuing their studies.	No. of pupils who have adopted the profession of teaching.	No. of Nun teachers.	Number of lay female teachers.	No. of ecclesiastical professors.	Number of lay professors.	Total number of professors and teachers.
1	27	36	36	7	.....	.....	.....	52	.....	.....	1	7	8
2	22	61	.....	.....	54	7	24	54	.....	1	.....	8	9
3	40	70	41	.....	.....	.....	.....	132	5	.....	2	6	13
	89	167	77	7	54	7	24	238	5	1	3	21	30

No.	PUPILS.													
	Number of boys.	Number of girls.	No. of day-scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	52	.....	.....	.....	52	52	.....	.....	52	.....	.....	.....	52	52
2	5	56	61	.....	.....	4	57	44	14	2	1	.....	61	61
4	41	53	4	1	89	94	.....	.....	93	1	.....	.....	94	94
	98	109	65	1	141	150	57	44	159	3	1	.....	207	207

RECAPITULATION OF TABLE B,

Containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

No.	INSTITUTIONS.	FINANCES.								COURSE OF STUDIES.				
		Annual expenditure of the institution.	Annual revenue of the institution from all sources.	No. of pupils receiving instruction gratuitously.	No. of pupils boarded gratuitously.	No. of pupils boarded in part gratuitously.	Value of landed property possessed by the institution, including buildings occupied, &c.	Total amount of debts of the institution.	Value of the buildings occupied for purposes of the institution.	Number of volumes in the pupils' library.	No. of volumes in the professors' library.	Total number of volumes.	No. of globes and orreries	No. of geographical and other maps possessed by the institution.
		$	$											
1	First Division, Superior Schools	75579	64355	.....	.....	.....	642679	42255	396000	.....	20700	20700	.....	.....
2	Second Division, Classical Colleges	172156	165493	282	25	170	1392936	155006	651206	18790	60494	79284	46	469
3	do Industrial Colleges	32645	30178	125	1	23	128502	25651	93292	4679	977	5656	22	207
4	do Academies for boys, or mixed	47645	44587	879	21	37	152189	25185	120160	4296	4754	9050	77	557
5	do Academies for girls	201084	193939	4340	263	456	917022	56134	841828	12072	23504	35576	111	1000
6	Third Division, Normal Schools	35951	37001	207	.....	120	92000	.....	92000	1100	10000	11100	11	70
	Grand total	565060	535553	5833	310	806	3325328	304231	2194486	40937	120429	161366	267	2333

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

COURSE OF STUDIES.—*Continued.*

No.	Value of the museum of natural history.	Value of the collection in natural philosophy.	Number of pupils learning arithmetic.	Number of pupils learning mental calculation.	Number of pupils learning book-keeping.	Number of pupils learning algebra.	Number of pupils learning geometry.	Number of pupils learning trigonometry.	Number of pupils learning conic sections.	Number of pupils learning differential and integral calculus.	Number of pupils learning natural philosophy.	Number of pupils learning to take meteorological observations.	Number of pupils learning astronomy.	Number of pupils learning chemistry.	Number of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.
	$	$																	
1	23950	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	5750	43750	1727	313	211	261	278	145	85	22	127	21	122	75	110	1578	493	1516	1301
3	20	1965	1434	1348	172	78	97	23	6	20	26	29	27	16	80	1306	84	968	827
4	.....	970	3871	2132	761	670	487	105	65	25	194	22	198	114	233	1804	474	1756	1504
5	.....	.....	7976	5998	684	35	41	.....	.....	9	17	.....	100	.....	213	3532	484	6506	5579
6	700	2240	188	127	161	86	100	64	14	.....	88	54	78	66	141	132	75	143	204
	30420	48925	15196	9918	1989	1130	1003	337	170	76	452	116	525	271	777	8352	1610	10889	9415

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

COURSE OF STUDIES.—*Continued.*

No.	Number of pupils writing French from dictation.	Number of pupils learning French versification.	Number of pupils learning French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing English from dictation.	Number of pupils learning English versification.	Number of pupils learning English composition.	Number of pupils learning Latin grammar.	Number of pupils learning Latin versification.	Number of pupils learning Latin composition.	Number of pupils learning Greek grammar.	Number of pupils learning Greek composition.	Number of pupils learning Italian.	Number of pupils learning German.	Number of pupils learning geography.	Number of pupils learning sacred history.	Number of pupils learning ancient history.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1150	94	823	1281	1509	1285	42	608	1395	398	544	719	76	.....	15	1740	685	598
3	823	35	595	653	883	712	10	284	184	63	55	3	2	.....	2	1050	475	161
4	1446	142	566	1903	1468	1456	153	1420	309	38	116	74	16	.....	16	2315	1554	357
5	5710	59	3116	1550	1797	1509	162	849	2	.....	2	.....	.....	24	5	5186	3449	663
6	199	.....	103	204	204	177	.....	60	5	3	.....	3	.....	.....	.....	188	164	77
	9328	330	5203	5591	5866	5139	367	3221	1895	502	717	799	94	24	32	10479	6327	1856

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

COURSE OF STUDIES.—*Continued.*

No.	Number of pupils learning English history.	Number of pupils learning history of France.	Number of pupils learning history of Canada	Number of pupils learning history of the U. States.	Number of pupils learning general history.	Number of pupils learning belles-lettres.	Number of pupils learning rhetoric.	Number of pupils learning declamation.	Number of pupils learning intellectual and moral philosophy.	Number of pupils learning theology.	Number of pupils learning the elements of jurisprudence.	Number of pupils learning the elements of constitutional law.	Number of pupils learning theoretical agriculture.	Number of pupils learning practical agriculture.	Number of pupils learning horticulture.	Number of pupils following a special commercial course.	Number of pupils learning linear drawing.	Number of pupils learning architecture.	Number of pupils learning sewing.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	609	195	626	42	527	186	143	395	130	68	46	20	55	31	291	64	188	142	.....
3	197	205	328	57	96	58	60	275	32	27	27	66	57	39	68	411	128	43	.....
4	467	263	857	94	290	49	157	1040	14	4	6	6	134	141	33	524	284	58	102
5	237	666	2001	43	405	172	285	430	270	.....	.....	.....	.....	25	88	.....	140	.....	8233
6	105	66	191	64	77	69	3	149	.....	.....	.....	14	127	.....	.....	.....	125	.....	53
	1615	1395	4003	300	1395	534	648	2289	446	99	79	106	373	236	480	999	865	243	8388

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

No.	COURSE OF STUDIES.—*Continued.*									HEALTH OF PUPILS.								
										NUMBER OF PUPILS TAKEN SERIOUSLY ILL DURING THE YEAR.								
	Number of pupils learning embroidery.	Number of pupils learning drawing.	Number of pupils learning painting.	Number of pupils learning instrumental music.	Number of pupils learning vocal music.	Number of pupils learning gymnastics.	Number of pupils learning swimming.	Number of pupils learning horsemanship.	Number of pupils learning fencing.	Inflammation and other diseases of the brain.	Consumption, bronchitis, and other diseases of the organs of respiration.	Pleurisy.	Dangerous diseases of the digestive organs.	Neuralgia and other diseases of the nervous system.	Fevers and epidemic diseases.	Luxation, fracture, and other accidents.	Other diseases.	Total number of pupils sick during the year.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	223	.....	301	1177	85	.....	.....	52	5	4	3	14	3	17	7	6	59
3	.....	64	13	106	708	290	12	.....	.....	4	8	4	2	1	47	3	25	94
4	56	174	40	156	604	369	143	4	.....	7	1	4	1	1	59	12	83	168
5	3475	488	172	1123	2697	230	.....	.....	.....	4	37	1	2	2	59	2	154	261
6	.....	109	15	89	167	77	.....	.....	.....	.....	3	.....	1	.....	.....	.....	.....	4
	3531	1058	240	1775	5353	1051	155	4	52	20	53	12	20	7	182	24	268	586

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

No.	HEALTH OF PUPILS.—*Continu* — NUMBER OF PUPILS WHO DIED DURING THE YEAR.							PROFESSIONS SELECTED BY PUPILS WHO LEFT DURING THE LAST TWO YEARS.													
	Inflammation and other diseases of the brain.	Consumption, bronchitis and other diseases of the organs of respiration.	Pleurisy.	Fevers and epidemic diseases.	Accidentally drowned.	Died from other diseases.	Total number of pupils who died during the year.	Number of pupils left, after having completed their course of studies the preceding year.	Number of pupils left, having completed half their course of studies.	Number of these pupils who are continuing their studies elsewhere.	Number of pupils who left during the past two years, to enter the ecclesiastical condition.	Number of pupils who have adopted the profession of teaching.	Number of pupils who have become agriculturists.	Number of pupils preparing for the Bar.	Number of pupils studying the medical profession.	Number of pupils studying for the notarial profession.	Number of pupils studying surveying.	Number of pupils studying civil engineering.	Number of pupils engaged in trade, or preparing for that pursuit.	Number of pupils engaged in or preparing for some branch of industry.	Number of pupils who have left the country.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	1	1	1	3	96	111	27	75	13	34	27	27	16	5	1	24	4	1
3	.....	.....	1	1	.....	.....	2	31	69	28	8	24	53	7	10	12	2	.....	161	30	3
4	3	2	.....	1	.....	4	10	201	254	256	1	177	318	23	8	5	42	7	319	79	53
5	.....	6	.....	.....	.....	12	18	59	244	27	22	137	.....	.....	.....	.....	.....	.....	.....	.....	13
6	.....	2	.....	.....	.....	.....	2	54	7	24	.....	238	.....	.....	.....	.....	.....	.....	.....	.....	.....
	3	10	1	3	1	17	35	441	685	362	106	589	405	57	45	33	49	8	504	113	70

RECAPITULATION OF TABLE B, containing Statistics of all Educational Institutions, particularly those relating to Superior and Second Class Schools.

No.	PROFESSORS.					PUPILS.													
	No. of Nun teachers.	No. of lay female teachers.	No. of professors in holy orders.	No. of lay professors.	Total number of teachers, male and female.	No. of boys.	No. of girls.	No. of day scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside in the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the U. States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	.....	.....	18	54	72	618	.....	386	.....	232	395	223	231	298	84	5	.....	618	618
2	.....	.....	152	39	191	2627	.....	1239	267	1121	2051	576	1413	1104	28	82	1426	1201	2627
3	.....	.....	73	25	98	2222	78	1530	581	189	2136	164	1988	306	2	4	1966	334	2300
4	.....	41	57	82	180	4571	1372	5630	134	179	3794	2149	5601	284	6	52	4613	1330	5943
5	474	78	.....	1	553	100	15363	10922	1415	3126	15270	193	14736	665	15	47	14315	1148	15463
6	5	1	3	21	30	98	109	65	1	141	150	57	44	159	3	1	.. ..	207	207
	479	120	303	222	1124	10236	16922	19772	2398	4988	23796	3362	24013	2816	138	191	22320	4838	27158

Fourth Division.—Special Schools.

No.	Name of the Institution.	Date of foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	No. of professors.	No. of pupils.
1	Deaf & Dumb Asylum at Cote St. Louis	1849	Rev. M. Lagorce.	Professors in direction	Priests and Clerks of St. Viateur	3	15
2	Deaf & Dumb Asylum at Montreal	1853	Bishop Bourget	Directing Nuns	Nuns of the Canadian order of La Providence	5	43
3	Agricultural School at Ste. Anne Lapocatière	1858	The College of Ste. Anne	The Corporation of the College	1 Priest and 1 Layman	2	8
4	School of Arts and Manufactures	1859	Board of Arts and Manufactures	Board of Arts and Manufactures	Laymen	6	58
						16	124

Fifth Division.—Primary Schools.

No.	SECTIONS.	No. of Schools.	No. of male and female teachers.	No. of pupils.
	First Section.			
5	Model and Normal Schools	4	11	704
	Second Section.			
6	Superior Primary Schools, or Model Schools, including Superior Schools for Girls which are not mentioned in the Fourth Section of Second Class Schools	239	298	15791
	Third Section.			
7	Elementary Schools	2889	2889	134777
	Total	3132	3198	151272

Recapitulation of the Five Principal Divisions.

No.	DIVISIONS.	No. of Schools.	No. of persons forming the Board of Instruction.	No. of pupils.
8	Superior Schools	10	72	618
9	Second Class Schools	196	1022	28624
10	Normal Schools	3	30	207
11	Special Schools	4	16	124
12	Primary Schools	3132	3198	151272
	Total	3345	4338	180845

TABLE C,

CONTAINING the Statistics of the Catholic Schools of the Cities of Quebec and Montreal.

No. 1.

TABLE OF THE CATHOLIC SCHOOLS OF THE CITY OF QUEBEC FOR 1862.

Ursulines of Quebec.	Christian Brothers' School.	Bon Pasteur Nuns.	Sisters of Charity, 6 classes à l'hospice.	Sisters of Charity, près-du-ville.	General Hospital.	Congregation of Notre Dame at St. Roch.	Congregation of Notre Dame at St. Sauveur.	Academies and other independant schools.	Seminary of Quebec.	Laval University.	Theological School or main Seminary.	Laval Normal School, pupil teachers.	Female pupil teachers.	Model Schools in connection with Laval Normal School, boys.	Girls.	TOTAL.
287	1778	342	383	206	96	700	300	2563	371	117	42	41	53	147	150	7576

No. 2.

TABLE OF THE CATHOLIC SCHOOLS OF MONTREAL FOR 1862.

Deaf and Dumb School.	The Small Seminary of Montreal (Priests of St. Sulpice).	Students of Theology (Priests of St. Sulpice).	College of St. Mary, R. R. Jesuit Fathers.	Christian Brothers' School.	School of the Nuns of the Congregation of Notre Dame.	Orphan Boys' and Girls' School of the General Hospital (Grey Nuns).	School of the Nuns of La Providence.	"La maîtrise."	Asylums (Grey Nuns).	I-ish Independant Schools.	Other Schools and Academies.	Jacques Cartier Normal School.	Normal School in connection with the Jacques Cartier Normal School.	TOTAL.
45	198	50	243	3986	3227	40	435	80	530	489	1007	52	107	10489

No. 3.—Statement of the number of pupils who have attended the Schools of the Nuns of the Congregation of Notre Dame, in the City of Montreal, during the year 1861.

Villa Maria, School.						Mont Ste. Marie, School.							Half boarding school.		Day School of the Maison Mère.				
French and English.						French and English.							French and English.		French and English.				
Superior course, 1st class.	2nd class.	3rd class.	4th class.	5th class.	6th class.	Superior course, 1st class.	2nd class.	3rd class.	4th class.	5th class.	6th class.	7th class.	1st class.	2nd class.	1st class.	2nd class.	3rd class.	4th class.	5th class.
5	12	16	15	16	18	12	18	20	16	19	20	27	20	25	36	45	54	65	84

St. Lawrence Suburbs School.				Quebec Suburbs School.										St Antoine Suburbs School.				Bonsecours School.	
French and English.				French and English.				French and English.						French and English.				French and English.	
1st class.	2d class.	3d class.	4th class.	1st class.	2d class.	1st class.	2d class.	3d class.	4th class.	5th class.	6th class.	7th class.	8th class.	1st class.	2d class.	3d class.	4th class.	1st class.	2d class.
90	50	60	150	68	127	50	80	60	60	130	135	150	60	68	40	36	94	30	36

Recollets School.			St. Anne's Suburbs School.								Current St. Mary School.		
English.			English.					French.			French and English.		
1st class.	2d class.	3d class.	1st class.	2d class.	3d class.	4th class.	5th class.	1st class.	2d class.	3d class.	1st class.	2d class.	3d class.
50	76	84	55	96	140	172	20	45	68	150	40	50	64

RECAPITULATION.	Pupils.
Villa Maria	82
Mont Ste. Marie	132
Half Boarding School of the "Maison Mère"	45
Day School of the "Maison Mère"	284
St. Lawrence Suburbs	350
Quebec Suburbs	920
St. Antoine Suburbs	238
Bonsecours	66
Recollets	210
Ste. Anne's Suburbs	740
Current St. Mary	154
Total	3227

No. 4.

Statement of the number of Pupils who attend the Schools kept by the Christian Brothers of Montreal.

St. Lawrence Suburbs.									St. Mary's Suburbs.										Recollets.			St. James.		Nazareth. Street.				St. Joseph. Suburbs.			Recapitulation.	
School.									School.										School.			Sch'l.		School.				School.			No. of profess....	31
French and English.				English.					French and English.						English.				French and English.			Fren. and Eng.		English.				French.			Wards.	
1st class.	1 professor.	1 do	1 do	1 do	1 do	1 do	1 do	1 do	1st class.	1 do	1 do	1 do	1 do	1 do	1st class.	1 do	1 do	1 do	1st class.	1 do	1 do	1st class.	1 do	1st class.	1 do	1 do	1 do	1st class.	1 do	1 do	St. Lawrence S...	1111
2d class.		1 do	1 do	1 do	1 do	1 do	1 do		2d class.	1 do	1 do	1 do	1 do		2d class.	1 do	1 do		2d class.	1 do	1 do	2d class.	1 do	2d class.	1 do	1 do		2d class.	1 do		St. Mary Sub.....	1229
3d class.		1 do	1 do	1 do	1 do	1 do			3d class.	1 do	1 do	1 do	1 do		3d class.	1 do	1 do		3d class.	1 do				3d class.	1 do	1 do		3d class.	1 do		Recollets Sub....	378
4th class.		1 do	1 do	1 do	1 do				4th class.	1 do	1 do	1 do			4th class.	1 do	1 do														St. James Sub....	368
				5th class.	1 do				5th class.	1 do	1 do																				Nazareth Street..	490
									6th class.	1 do																					St. Joseph Sub...	410
90	91	120	245	76	100	125	176	88	79	104	140	135	140	250	76	87	78	140	80	115	183	88	280	80	100	110	209	95	155	160	Total.....	3986

TABLE D,

INDICATING the limits of each District of Inspection, giving the names of the Counties or parts of Counties therein included, the residence of the Inspectors.

No	Name of the inspector and description of his district of inspection.	His residence.	Salaries of the inspectors.
			$ cts.
1	J. B. F. Painchaud, Magdelen Islands	Magdelen Islands	125 00
2	Jos. Meagher, County of Bonaventure	Carleton	700 00
3	T. Tremblay, County of Gaspé	Grand River, Gaspé	600 00
4	V. Martin, County of Chicoutimi	Chicoutimi	500 00
5	G. Tanguay, Counties of Kamouraska, Rimouski, and Témiscouata	St. Gervais	875 00
6	S. Boivin, Counties of Charlevoix and Saguenay	St. Paul's Bay	500 00
7	John Hume, County of Mégantic and parts of Dorchester and Beauce	Leeds	750 00
8	F. E. Juneau, Counties of Dorchester and Lévis	Quebec	700 00
9	F. X. Béland, Counties of Beauce and Lotbinière	Ste. Julia	700 00
10	J. Crépault, Counties of Bellechasse, Montmagny, and l'Islet	St. Valier	750 00
11	P. M. Bardy, Counties of Quebec, Montmorency, and Portneuf, Catholic population of the City of Quebec	Quebec	1000 00
12	Rev. R. G. Plees, Protestant population of the City of Quebec	Quebec	250 00
13	P. Hubert, Counties of St. Maurice, Maskinongé, and Champlain	Three Rivers	750 00
14	G. A. Bourgeois, Counties of Drummond, Arthabaska, and the Catholic Schools of Chester, Tingwick, Kingsey, and Durham	St. Grégoire	700 00
15	B. Maurault, Counties of Nicolet and Yamaska	Gentilly	750 00
16	H. Hubbard, Counties of Stanstead, Richmond, Compton, Wolfe, and the Protestant Schools of the Townships of Chester, Tingwick, Kingsey, and Durham	Eaton	800 00
17	R. Parmelee, Counties of Missisquoi, Brome, and Shefford	Waterloo	875 00
18	J. N. A. Archambeault, Counties of Richelieu, Verchères, and Chambly	Varennes	800 00
19	C. H. Leroux, Counties of Bagot, Rouville, and St. Hyacinthe	Ste. Hélène	800 00
20	Michel Caron, Counties of Napierville, Iberville, and St. Jean	St. Jean	700 00
21	Louis Grondin, Counties of Beauharnois, Laprairie, and Châteauguay, with the exception of the Protestant Schools of Ormstown and St. Jean Chrysostôme	Laprairie	700 00
22	John Bruce, County of Huntingdon, parts of Châteauguay and Argenteuil, and the Protestant population of the City of Montreal	Huntingdon	1000 00
23	F. X. Valade, Counties of Jacques-Cartier, Hochelaga, Vaudreuil, and Soulanges, and the Catholic population of the City of Montreal	Longueuil	1000 00
24	A. D. Dorval, Counties of l'Assomption, Berthier, Joliette, and Montcalm	L'Assomption	875 00
25	C. Germain, Counties of Laval, Terrebonne, Deux-Montagnes, and part of Argenteuil	St. Vincent de Paul	750 00
26	C. B. Rouleau, Catholic population of the Counties of Pontiac and Ottawa	Aylmer	550 00
27	W. Hamilton, Protestant population of the Counties of Pontiac and Ottawa	Hull	550 00
	Total		$ 19050 00

TABLE E.

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners and Trustees, and from those of Superior Educational Institutions, subsidized for the year 1861.

| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | Number of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | No. of normal schools. | Number of pupils. | Number of educational convents. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending all institutions of education. | No. of pupils reading from A, B, C, to fluently. | No. of pupils able to read fluently. | No. of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. | | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning agriculture and agriculture. | No. of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 inc. to $200 exc. | No. of male teachers receiving from $200 inc. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' salaries. | Maximum of male teachers' salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 and upwards. | Minimum of female teachers salaries. | Maximum of female teachers salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners, and Trustees, and from those of Superior Educational Institutions, subsidized for the year 1861.

| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | No. of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | Number of normal schools. | Number of pupils. | No. of educational convents. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending institutions of education. | No. of pupils reading from A, B, C, to fluently. | Number of pupils reading fluently. | Number of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning geography. | No. of pupils learning grammar. | | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning horticulture and agriculture. | No. of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers. | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 in. to $200 exc. | No. of male teachers receiving from $200 in. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' Salaries. | Maximum of male teachers' Salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 & upwards. | Minimum of female teachers' Salaries. | Maximum of female teachers' Salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under returns. | No. of elementary schools. | Number of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | No. of normal schools. | Number of pupils. | Number of educational covents. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils at every institution of education. | No. of pupils reading from A, B, C, to fluently. | No. of pupils able to read fluently. | No. of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning colloquy. | No. of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning horticulture and agriculture. | No. of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 inc. to $200 exc. | No. of male teachers receiving from $200 inc. to $300 exc. | No. of male teachers receiving from $300 inc. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' salaries. | Maximum of male teachers' salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $300 exc. | No. of female teachers receiving $300 and upwards. | Minimum of female teachers' salaries. | Maximum of female teachers' salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | No. of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | Number of normal schools. | Number of pupils. | No. of educational courses. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending all institutions of education. | No. of pupils reading from A, B, C, to fluently. | Number of pupils reading fluently. | Number of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning gardening. | No. of pupils learning epistolary style. | No. of pupils learning practical mensuration and agriculture. | Number of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers. | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 in. to $200 exc. | No. of male teachers receiving from $200 in. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' Salaries. | Maximum of male teachers' Salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 & upwards. | Minimum of female teachers' Salaries. | Maximum of female teachers' Salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | Number of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | No. of normal schools. | Number of pupils. | Number of educational convents. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending all institutions of education. | No. of pupils reading from A, B, C to Monosyl. | No. of pupils able to read fluently. | No. of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning horticulture and agriculture. | No. of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers. | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 inc. to $200 exc. | No. of male teachers receiving from $200 inc. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' salaries. | Maximum of male teachers' salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 and upwards. | Minimum of female teachers salaries. | Maximum of female teachers salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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| INSPECTION DISTRICTS. | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | Number of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | No. of normal schools. | Number of pupils. | Number of educational conventions. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending institutions of education. | No. of pupils reading from A, B, C, to fluently. | No. of pupils able to read fluently. | No. of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning parsing. | No. of pupils learning elementary optics. | No. of pupils learning horticulture and agriculture. | No. of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 to $200 inc. | No. of male teachers receiving from $200 inc. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' salaries. | Maximum of male teachers' salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 to $200 inc. | No. of female teachers receiving from $200 to $400 exc. | No. of female teachers receiving $400 and upwards. | Minimum of female teachers' salaries. | Maximum of female teachers' salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | No. of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | Number of normal schools. | Number of pupils. | No. of educational convents. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending all institutions of education. | No. of pupils reading from A, B, C, to mostly. | Number of pupils reading fluently. | Number of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning horticulture and agriculture. | Number of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers. | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 in. to $200 exc. | No. of male teachers receiving from $200 in. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' Salaries. | Maximum of male teachers' Salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 & upwards | Minimum of female teachers' Salaries. | Maximum of female teachers' Salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | Number of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | No. of normal schools. | Number of pupils. | Number of educational convents. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending all institutions of education. | No. of pupils reading from A, B, C, to fluently. | No. of pupils able to read fluently. | No. of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. | | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning horticulture and agriculture. | No. of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 inc. to $200 exc. | No. of male teachers receiving from $200 inc. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' salaries. | Maximum of male teachers' salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 and upwards. | Minimum of female teachers' salaries. | Maximum of female teachers' salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners, and Trustees, and from those of Superior Educational Institutions subsidized for the year 1861.

| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | No. of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | No. of academies. | Number of pupils. | No. of colleges. | Number of pupils. | Number of normal schools. | Number of pupils. | No. of educational events. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending all institutions of education. | No. of pupils reading from A, B, C, to fluently. | Number of pupils reading fluently. | Number of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning geography. | Number of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning literature and rhetoric. | Number of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers. | No. of female teachers having diplomas. | No. of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 in. to $200 exc. | No. of male teachers receiving from $200 in. to $300 exc. | No. of male teachers receiving $300 and upwards. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $300 exc. | No. of female teachers receiving $300 & upwards. | Minimum of male teachers' Salaries. | Maximum of male teachers' Salaries. | No. of female teachers receiving from $100 to $200 exc. | No. of female teachers receiving from $200 in. to $300 exc. | No. of female teachers receiving $300 & upwards. | Minimum of female teachers' Salaries. | Maximum of female teachers' Salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners, and Trustees, and from those of Superior Educational Institutions subsidized for the year 1861.—*Continued.*

| INSPECTION DISTRICT OF | No. of Municipalities. | No. of divisions. | No. of school houses. | No. of schools in operation under control. | No. of elementary schools. | No. of pupils. | No. of primary superior schools for boys. | Number of pupils. | No. of dissentient schools. | Number of pupils. | No. of primary superior schools for girls. | Number of pupils. | Number of academies. | Number of pupils. | Number of colleges. | Number of pupils. | Number of normal schools. | Number of pupils. | No. of educational conventions. | Number of pupils. | No. of independent schools. | Number of pupils. | Total number of institutions of all kinds. | Total number of pupils attending institutions of education. | No. of pupils reading from A, B, C, to fluently. | Number of pupils reading fluently. | Number of pupils reading well. | No. of pupils writing. | No. of pupils learning simple arithmetic. | No. of pupils learning compound arithmetic. | No. of pupils learning book-keeping. | No. of pupils learning orthography. | No. of pupils learning geography. | No. of pupils learning grammar. English. | No. of pupils learning grammar. French. | No. of pupils learning parsing. | No. of pupils learning epistolary style. | No. of pupils learning horticulture and agriculture. | Number of pupils learning mathematics. | Number of pupils learning mensuration. | Number of pupils learning linear drawing. | Number of pupils learning vocal music. | Number of pupils learning instrumental music. | Number of pupils learning history. | No. of male teachers provided with diplomas. | No. of male teachers having no diplomas. | Total No. of male teachers. | Number of female teachers having diplomas. | Number of female teachers having no diplomas. | Total number of female teachers. | No. of male teachers receiving less than $100. | No. of male teachers receiving from $100 in. to $200 exc. | No. of male teachers receiving from $200 in. to $400 exc. | No. of male teachers receiving $400 and upwards. | Minimum of male teachers' Salaries. | Maximum of male teachers' Salaries. | No. of female teachers receiving less than $100. | No. of female teachers receiving from $100 in. to $200 exc. | No. of female teachers receiving from $200 in. to $400 exc. | No. of female teachers receiving $400 & upwards | Minimum of female teachers' Salaries. | Maximum of female teachers' Salaries. | No. of public Libraries. | No. of volumes. | REMARKS. |
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STATEMENT of Books sent to the School Inspectors, to be given as prizes in 1861 and 1862.

	BOOKS DISTRIBUTED BY	Bibliothèque de la jeunesse chrétienne. Grand in-8.	Bouillet, dictionaire d'histoire et de géographie.	Bouillet, dictionaire des sciences et des lettres.	Bénard, dictionaire classique.	L'Abbé Dauphin, de l'éducation.	Fénélon, éducation des filles.	Overberg, pédagogie.	Braun, méthodologie.	Barrau, morceaux choisis	Manuel du chrétien.	Bibliothèque de la jeunesse chrétienne. Serie. In-8.	Bibliothèque de la jeunesse chrétienne. Serie. In-12.	Bibliothèque de l'enfance. In-18.	Bibliothèque des écoles et des familles.	Fables de Lafontaine.	Abrégé de l'histoire du Canada, par Garneau.	Abrégé de géographie.	Grammaire de L'Homond.	Devoir du chrétien.	Conseiller du peuple.	Essai sur les insectes.	Rameau.	Montréal et ses monuments.	Le Prince de Galles.	Journal of Public Instruction (French and English.)	Journal de l'instruction publique (French.).	Report on Education.	English Books for Catholics only.	Sadlier's Popular Library.	Canon Schmidt's Tales.	English Books for Catholics and Protestants, Lovell's Geography.	National School Books.	Canadian Settler's Guide.	The Prince of Wales.	Journal of Education.	English Books for Protestants only.	Borthwick's Cyclopædia.	Society for Promoting Christian Knowledge.	Routledge's Series.	Nelson's Series.	Ticknor's Series.	Carter's Series.	Parker's Series.	Randolphe's Series.	Hogg's Series.	Harper's Series.	D. Appleton's Series.	Crosby's Series.	Grant and Griffith's Series.	Carlton's Series.	Darton's Series.	Other Books.	Total French Books.	Total English Books for Catholics only.	Total English Books for Catholics and Protestants.	Total English Books for Protestants only.	Total English Books.	Grand Total of French and English Books.
1	The Superintendent of Education	7	4	2	14	14	10	16	16	14	18	52	138	211	142	42	10	.....	.....	.....	.....	.....	4	.....	16	2	.....	26	31	6	.....	3	1	.....	.....	14	5	6	.....	4	34	12	10	2	7	.....	.....	6	2	.....	6	.....	2	.....	.....	50	777	4	25	129	158	935
2	The Inspector Archambault	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	15	100	100	6	24	.....	8	.....	12	2	6	1	16	2	.....	.....	.....	.....	.....	4	15	.....	15	2	2	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	19	19	12	50	350
3	do Bruce	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	22	7	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	50	6	20	6	4	.....	.....	105	25	15	17	1	14	74	23	.....	4	.....	.....	.....	1	49	70	16	279	365	414
4	do Bardy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	20	70	100	6	50	6	6	10	.....	10	1	20	.....	.....	.....	10	.....	.....	.....	10	30	.....	20	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3	14	324	40	24	20	84	408
5	do Béland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	18	50	75	4	30	6	6	10	2	6	1	14	.....	.....	.....	10	.....	.....	.....	8	30	.....	10	.....	.....	2	.....	.....	.....	10	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	240	38	12	20	70	310
6	do Bourgeois	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	12	70	80	4	48	6	6	8	.....	.....	.....	10	3	.....	.....	.....	.....	.....	.....	3	16	.....	15	2	.....	.....	.....	.....	.....	4	4	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	255	19	17	12	48	303
7	do Boivin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	10	40	35	2	20	4	6	6	2	4	.....	10	.....	.....	.....	.....	.....	.....	.....	2	6	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	144	8	10	.....	18	162
8	do Crépault	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	15	70	80	4	60	6	6	12	4	10	.....	15	.....	.....	.....	10	.....	.....	.....	10	20	.....	10	.....	.....	2	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	2	.....	5	300	30	12	10	52	352
9	do Caron	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	12	60	80	4	16	.....	.....	12	2	.....	.....	15	3	.....	.....	.....	.....	.....	.....	6	42	.....	10	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	210	48	10	12	70	280
10	do Dorval	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	15	100	150	6	42	4	8	12	2	6	1	18	4	.....	.....	.....	.....	.....	.....	10	24	.....	15	2	2	.....	.....	.....	.....	4	6	3	.....	.....	6	.....	.....	.....	.....	.....	.....	378	34	19	19	72	450
11	do Germain	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	20	74	150	8	50	.....	5	18	2	10	1	10	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	360	.....	.....	.....	.....	360
12	do Grondin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	12	62	60	6	36	.....	.....	12	2	6	1	12	3	.....	.....	.....	.....	.....	.....	6	44	.....	.....	.....	.....	.....	.....	.....	20	4	4	2	20	4	.....	.....	.....	6	2	.....	.....	.....	218	50	.....	62	112	330
13	do Hubert	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	15	60	100	6	50	6	6	8	2	3	1	15	6	.....	.....	.....	.....	.....	.....	3	12	.....	.....	10	1	.....	.....	.....	.....	4	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	288	15	11	12	38	326
14	do Hume	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	8	30	36	2	10	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	2	.....	.....	.....	12	36	.....	15	.....	.....	4	.....	.....	.....	10	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	48	19	33	100	200
15	do Hubbard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2	4	.....	.....	.....	100	25	20	10	.....	10	20	.....	15	7	12	.....	5	.....	8	12	.....	10	232	242	254
16	do Hamilton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	2	2	.....	.....	.....	50	40	30	6	.....	.....	.....	10	7	.....	6	2	.....	6	29	.....	.....	14	186	200	200
17	do Juneau	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	12	36	75	2	30	6	6	6	.....	4	1	15	.....	.....	.....	.....	.....	6	.....	10	24	.....	20	2	.....	2	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	205	34	24	12	70	275
18	do Leroux	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	12	100	80	6	30	.....	6	12	.....	6	.....	12	2	.....	.....	.....	.....	.....	.....	6	30	.....	15	2	2	.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	272	36	19	13	68	340
19	do Martin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	15	50	44	2	24	.....	.....	.....	3	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	2	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	156	16	.....	.....	16	172
20	do Maurault	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	15	70	100	4	50	6	6	10	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	1	8	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	281	9	10	.....	19	300
21	do Meagher	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	6	25	50	2	10	.....	.....	4	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	12	28	.....	40	.....	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	120	40	40	37	117	237
22	do Painchaud	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	6	24	12	.....	14	10	6	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	84	.....	.....	.....	.....	84
23	do Rev. Mr. Plees	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	6	.....	.....	2	.....	.....	.....	.....	.....	.....	32	.....	.....	.....	80	80	80
24	do Parmelee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	6	15	12	1	12	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	4	.....	20	50	.....	.....	.....	.....	5	.....	.....	100	36	30	.....	.....	10	.....	.....	.....	.....	.....	11	.....	99	60	70	5	286	361	421
25	do Rouleau	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	15	60	50	3	50	4	4	8	1	.....	1	12	2	.....	.....	.....	.....	.....	.....	10	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	218	.....	12	.....	12	230
26	do Tanguay	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	24	100	100	6	50	.....	.....	10	4	6	.....	15	.....	.....	.....	6	.....	.....	.....	6	20	.....	15	2	5	2	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	331	26	17	7	50	381
27	do Valade	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	24	100	200	12	50	.....	.....	20	.....	.....	1	12	6	.....	.....	.....	.....	.....	.....	12	50	.....	15	2	5	.....	.....	.....	.....	6	6	2	.....	4	6	2	.....	.....	.....	.....	.....	440	62	22	26	110	550
	Total	7	4	2	14	14	10	16	16	14	18	214	445	1589	1924	145	780	64	86	206	28	83	14	275	34	26	79	6	.....	166	550	19	265	40	27	25	.....	4	499	201	145	42	28	37	122	37	26	23	20	13	18	9	274	6122	716	367	1499	2582	8704

REPORT

ON THE

DISTRIBUTION OF THE GRANT

FOR SUPERIOR EDUCATION FOR 1861.

EDUCATION OFFICE,
Montreal, 20th Dec., 1861

To the Honorable the Provincial Secretary, Quebec :

SIR,—I have the honor to submit to you my report on the distribution of the grant to Universities, Colleges, Academies, and Model Schools during the year 1861.

As the total amount of the grant has not been increased, and as the number of new institutions is continually increasing, I am compelled to recommend a reduction of 2½ per cent. on all grants above $100.* While effecting this reduction, I prepared the annexed lists, a recapitulation of which will be found below.

Universities	$ 5,116.01
Classical Colleges	13,768.36
Industrial Colleges	7,888.38
Academies for Boys	15,357.30
Academies for Girls	11,275.72
Model Schools	16,611.01
Total	$70,016.78

The credit of the year 1860 was overdrawn by the sum of $4171.76, through the several lists approved of for this year; the proposed reduction becomes therefore more necessary. This leaves a balance of $6188.54 at the debit of this fund.

The following institutions, which usually received a grant, have not yet sent in their report, viz: the Model Schools of St. Roch de Quebec, and St. Roch de l'Achigan. They will thus forfeit their right to a grant this year.

The Directors of the Quebec High School have consented to a transfer of the additional grant of $195, which had been allotted to them during previous years, to the "St. Andrew's Model School," as that institution is in more pressing want of assistance. I have recommended the carrying out of this arrangement.

The "Quebec British and Canadian School Society's School" represented to me that the institution was in a critical condition, owing to debt and the loss of half the grant to which it was entitled in 1859, and which was forfeited because its report was not sent in within the time fixed. I have been able to increase its annual grant by $72, as this sum represents the interest, at six per cent., of the loans which the Directors have been compelled to effect in order to save their institution.

* N. B.—By order in Council, the reduction of 2½ per cent. has been extended to grants of $100 and under

The Academy for Girls at River Ouelle, one of the oldest in the country, which had never asked for a grant previous to the erection of a new building, appeared to me to deserve at least an increase of $50 to its grant, both on account of the efforts of the parishioners and the relative importance of the institution. I therefore placed this Academy on the list as entitled to the sum of $191.35. After sanctioning the increase in these two cases, the grants were then subjected to the general reduction of 2½ per cent.

Mr. Parmelee, School Inspector, reported to me that the Academies of Phillipsburg and Sutton were only in operation during one-half the year; and, in consequence, I can only recommend a grant of one-half of the usual amount. Mr. Parmelee further suggests that the present grant to the following institutions be withdrawn, viz: the Academies of Sutton and Adamsville, and the Model School of West Brome. This would render it practicable to increase the grant to other institutions in that part of the country which are both in better condition and situated in more advantageous localities. I could scarcely take upon myself to deprive these three institutions of the subsidy in a summary manner, particularly as their expenditure for the current year had been based upon the usual grant; but I instructed the Inspector to furnish me with the details upon which he based his opinion of the inefficiency of these schools, and I shall give notice of it to the Directors, informing them, at the same time, that it is my intention to recommend the withdrawal of their grant next year, unless a favorable change is effected in their management. The Academy of Coaticook, in Mr. Hubbard's District, seems to be in a similar position, and it is my intention to send a similar notice to its Directors.

The only new institutions added to the list this year are the following Model Schools: Girls School, St. Jean-Port-Joli; Cap-Rouge; St. Edouard de Témiscouata; Chateau-Richer; Lotbinière, Rivière Ouelle, St. Narcisse, St. Paschal, Ste. Famille, Ste. Foye, St. Stanislas, Leeds, Mascouche, Ecureuils, St. Jean Chrysostôme, No. 2, Rivière-des-Prairies, St. Louis de Gonzague, St. Léon, St. Aimé, St. Patrick's School, Montreal, St. John Suburbs School at Quebec, St. Régis Indian School.

I have the honor to be, Sir,

Your obedient servant,

P. J. O. CHAUVEAU,

Superintendent of Education.

TABLE of the Distribution of the Grant for Superior Education for the year 1861, in virtue of the Act 18 Vic., chap. 54.

LIST No. 1.—UNIVERSITIES.

Name of the Institution.	Number of pupils.	Total grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
McGill College	233	1000	0	0	700	0	0	2730	00	2661	75	2661	75	2591	21
To the same, for one year's salary to the Secretary of the Royal Institution, and the messenger and for casual expenses	.....	167	15	4	167	15	4	671	07	671	07	671	07	671	07
Bishop's College	92	450	0	0	450	0	0	1950	00	1901	25	1901	25	1853	73
Total	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	5116	01

List No. 2. — Classical Colleges.

Name of the Institution.	Number of pupils.	Total grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Nicolet	234	580	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
St. Hyacinthe	281	900	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
Ste. Thérèse	185	520	0	0	500	0	0	1560	00	1521	00	1521	00	1482	98
Ste. Anne Lapocatière	242	865	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
L'Assomption	180	520	0	0	400	0	0	1560	00	1521	00	1521	00	1482	98
Ste. Marie (Montreal)	243	600	0	0	400	0	0	1560	00	1521	00	1521	00	1482	98
High School of McGill College	299	282	0	0	282	0	0	1128	00	1128	00	1128	00	1128	00
High School of Quebec, for the instruction of 30 pupils appointed by the Government	135	282	0	0	282	0	0	1128	00	1128	00	1128	00	1128	00
St. Francis, Richmond	87	300	0	0	300	0	0	1170	00	1140	75	1140	75	1112	25
Three Rivers	101	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	390	00
Total	.....	.....	...	...	.....	...	...	.....	.....	.....	...	.....	.....	13768	36

List No. 3. — Industrial Colleges.

Name of the Institution.	Number of pupils.	Total grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Joliette	346	250	0	0	250	0	0	975	00	950	63	950	63	926	87
Masson	272	310	0	0	250	0	0	975	00	950	63	950	63	926	87
Notre-Dame de Lévis	145	370	0	0	250	0	0	975	00	950	63	950	63	926	87
St. Michel	142	310	0	0	250	0	0	975	00	950	63	950	63	926	87
Laval	100	160	0	0	100	0	0	390	00	380	25	380	25	370	75
Rigaud	110	290	0	0	250	0	0	975	00	950	63	950	63	926	87
Ste. Marie de Monnoir	180	140	0	0	100	0	0	390	00	380	25	480	25	468	25
Ste. Marie de Beauce	90	180	0	0	100	0	0	390	00	380	25	380	25	370	75
Rimouski	82	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Lachute	173	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Verchères	171	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Varennes	110	75	0	0	75	0	0	292	50	285	19	285	19	278	06
Sherbrooke	54	75	0	0	75	0	0	292	50	285	19	285	19	278	06
Longueuil	325	40	0	0	75	0	0	292	50	285	29	385	29	375	91
Total	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	7888	38

List No. 4.—Academies for boys, or mixed.

Name of the Institution.	Number of pupils.	Annual grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Aylmer, Prot.	30	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Aylmer, Cath.	75	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Beauharnais, St. Clément	256	45	0	0	67	10	0	263	25	256	67	256	67	250	28
Bonin, St. André d'Argenteuil	155	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Baie du Febvre	151	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Baie St. Paul	60	.....	...	...	.....	...	...	195	00	190	13	190	13	185	38
Barnston	200	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Berthier	49	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Buckingham	35	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Belœil	98	90	0	0	90	0	0	351	00	342	23	342	23	372	68
Chambly	65	.....	...	...	.....	...	...	.....	.....	.....	.....	200	00	195	00
Cap-Santé	24	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Charleston	81	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Clarenceville	91	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Clarendon	58	45	0	0	45	0	0	175	00	171	12	114	08	166	85
Coaticook	80	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Caseville	26	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Compton	108	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Cookshire	35	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Cyprien	125	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Danville	89	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Dudswell	32	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Dunham	91	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Durham No. 1	46	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Eustache	105	40	0	0	67	10	0	263	25	256	67	256	67	250	28
Farnham, Cath., (St. Romuald de)	211	40	0	0	60	0	0	234	00	228	15	228	15	222	46
Farnham, Prot., do.	36	67	10	0	67	10	0	256	50	256	67	256	67	250	28
Frelighsburg	59	40	0	0	60	0	0	234	00	228	15	228	15	222	46
St. Colomban de Sillery	141	45	0	0	45	0	0	171	00	171	12	171	12	166	85
Ste. Foye	43	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Gentilly	93	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Granby	98	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Georgeville	48	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Grégoire	90	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Huntingdon	103	100	0	0	100	0	0	390	00	380	25	380	25	370	75
St. John Dorchester, Cath.	233	45	0	0	90	0	0	351	00	342	23	342	23	333	68
St. John Dorchester, Prot.	75	90	0	0	90	0	0	351	00	342	23	342	23	333	68
St. Jean, Island of Orleans	36	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Knowlton	77	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Kamouraska	88	67	10	0	67	10	0	390	00	380	25	380	25	370	75
Laprairie	150	45	0	0	60	0	0	234	00	228	15	228	15	222	46
Lotbinière	23	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Laurent	150	135	0	0	135	0	0	526	00	513	34	513	34	500	51
L'Islet	70	45	0	0	67	10	0	263	25	256	67	256	67	250	28
Catholic Commercial Academy, Montreal	215	67	10	0	67	10	0	256	50	256	67	256	67	250	28
Montmagny	225	75	0	0	75	0	0	292	50	285	29	285	29	278	04
Ste. Marthe	85	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Missisquoi	45	45	0	0	45	0	0	175	50	262	52	262	52	255	96
Pointe-aux-Trembles, (Hochelaga)	73	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Phillipsburg	27	45	0	0	45	0	0	175	50	171	12	171	12	85	56
Sherbrooke	126	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Sorel, Cath.	247	67	10	0	90	0	0	342	00	342	23	342	23	333	68
Sorel, Prot.	38	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Stanbridge	133	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Carried forward	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....

List No. 4.—Academies for Boys, or Mixed.—*Continued.*

Name of the Institution.	Number of pupils.	Annual grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Report	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....
Shefford	78	90	0	0	90	0	0	351	25	342	23	342	23	333	68
Sutton	27	67	10	0	67	10	0	263	25	256	67	256	67	128	33
Stanstead	175	157	10	0	157	10	0	614	25	598	89	598	89	583	92
St. Timothée	120	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Three Rivers, Cath	41	40	0	0	90	0	0	351	00	342	23	342	23	333	68
Three Rivers, Prot	18	90	0	0	.....	...	...	195	00	229	13	229	13	223	40
Vaudreuil	85	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Yamachiche	132	45	0	0	67	10	0	263	25	256	67	256	67	250	28
Com. Academy, Quebec	60	45	0	0	45	0	0	170	00	171	12	171	12	166	85
St. André d'Argenteuil	69	.....	...	...	25	0	0	100	00	100	00	.....	.....	97	50
Total	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	15354	80

List No. 5.—Academies for Girls.

Name of the Institution.	Number of pupils.	Annual grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Ste. Anne de la Pérade	148	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Ambroise de Kildare	90	25	0	0	25	0	0	100	00	100	00	100	00	97	50
L'Assomption	186	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Aimé	150	33	15	0	33	15	0	131	62	128	33	128	33	125	11
Baie St. Paul	91	33	15	0	33	15	0	131	62	128	33	128	33	125	11
Belœil	96	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Boucherville	88	25	0	0	25	0	0	100	00	100	00	100	00	97	50
The Cedars	65	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Chambly	120	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Césaire	158	27	0	0	37	10	0	146	25	142	59	142	59	139	04
Ste. Croix	80	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Cowansville	42	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Charles, Industry	270	45	0	0	60	0	0	234	00	228	15	228	15	222	46
Châteauguay	107	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Clément	276	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Cyprien	159	.....	...	...	.....	...	...	100	00	100	00	100	00	97	50
St. Denis	130	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Elizabeth	130	67	10	0	60	0	0	234	00	228	15	228	15	222	46
St. Eustache	91	27	0	0	27	0	0	105	30	102	67	102	67	100	12
St. Grégoire	187	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Ste. Geneviève	68	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Henri de Mascouche	102	.....	...	...	25	0	0	100	00	100	00	100	00	97	50
Carried over	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....

List No. 5.—Academies for Girls.—*Continued.*

Name of the Institution.	Number of pupils.	Annual grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Brought over	.....	.....	...	...	.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....
St. Hilaire	83	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Hugues	80	127	10	0	90	0	0	351	00	342	23	342	23	333	68
St. Hyacinthe, Sisters of Charity	190	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Hyacinthe, Sisters of the Presentation	259	40	0	0	40	0	0	156	00	152	10	152	10	148	30
L'Islet	65	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Ile-Verte	130	.....	...	...	.....	...	...	195	00	150	00	150	00	146	25
St. John Dorchester	404	45	0	0	67	10	0	263	25	256	67	256	67	250	28
St. Jacques l'Achigan	145	40	0	0	60	0	0	234	00	228	15	228	15	222	46
St. Joseph de Lévis	261	147	10	0	90	0	0	351	00	342	23	342	23	333	68
Kacouna	60	.....	...	...	.....	...	...	195	00	190	13	190	13	185	38
Kamouraska	121	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Laprairie	118	45	0	0	25	0	0	100	00	100	00	100	00	97	50
Longueuil	340	147	10	0	98	0	0	351	00	342	23	342	23	333	68
St. Lin	170	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Laurent	150	40	0	0	60	0	0	234	00	228	15	228	15	222	46
Longue-Pointe	62	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Montreal, board of 12 deaf and dumb females	.....	120	0	0	120	0	0	468	00	480	00	480	00	468	00
Ste. Marie de Monnoir	140	53	0	0	45	0	0	175	50	171	12	171	12	166	85
Ste. Marie de Beauce	105	80	0	0	50	0	0	195	00	190	13	190	13	185	38
St. Martin, Laval	83	.....	...	...	.....	...		100	00	100	00	100	00	97	50
St. Michel de Bellechasse	75	67	10	0	67	10	0	263	25	256	67	256	67	250	28
St. Nicolas	34	.....	...	...	25	0	0	100	00	100	00	100	00	97	50
St. Paul de l'Industrie	55	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Pointe-Claire	58	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Pointe-aux-Trembles	113	.....	...	...	60	0	0	234	00	228	15	228	15	222	46
Pointe-aux-Trembles, Portn'f	100	.....	...	...	60	0	0	228	00	228	15	228	15	222	46
Rivière-Ouelle	88	.....	...	...	25	0	0	100	00	146	25	146	25	191	35
Rimouski	88	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Ste. Scholastique	150	30	0	0	30	0	9	117	00	114	08	114	08	111	23
Sherbrooke	155	.....	...	...	90	0	0	351	00	342	23	342	23	333	69
Sorel	333	45	0	0	60	0	0	228	00	228	15	228	15	222	46
Ste. Thérèse	128	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Thomas de Pierreville	69	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Timothée	150	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Thomas de Montmagny	200	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Varennes	75	40	0	0	40	0	0	156	00	191	00	191	00	186	23
Yamachiche	127	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Benoit, Youville	76	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Waterloo	46	.....	...	...	25	0	0	100	00	100	00	100	00	97	50
Three Rivers	237	.....	...	...	67	10	0	263	25	256	67	256	67	250	28
Ste. Famille	71	45	0	0	45	0	0	.....	.....	219	85	219	85	214	35
Terrebonne	152	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Trois Pistoles, No. 1	63	.....	...	...	.....	...	...	.....	.....	150	00	150	00	146	25
Vaudreuil	85	.....	...	...	25	0	0	100	00	100	00	100	00	97	50
Total	.....	.....	...	...	.....	...	...	.....	...	.....	.....	.....	.....	11225	72

List No. 6.—Model Schools.

Name of the Institution.	Number of pupils.	Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
St. Andrew's School, Quebec	84	100	0	0	300	00	380	25	380	25	560	88
British and Canadian School Society, Montreal	100	200	0	0	780	00	760	50	760	50	741	49
Colonial Church and School Society, Sherbrooke	125	50	0	0	195	00	190	13	190	13	185	38
British and Canadian School Society, Quebec	196	200	0	0	780	00	390	00	760	50	811	69
National School, Quebec	150	111	2	3	433	33	422	50	422	50	411	94
Point St. Charles, Montreal	125	.....	...	...	.....	.....	.....	.....	281	26	274	23
Educational Society, Quebec	634	280	0	0	1092	00	1064	70	1064	70	1038	09
do do Three Rivers	290	125	0	0	375	00	572	92	572	92	558	70
Free School in conn. with the American Presb. Sch. Society, Montreal	109	.....	...	...	390	00	380	25	380	25	370	75
Colonial Church and School Society, Montreal	1152	200	0	0	780	00	760	50	760	50	741	49
Lorette, Girls' School	.....	37	10	0	146	25	142	60	142	60	139	05
do Boys' do	.....	37	10	0	146	25	142	60	142	60	139	05
Stanfold	45	15	0	0	60	00	60	00	60	00	58	50
St. François, Indian School	30	50	0	0	195	00	190	13	190	13	185	38
Quebec, Upper Town, Infant School	.....	55	11	0	216	45	211	04	211	04	205	77
Quebec, Lower Town, Infant School	70	50	0	0	195	00	190	13	190	13	185	38
St. Jacques, Montreal	791	250	0	0	975	00	950	63	950	63	926	87
The Catholic Commissioners of Quebec, for their Model Schools	351	100	0	0	390	00	380	25	380	25	370	75
Deschambeault	97	45	0	0	175	50	171	12	171	12	166	85
St. Constant	110	33	15	0	131	62	128	33	128	33	125	11
St. Jacques le Mineur	130	33	15	0	131	62	128	33	128	33	125	11
Pointe-Claire	40	45	0	0	175	50	171	12	171	12	166	85
Lachine	154	20	0	0	80	00	80	00	80	00	78	00
Côte-des-Neiges	62	20	0	0	80	00	80	00	80	00	78	00
St. Antoine de Tilly	35	20	0	0	80	00	80	00	80	00	78	00
St. Edouard de Napierville	98	20	0	0	80	00	80	00	80	00	78	00
Ste. Philomene	66	20	0	0	80	00	80	00	80	00	78	00
St. François-du-Lac	96	20	0	0	80	00	80	00	80	00	78	00
Laprairie	92	20	0	0	80	00	80	00	80	00	78	00
Roxton	57	20	0	0	80	00	80	00	150	00	146	25
Lacolle	66	20	0	0	80	00	80	00	80	00	78	00
Côteau St. Louis	54	20	0	0	80	00	80	00	80	00	78	00
Rivière-du-Loup	80	20	0	0	80	00	80	00	80	00	78	00
Ste. Anne-de-Lapérade	121	20	0	0	80	00	80	00	80	00	78	00
St. Romuald de Lévis	120	20	0	0	80	00	80	00	80	00	78	00
St. Charles, St. Hyacinthe	120	20	0	0	80	00	80	00	88	00	78	00
St. Grégroire	65	20	0	0	80	00	80	00	80	00	78	00
St. Henri, Hochelaga	90	20	0	0	80	00	80	00	80	00	78	00
Beaumont	45	20	0	0	80	00	80	00	80	00	78	00
Magog	63	20	0	0	80	00	80	00	80	00	78	00
West Brome	49	20	0	0	80	00	80	00	80	00	78	00
St. André, Kamouraska	63	.....	...	...	.....	.....	80	00	80	00	78	00
Ste. Anne-des-Plaines	85	.....	...	...	.....	.....	80	00	80	00	78	00
St. Césaire	149	.....	...	...	.....	..	80	00	80	00	78	00
St. Joachim des Deux-Montagnes	88	.....	...	...	.....	.....	80	00	80	00	78	00
Boucherville	107	.....	...	...	.....	.....	80	00	80	00	78	00
Lachine, diss	72	.....	...	.	.....	.....	80	00	80	00	78	00
Malbaie	62	.....	...	...	.....	.....	80	00	80	00	78	00
St. Hermas	106	.....	...	...	.....	.....	80	00	80	00	78	00
Ste. Rose	55	.....	...	...	.....	.....	80	00	80	00	78	00
St. Denis, Kamouraska	118	.....	...	...	.....	.....	80	00	80	00	78	00
St. Hyacinthe	97	.....	...	...	.....	.....	80	00	80	00	78	00

List No. 6.—Model Schools.—*Continued.*

Name of the Institution.	Number of pupils.	Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Chicoutimi	120						80	00	80	00	78	00
St. Sévère	73						80	00	80	00	78	00
St. Pierre, Rivière du Sud	20						80	00	80	00	78	00
Bury	44						80	00	80	00	78	00
St. Philippe	72						80	00	80	00	78	00
Châteauguay	70						80	00	80	00	78	00
St. Hilaire	51						80	00	80	00	78	00
Ste. Scholastique	88						80	00	80	00	78	00
St. Joseph de Lévis	158						80	00	80	00	78	00
St. Michel Archange	117						80	00	80	00	78	00
Sault-aux-Récollets							80	00	80	00	78	00
St. Thomas, Joliette							80	00	80	00	78	00
St. Jean Deschaillons	63						80	00	80	00	78	00
St. Gervais	42						80	00	80	00	78	00
St. Nicolas, Lévis	28						80	00	80	00	78	00
St. Placide	52						80	00	80	00	78	00
Albion House, New Carlisle	11						80	00	80	00	78	00
St. Isidore	73						80	00	80	00	78	00
St. Henri de Lauzon	60						80	00	80	00	78	00
Grande-Baie	90								80	00	78	00
Somerset	49								171	12	166	85
Ste. Geneviève de Batiscan	85								80	00	78	00
St. Valentin	115								60	00	58	50
St. Vincent-de-Paul	46								60	00	58	50
Nicolet	77								60	00	58	50
Côteau-du-Lac	45								60	00	58	50
Ste. Martine	126								60	00	58	50
Bécancour	124								60	00	58	50
St. Hubert	60								60	00	58	50
St. Jérôme	51								60	00	58	50
Ste. Gertrude	41								60	00	78	00
St. Charles, Bellechasse	55								80	00	78	00
St. George de Cacouna	85								60	00	58	50
Pointe-aux-Trembles, Portneuf	57								80	00	78	00
Ste. Cécile, Beauharnais	98								80	00	78	00
Eboulements	60								80	00	78	00
Protestant Model School, Quebec Suburbs, Montreal	205								80	00	78	00
St. Pierre-les-Becquets	84								60	00	58	50
St. Laurent, Montmorency	84								80	00	78	00
Rawdon									80	00	78	00
St. Christophe	110								80	00	78	00
St. Gervais (convent)	70								80	00	78	00
Notre-Dame-de-la-Victoire, Lévis	180								80	00	78	00
Rigaud (convent)	108								80	00	78	00
St Vincent-de-Paul, Sisters of Charity	111								80	00	78	00
Visitation School, St. Mary's Suburbs	800								80	00	78	00
St. Jean-Port-Joli, Girls' School	27										58	50
do Boys' do	42								60	00	78	00
St. Henri, dissentients	43								80	00	78	00
Lacolle, do	73								80	00	58	50
Ste. Anne No. 2, Kamouraska	106								60	00	78	00
Melbourne, Girls' Academy	71								80	00	58	50
German Protestant School of Montreal	50								60	00	78	00
Cap-Rouge	71										78	00
St. Edouard, Témiscouata	162										78	00

List No. 6.—Model Schools.—*Continued.*

Name of the Institution.	Number of Pupils.	Annual Grant for 1857.			Annual Grant for 1858.		Annual Grant for 1859.		Annual Grant for 1860.		Annual Grant for 1861.	
		$	s.	d.	$	cts.	$	cts.	$	cts.	$	cts.
Château-Richer	51	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Lotbinière	106	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Rivière-Ouelle	36	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. Narcisse	69	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. Paschal	124	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Ste. Famille, Island of Orleans	50	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Ste. Foye	90	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. Stanislas	70	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Leeds	51	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. Henri de Mascouche	77	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Ecureuils	116	.....	...	...	.....	.....	.....	.....	.....	.....	58	50
St. Jean Chrysostôme, No. 2	130	.....	...	...	.....	.....	.....	.....	.....	.....	58	50
Rivière-des-Prairies	30	.....	...	...	.....	.....	.....	.....	.....	.....	58	50
St. Louis de Gonzague	133	.....	...	...	.....	.....	.....	.....	.....	.....	58	50
St. Léon	81	.....	...	...	.....	.....	.....	.....	.....	.....	58	50
St. Aimé	130	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. Patrick's Catholic School at Point St. Charles, Montreal	60	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. John Suburb, Quebec	89	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
St. Régis, (Indian School)	.....	.....	...	...	.....	.....	.....	.....	.....	.....	78	00
Total	.....	.....	...	...	.....	.....	.....	.....	.....	.....	16407	41

TABLE of the distribution of the Supplementary Aid to poor Municipalities for 1861.

COUNTIES.	Municipalities.	Reasons for granting Supplementary Aid, and for establishing amount granted to each Municipality.	Ordinary annual grant.		Amount of assessment collected.		Supplementary aid prayed for.		Supplementary aid accorded.	
			$	cts.	$	cts.	$	cts.	$	cts.
Argenteuil	Mille Iles, Nos. 1, 2, 3.	New settlement and poor, has repaired the school-houses and furnished them with material	69	16	240	00			34	00
do	Gore	do do scattered population	211	05	441	00			34	00
Arthabaska	Chester, East	do do population considerably increased	81	84	162	00	80	00	34	00
do	Chester, West	do do do has built two school-houses, $400	47	82	152	00	80	00	34	00
do	St. Norbert	do do population considerably increased	166	86	192	00	80	00	34	00
do	Stanfold	do do has levied a heavy rate	197	82	700	00	40	00	34	00
do	Bulstrode	do do population considerably increased	42	62	120	00	80	00	34	00
do	St. Christophe	do do has built two school-houses, $400	126	96	200	00	80	00	34	00
do	St. Léonard	do do did not exist at the time of the last census	29	00	96	00	80	00	34	00
do	Warwick	do do has repaired several school-houses	89	26	160	00	100	00	34	00
do	Warwick, diss	do do has built two school-houses, $390			60	00	100	00	34	00
do	St. Albert	Entirely new settlement and poor, has no school-house							34	00
do	Ste. Clotilde	do do do do							34	00
do	Ste. Eulalie	do do do do							34	00
do	St. Vinceslas	do do do do							34	00
Bonaventure	Maria	do do has repaired two school-houses, $105	187	71	230	00	60	00	34	00
do	Carleton	do do maintains three schools	119	11	223	00	80	00	34	00
do	Port Daniel	do do do	115	08	130	00	80	00	34	60
do	Nouvelle	do do do	81	36	160	00	80	00	34	00
do	Ristigouche	do do do	50	00					34	00
Beauce	St. Frédéric	New settlement and very poor	163	96	228	00	80	00	34	00
do	St. Ephrem	do maintains 3 schools, has built 3 houses in 2 years, $600	45	71	136	00	60	00	34	00
do	Aylmer	do maintains 3 schools	36	85	227	88	50	00	34	00
do	Forsyth	do maintains 2 schools	54	53	100	00	48	00	34	00
do	Shenley	do population small and very poor	27	55	36	00	40	00	34	00
do	Lambton	do maintains 2 schools	83	51	183	00	40	00	34	00
do	Aubert Gallion	To establish a fourth school in a very poor Concession	193	98	280	00	36	00	20	00
Bagot	St. Bonaventure	New settlement and poor	40	43	107	74	80	00	34	00
Brome	Bolton, dissentients	do do do	132	00	264	00	80	00	34	00
Chicoutimi	Labarre	Entirely new settlement and very poor			40	00	80	00	60	00
do	Bagot	Poor and maintains three school-houses	143	00	180	00	60	00	34	00
do	St. Jean	New and poor	74	82	75	00	60	00	34	00

Chicoutimi	Harvey	New and poor	29	71	176	00	40	00	34	00
do	St. Joseph	do do	50	94	226	00	72	00	34	00
do	Laterrière	do do maintains 2 schools	75	51	308	00	80	00	34	00
Compton	Newport	do do do 4 schools	47	63	217	88	50	00	34	00
do	Clifton	do do do 5 schools	53	15	280	00	50	00	34	00
do	Lingwick	do do do 4 schools	112	41	492	00	60	00	34	00
do	Hereford	do do do 2 schools, $70 to repair school-houses	50	36	125	00	60	00	34	00
do	Winslow	do do do 6 schools	100	63	180	00	40	00	34	00
Champlain	St. Narcisse	New and poor, has 2 schools	111	50	175	00	80	00	30	00
do	Batiscan	Poor and maintains 4 schools	133	00	268	00	40	00	34	00
do	St. Prosper	do do 3 schools	120	00	223	00	80	00	34	00
do	Mont-Carmel	Newly erected Municipality and poor	.....	.....	284	00	80	00	34	00
Charlevoix	Settrington	Entirely new settlement and poor	39	01	9	00	80	00	34	00
do	St. Irenée	Poor and maintains 3 schools	121	01	200	00	60	00	34	00
do	St. Urbain	do do 3 schools	101	61	140	00	40	00	34	00
do	Ste. Agnès	do do 3 schools, has repaired the school-houses, $100	177	86	216	00	60	00	30	00
do	St. Fidèle	do do 3 schools	130	10	192	51	60	00	34	00
do	Petite rivière	do do 2 schools	80	23	90	00	60	00	34	00
Deux-Montagnes	St. Colomban	Poor, maintains 2 schools and has built a third, $100	123	70	170	00	120	00	34	00
do	St. Joseph	A new Parish, which has made great efforts to place the schools on a suitable footing, and is burdened with many other assessments	166	68	235	00	.....	.....	34	00
do	St. Canut	New settlement and very poor	84	55	398	40	60	00	34	00
Dorchester	St. Edouard	do do do	156	32	195	00	66	00	34	00
do	do diss	do do building a school-house, $100								
do	St Malachie	do do do $80	110	84	125	00	40	00	34	00
Drummond	Wickham	Makes great sacrifices, maintains 5 schools	80	08	560	00	80	00	34	00
do	St. Frédéric	do do do	109	26	650	00	160	00	34	00
do	St. Germain	Is poor, maintains 4 schools. Repairs to school-houses, $114	127	56	297	00	45	00	34	00
do	Durham, No. 2	Makes great sacrifices, maintains 3 schools	77	96	257	40	60	00	34	00
do	do No. 1, diss	Very poor, makes great sacrifices	24	35	105	00	60	00	24	00
Gaspé	North Bay	Receives a very small share of the grant	40	08	80	00	40	00	30	00
Gaspé	Pabos	Poor and makes great efforts	83	24	320	00	60	00	34	00
do	Grande Rivière	Continues to work well and maintains two good schools	96	06	240	00	80	00	80	00
do	Mont-Louis	A new Municipality and very poor	22	76	52	23	40	00	34	00
do	Ste. Anne-des-Monts	do has built a good school-house	78	14	78	74	60	00	34	00
do	Newport	Poor, is building a school-house	48	46	60	00	40	00	34	00
do	Riv. aux Renards	do maintains 2 schools	50	00	160	00	80	00	34	00
do	St. George, Malbaie	do has built a school-house, $200	198	70	96	00	80	00	24	00
do	York and Haldimand	do has made every possible effort	53	08	104	00	80	00	24	00
Huntingdon	Huntingdon, diss	Few in number and poor	45	00	175	00	.....	.....	34	00
Hochelaga	Côteau St. Louis	Few in number	42	00	163	00	80	00	20	00
L'Islet	St. Aubert	New Municipality and poor, maintains 5 schools	142	06	248	00	.....	.....	34	00
Joliette	St. Alphonse	Poor, maintains 3 schools, has built a house, $180	196	90	305	75	40	00	30	00

TABLE of the distribution of the Supplementary Aid to poor Municipalities, for 1861.—*Continued.*

COUNTIES.	Municipalities.	Reasons for granting Supplementary Aid, and for establishing amount granted to each Municipality.	Ordinary annual grant.		Amount of assessment collected		Supplementary aid prayed for.		Supplementary aid accorded.	
			$	cts.	$	cts.	$	cts.	$	cts.
Joliette	St. Jean de Matha	Poor, has repaired two school-houses	92	35	192	00	60	00	30	00
do	St. Ambroise, diss	Few in number	34	40	88	00	.....	.....	20	00
Kamouraska	Ste Hélène	Poor, has built a school-house, maintains 5 schools	148	83	210	00	83	00	34	00
do	St. Alexandre	Maintains 9 schools	159	56	260	00	100	00	34	00
Lotbinière	Ste. Agathe	Poor, is about to increase the number of its schools	72	86	98	60	40	00	30	00
do	St. Giles	do maintains two schools	147	58	147	00	40	00	30	00
do	St. Flavien	do maintains three schools, has built a house, $120	79	25	218	98	60	00	34	00
Lévis	St. Lambert	do maintains 5 schools	125	65	140	00	40	00	34	00
Montmagny	Berthier	Maintains 3 schools and is at present burdened with other assessments	169	95	286	15	80	00	30	00
do	Isle aux Grues	Maintains two schools	84	76	93	00	60	00	30	00
Mégantic	Ste. Sophie	Poor, maintains 7 schools	169	05	282	80	60	00	34	00
do	St. Ferdinand	do do 8 schools and makes great sacrifices	233	40	785	61	80	00	34	00
do	Ste. Julie	do do 3 do do	119	63	230	00	50	00	34	00
Montmorency	Laval	Very poor	55	78	90	00	.....	.....	30	00
Montcalm	Chertsey	New and very poor	57	36	136	00	50	00	34	00
Maskinongé	St. Didace	New and poor, maintains 5 schools	100	06	200	00	80	00	34	00
do	St. Paulin	do do do	110	06	188	60	80	00	34	00
Nicolet	Ste. Gertrude	Maintains four schools, is building a school-house, $400	153	63	252	00	80	00	34	00
do	Ste. Monique, No. 2	Small population and poor	56	25	92	00	40	00	30	00
Ottawa	Eardley	Poor, population scattered over a large extent	100	91	244	00	.....	.....	34	00
do	Buckingham	Population scattered over a large extent, maintains 5 schools	152	00	280	00	120	00	34	00
Portneuf	Calumet	Poor	109	11	406	00	80	00	34	00
Rimouski	Métis	Small population and poor, maintains 2 schools	32	45	100	00	80	00	34	00
do	St. Simon	Maintains 5 schools, is building a house, $160	127	92	352	00	40	00	34	00
do	St. Anaclet	New and poor	97	33	119	10	40	00	34	00
do	Matane	Maintains 5 good schools	166	20	380	00	80	00	34	00
do	St. Octave	New and poor, maintains 3 schools, is building a house, $132	101	25	351	02	50	00	34	00
do	St. Fabien	Small population and poor, maintains four schools	137	58	251	30	40	00	34	00
Richelieu	St. Marcel	New, population considerably increased	152	55	305	00	100	00	30	00
Rouville	Ange Gardien	Maintains 8 schools with great zeal	79	80	450	00	80	00	34	00
do	Abbottsford	A great part of its population is poor	204	38	345	00	120	00	34	00
Richmond	Cleveland, diss	Small and scattered population, is building a house, $700	15	00	40	00	40	00	20	00

Richmond	Barford	Small population, is zealous, is building two houses, $606	80	93	100	00	50	00	34	00
do	St. George de Wind...	New and poor, maintains 4 schools, has built two houses, $230	82	30	304	00	40	00	34	00
Saguenay	Escoumains	New and poor, has repaired a school-house, $64	99	41	100	00	80	00	34	00
do	Tadoussac	do do	74	81					34	00
St. Maurice	Banlieue, Three Rivers	Poor and maintains 2 schools	112	25	256	00	80	00	30	00
do	St. Sévère	do do 4 schools	138	41	276	00	60	00	34	00
Stanstead	Hatley, diss	Few in number and poor	27	00	74	00	40	00	20	00
Terrebonne	Ste. Adèle	New and poor	78	55	103	00	20	00	34	00
do	Abercrombie	do do	98	96	120	00	20	00	34	00
Témiscouata	St. Antonin	do do maintains 3 schools and is about to establish a fourth	125	37	236	00	50	00	34	00
do	St. Modeste	do do	58	00	120	00	50	00	34	00
do	N. D. du Portage	do do maintains 4 schools	131	21	224	70	80	00	34	00
Wolfe	St. Camille	do do is going to build 3 houses	92	45	100	00	120	00	34	00
do	Wotton	do do do $450			338	00	100	00	34	00
do	Weedon	do do	57	86	320	00	40	00	34	00
		Total							$4000	00

List of Pensions accorded for 1861 to retired Teachers.

	$ cts.
Adèle Bouchard	35 00
P. Boucher	31 50
J. Beers	22 50
Alexis Bouchard	19 50
Jos. Belleau	27 53
Dlle. J. B. Blanchard	27 00
Ls. Bolduc	22 50
H. P. Bernard	12 00
Dame M. Lse. Bérubé	19 50
Miss E. Brown	26 11
Dlle. Gen. Plessis Bélaire	25 75
Andrew Clarke	25 50
Dlle. Esther Clément	22 50
Arch. Campbell	12 00
Dame C. Chèvrefils	12 00
E. Dillon	21 00
Marguerite Dorion	27 53
Robt. Dupont	30 00
Dame Geneviève Fluette	27 12
Dlle. Julie Fournier	27 53
P. J. Gabion	13 86
Miss A. Gilman	27 00
P. Guay	15 00
John Halpin	15 00
J. B. Langlade	22 11
Dame E. Landry	25 86
L. Lacasse	12 00
J. B. Leclair	17 15
P. J. Mathon	13 50
F. H. Morris	25 50
L. DeMontigny	12 00
L. T. St. Michel	26 00
Dlle. J. Malherbes	28 00
Dlle. C. Michaud	25 35
Mrs. Clarke	25 24
Jos. R. Maigrette	18 00
Dlle. V. Pélerin	25 75
Dlle. O. Richard	27 50
E. Soucy	13 50
L. de Tonnancour	13 86
J. L. Wolfe	24 00
Josephte Proulx	25 35
Geo. Gray	27 00
Dlle. C. Badeaux	13 50
John Caffery	12 00
Ol. Aubry	28 50
Dame Vict. Denault	9 00
Dame Z. Labrie Desrochers	28 50
Joseph Bussière	27 00
L. M. Bertrand	27 00
P. Bouchard	27 00
Wm. Cunningham	27 00
Marie Anne Courteau	9 00
Dlle Denise Dégagné	21 00
James Duffy	9 00
J. B. Fortin	9 00
H. Guyon	27 00
Marie Anne Greensel	25 50
J. B. Goudreault	27 00
F. Journaux	18 00
E. Lortie	24 00
Lydia McElkins	21 00
John Martin	25 50
F. Maindelle	18 00
Marie Anne Pinard	27 00
J. B. Phillinger	27 00
Henriette Rhéaume	18 00
Henriette Ste. Marie	18 00
Marie Louise Girouard	27 00
Geneviève Dupont	9 00
F. X. Allard	27 00
Daniel Walters	18 00
Demerise Raymond	15 00

	$ cts.
Isidore Manseau	24 00
Anna Reece	15 00
Elizabeth Gagné	27 00
Hedwige Dupont	27 00
Julie Bonenfant, widow Daston	6 00
Marguerite Young	12 00
Flore Pelletier	21 00
Adèle Rivard	15 00
Thersile Pothier	12 00
André Gagnon	18 00
J. G. Pacaud	30 00
Marguerite Dupuy	18 00
Reine Beaubien	9 00
Wm. Holtby	9 00
Mlle. H. E. Roy	9 00
Caroline Rankin	30 00
Dlle. A. Butler	30 00
Dlle. Zoé Lalonde	30 00
Maurice Racicot	30 00
Dlle. M. Fournier	30 00
John Hughes	30 00
F. Renaud	27 00
Dlle. M. Casault	30 00
Dlle. F. Senéchal	30 00
Elizabeth Paquet	30 00
Jos. Gagnon	30 00
Adam Ross	18 00
Claire Walters	12 00
Marie Lamontagne	21 00
Eliza Robin	30 00
John McMannus	30 00
Ls. Boucher	24 00
Dlle. M. Sénéchal	30 00
Dlle. Ursule Bouffard	35 00
Virginie Buteau	35 00
Emilie Blais	14 00
Wm. Colgan	35 00
Chas. Dolbigny	35 00
Louise Demers	35 00
Clémence Frégeau	35 00
Simon Jude Leblanc	35 00
Ed. Lajeunesse	23 00
Hannah Mitchell	35 00
Walter McVicar	35 00
F. X. Montmarquet	35 00
Rob. Morrow	35 00
Mathew O'Meara	26 00
Angélique Poitras, Dame C. Dion	35 00
Cécile Pasteur, Dame Montmarquet	35 00
Emile Robitaille	35 00
Pierre Rouleau	35 00
Césaire Richard	35 00
Alexis Soulard	35 00
A H. Beauchemin	23 00
Marie Carpentier	20 00
L. Desaulniers	32 00
P. Aug. Drolet	35 00
L. Aug. Desrochers	35 00
Mathilde Dupéré	38 00
Henry Dawson	29 00
Hélène Létourneau	29 00
Lse. Liévain	35 00
Eléonore Létourneau	35 00
Catherine Lamb	38 00
Mélanie Michaud	20 00
Jos. Mathon	35 00
R. P. O'Donnell	35 00
Appoline Proulx	29 00
C. H. Paquin	38 00
James Ryan	32 00
Thos. Strong	29 00
Adélaide Thalon	38 00
Marie Anne Thibault	38 00

List of pensions accorded for 1861, &c.—(*Continued.*)

	$ cts.		$ cts.
Dame veuve Decelles	21 00	Victoire Bérubé	15 00
Wm. Millar	35 00	Pierre Brisset	15 00
Peter Scannell	35 00	J. B. E. Chamberland	39 00
Lucile Toussaint	35 00	Antoine Z. Goin	15 00
Germain Tremblay	35 00	Pierre Bélanger	15 00
Dame veuve Thibault	26 00	Jeremiah O'Shea	39 00
Louis Pantaleon Resch	38 00	Rodolphe Puize	15 00
Wm. Wilson	47 00	Thos. McLaughlin	39 00
Jeffery O'Donohoe	27 00		
Henriette Ansbrow Ennis	15 00	Total	4138 10
Jean Marie Annet	15 00		

STATEMENT of the expense of printing the Journals of Education for the year 1861.

1861		$	cts.	$	cts.
	Balance	974	20		
January 2	Eusèbe Senécal (French Journal)	186	00		
do 10	do English do.	117	00		
do 22	Beauchemin & Payette do	86	80		
February 1	Eusèbe Senécal (French Journal)	217	00		
do 13	do English do.	117	00		
do 25	Warrant 425			1800	
March 1	Eusèbe Senécal (French Journal)	155	00		
do 13	do English do.	86	00		
do 21	do French do.	124	00		
April 4	do English do.	78	00		
do 18	do French do.	124	00		
do 26	do do do.	60	00		
May 1	do English do.	78	00		
do 31	do French do.	124	00		
June 12	do English do.	78	00		
do 22	do French do.	124	00		
July 6	do English do.	78	00		
do 16	Beauchemin & Payette (binding)	79	30		
do 24	B. Dawson & Son (Books and Reviews	24	15		
do do	Eusèbe Senécal (French Journal with suppl.)	186	00		
August 17	do English do.	78	00		
September 5	do French do.	181	00		
do 13	do do do.	62	00		
do 25	Bossange & Son, (Journals and Reviews)	62	63		
do 28	Eusèbe Senécal (English Journal)	117	00		
October 11	do French do.	124	00		
do 26	do English do.	97	50		
November 28	do French do.	124	00		
do do	J. H. Walker, engraver	7	00		
December 5	Eusèbe Senécal (English Journal)	78	00		
do 17	do French do, table of contents and cover	186	00		
do 31	Amount of subscription moneys deposited in the Bank of U. C.			494	60
	Balance due			1918	98
		4273	58	4273	58

STATEMENT of the Receipts and Expenditure of the Normal Schools, for the year 1861.

NORMAL SCHOOLS.	$	cts.	$	cts.
JACQUES CARTIER.				
Balance brought forward			3180	92
Government grant			8936	00
Pupils' fees			902	16
Expenses	10833	74		
Balance in hand, 31st December, 1861	2185	34		
	13019	08		
			13019	08
MCGILL.				
Balance brought forward			1346	64
Government grant			8532	00
Pupils' fees			2103	89
Expenses	10084	69		
Balance in hand, 31st December, 1861	1897	84		
	11982	53		
			11982	53
LAVAL.				
Amount of deficit	691	27		
Expenses	12586	90		
Government grant			8532	00
Pupils' fees			2159	67
Amount of deficit on 31st December, 1861			2586	50
	13278	17		
			13278	17

EXTRACTS

FROM THE

REPORTS OF THE SCHOOL INSPECTORS,

FOR THE YEAR 1861.

EXTRACT FROM THE REPORT OF MR. INSPECTOR PAINCHAUD.

MAGDALEN ISLANDS.

The schools work well where they are in operation; the evil in this remote locality is the difficulty of procuring teachers who are competent and who hold diplomas.

The Secretary-Treasurer, Alexandre Cormier, Esquire, has given the security required by law.

The division of this School Municipality into two is a great benefit, and one of which I cannot but approve. Before this division was effected, it was difficult and often impossible to bring the Commissioners together when it was necessary, on account of the bad state of the roads, the distance, &c.

I give a succinct statement respecting each school in these Islands.

1. *Aubert.* This school is taught by Mr. Briand, who has no diploma, but who is tolerably successful in the execution of his duties. This school is attended by 50 pupils.

2. *Bassin.* There is, in this section, a school kept by a Mr. Morin, a Frenchman. Under this teacher, who is competent, the 50 pupils attending the school do not make the progress which I expected. Mr. Morin thinks too much of singing and too little of arithmetic. My recommendations on this subject have produced no effect.

3. *Anse-à-la-Cabane.* This section has a school which is pretty well kept by a Mr. Dupreuil, a Frenchman, and which is attended by 49 children, who have made tolerable progress. The ratepayers have given proof of their zeal; they have bought a school-house, and have paid the purchase money.

4. *Etang-du-Nord.* There is no school in this section. We have here indifference and even ill-will. There is no hope of a school being established here soon.

5. *Cap-aux-Meules.* There is a school here taught by Mr. Borne. The progress is unsatisfactory, owing partly to the irregularity with which the school is attended. The ratepayers in this section are poor.

6. *Havre-aux-Maisons.* Mr. Catellier keeps a good school in this section; it is attended by 60 children. Mr. Catellier is the only teacher in my district who holds a diploma, and it is greatly to be wished that the other schools in the islands were as skilfully managed as his, and that the progress made was as satisfactory.

The great obstacle to progress here is the fact that parents require the assistance of their children during the fishing season, of which they must necessarily take advantage, as otherwise they would certainly be exposed to utter misery. This obstacle will not be so great when the benefits of education are better understood, for on this point several of the ratepayers hold fallacious opinions. To remedy this evil as far as lay in my power, I have always given the highest prize to the pupil who has been most regular in his attendance at school. These prizes do great good everywhere.

EXTRACT FROM THE REPORT OF MR. INSPECTOR BÉCHARD.

DISTRICT OF GASPÉ.

I have the honor to submit to you my report upon the state of the schools in the County of Gaspé for the year 1861.

There has been progress this year as compared with preceding years, which will be shown by the following summary:

Number of municipalities in 1859, 12; in 1860, 17; and in the present year, 18; increase, 6.

School houses in 1859, 21; same number in 1860, and one more this year.

Schools under control: 18 in 1859; 19 in 1860; and 21 in 1861; increase, 3.

There were only 456 pupils attending the schools in 1859; in the following year there were 731, and in the present year 905, so that in two years the number of pupils has been doubled, less seven.

There has also been progress in the matter taught.

The finances show a still greater increase. The amount paid by the ratepayers in 1859 was $1134 73; in 1860, $1495; and this year $3476: an increase of $2342 in two years.

As I stated last year, a new era seems to have dawned upon this remote corner of the country, and before ten years have passed it is to be hoped that there will be in Gaspé nothing to be desired in the matter of elementary schools, as compared with those of the parishes of Quebec and Montreal. To favor this result, I recommend none but competent teachers, and especially those who have been instructed at the Normal Schools. Already several have been in my district for some years; every year two or three come to increase the number. I make every exertion to help and favor them in every possible way, and to cause them to forget that hundreds of miles intervene between them and their native parishes. I should add that these teachers have been most favorably received by the Reverend Curés and the ratepayers generally. This, I hope, will induce others to come; they will not find here the fine country which lies along the Upper St. Lawrence, but they will find a hospitable population, strict in morals and generous in heart.

The chief obstacle, which threatened to close all the schools,—the opposition to assessment—daily diminishes, thanks to the suits instituted against the opponents, which have fortunately been successful.

The other obstacles are the same as those mentioned in my first report.

The following is a summary review of the municipalities in this inspection district.

1. *Newport.* The only school here is kept by Mr. Adolphe Magnan, a pupil-teacher of the Jacques Cartier Normal School. This young teacher is able, and the pupils have made rapid progress under him. Thanks to Mr. Hamon, the chairman, the school affairs are better managed than formerly. The ratepayers are poor, but pay their assessment willingly, nevertheless. Total number of pupils, 62.

2. *Pabos.* This municipality has two schools. That at Grand Pabos is still under the able direction of Mr. J. Foucault, a pupil of the Jacques Cartier Normal School. His school is one of the best in all Gaspé.

The other school is taught by Mr. Louis Ruel, who holds an elementary school diploma. There has been very little progress made, consequent in part upon the irregularity with which the school is attended.

The financial affairs are well managed by the Secretary-Treasurer, Mr. Rémon.

3. *Grande Rivière.* There are two schools in this parish. That situated on the east side of the river is still conducted by Mr. Leandre Dagneault, an able and energetic teacher, whose pupils have made satisfactory progress.

Until the month of July the school on the west side of the river was taught by Mr. Thomas Tremblay. By his retirement this section loses a very competent and zealous teacher, who has rendered important services during the six years he has been engaged in teaching here. He has been lately replaced by Mr. Clovis Desforges, a pupil of the Jacques Cartier Normal School.

I have nothing but praise to bestow upon the Commissioners and particularly their Chairman, the Reverend L. Desjardins, for the regular and able manner in which the

affairs of the corporation are conducted. The assessments are paid with great punctuality, and the accounts are well kept.

4. *Percé.* There has been progress in this place, where the opposition to the assessment was so bitter. The Commissioners, regardless of menaces, remained firm and were not afraid to sue those ratepayers who from obstinacy refused to pay. The Chairman, the Reverend E. Guilmet, more particularly did not hesitate, in the most difficult circumstances, to do his duty fearlessly.

The village school, conducted by Mr. Trefflé Coté, a pupil of the Laval Normal School, has produced good results. With regard to those at Irishtown, Cap Désespoir and Petite Rivière, it would be better to close them. Two other schools have been opened lately; one at Anse-à-beau-fils, and the other at Cap Blanc, both taught by female teachers.

There is not enough system in the way in which the Secretary keeps the accounts.

5. *Isle Bonaventure.* There is a school on this island; it is kept by a female teacher who has no diploma, and whose pupils have made tolerable progress. The ratepayers and the Commissioners do very little to favor the instruction of their children, and are besides opposed to the imposition of the rates.

6. *Malbaie.* In consequence of the opposition to the levying of the rates, all the schools in this municipality are closed; without them, schools cannot be established upon a permanent basis, especially with such a population as there is here.

7. *St. George de la Malbaie.* The inhabitants of this little municipality are imbued with a better spirit, and make real sacrifices in favor of their school, which is at present under the management of an able teacher, Mr. Moise Hurtubise, a pupil of the Jacques Cartier Normal School.

8. *Douglas.* In this place there is opposition to the system of assessment, which it will be impossible, for several years, to eradicate. The schools are closed, with the exception of one which has been lately opened.

9. *York and Haldimand* (*Banc de Sable*). The schools here have been closed for several years, but one, kept by a teacher who has no diploma, has at last been opened. This step in the right direction is due to the Reverend Mr. Ker, minister, who has shewn great zeal and has used every effort to induce his parishioners to shake off their indifference to everything connected with schools.

10. *Gaspé Bay South* (*Gaspé Basin*). The Commissioners of this municipality have been prosecuted and condemned for refusing to establish the assessment. This example will have a good effect upon the Commissioners of other municipalities, who may be inclined to offer resistance to the law.

The schools are closed, but are to be opened shortly.

11. *Gaspé Bay North* (*Penouil*). The assessment, which was with great difficulty established here, has had the effect of increasing the salary of the teacher from a very small sum to $200. Mr. Thomas Cole is an old and meritorious teacher, whose pupils make satisfactory progress, especially in geography and arithmetic.

I regret to have to add that there is a very considerable sum in arrear, and that the Commissioners have not the moral courage to institute the necessary suits for its collection

12. *Grande Grève.* This municipality has only two schools, very badly kept and still worse attended. There is no progress, and it would be better to close these two schools than to allow them to be thus conducted any longer.

The assessment is looked upon here in a very unfavorable light by a great majority of the ratepayers; arrears are due, and the Commissioners are not sufficiently firm with those who, from hatred of the assessment, refuse to pay their share.

Mr. Wm. Hymann, who had been Secretary-Treasurer for several years, has ceased to fill that office, both on account of the annoyances to which he was subjected, and the little support he received from the Commissioners. This gentleman is animated with a better spirit, and is full of zeal for the schools, which he wishes to see established on a better footing.

13. *Cap des Rosiers.* A school is about to be opened in this place.

14. *Anse à Grisfonds.* There is no school in this municipality yet.

15. *Rivière au Renard.* This parish contains two good schools, attended by 79 pupils of both sexes. There has been progress in every respect in this place, the population of

which is, however, a poor one. This result is due to the initiative zealously and resolutely taken by the Curé, the Reverend J. B. Blouin.

The accounts and registers of the corporation are in good order.

16. *Mont Louis.* A school has at last been opened at Mont Louis, and not before it was wanted; it is a great boon to this isolated spot, which is visited by the missionary only a few times in the year, and in which many children were growing up without instruction.

17. *Ste. Anne des Monts.* A school is in operation here, attended by 42 pupils. The want of another school is keenly felt; unfortunately the inhabitants are poor, and should the fisheries prove unproductive during any year, it will be impossible for them to pay their share of assessment.

The Secretary-Treasurer, Jean Perrée, Esquire, does much for the schools, and his account-books are in perfect order.

18. *Cap Chatte.* There is a single school in this municipality, which has been kept for two years by Madame L'Espérance, the widow of the late Inspector of that name. This school is attended by 38 children, and their progress has been satisfactory.

The Commissioners and their Secretary-Treasurer, Louis Roy, Esquire, perform their duties with zeal and punctuality.

EXTRACT FROM THE REPORT OF MR. INSPECTOR MEAGHER.

COUNTY OF BONAVENTURE.

In my inspection district there are only 27 schools, instead of 30 which it contained last year; the number of pupils attending these 27 schools is, however, greater than heretofore.

I subjoin a summary of my visits to each of these schools.

1. *Port Daniel.* Three schools well attended. Two of the teachers hold diplomas. The results of the examination were satisfactory.

2. *Hope.* Two schools well attended and conducted by competent teachers. A good examination.

3. *Cox.* Three schools, two of which, those in sections Nos. 2 and 4, are well attended; that in section No. 3 has only 16 pupils. Progress has been rapid.

4. *Hamilton.* Two schools in operation, kept by female teachers and both making satisfactory progress. These two schools are well attended.

5. *New Richmond.* There is no school here under the control of the Commissioners. They hope to be able to re-establish some in the early part of next year. The three schools in operation are dissentient schools. The houses belonging to the Commissioners are in very bad condition, and they are much to be blamed for their negligence in this respect.

6. *Maria.* At the time of my visit there were four schools, two of which were kept by male, and two by female teachers; all four are well attended and show satisfactory results, but the progress would be much more rapid if each pupil was provided with the necessary books.

7. *Carleton.* Three schools; that in No. 1 is a model school, conducted by Mr. Hamel, an able and zealous teacher; it is attended by 60 pupils, and gives entire satisfaction to all. The schools in Nos. 2 and 3 show little progress, and the Commissioners are about to engage other teachers.

8. *La Nouvelle.* The school in No. 1, kept by Mr. Joseph Gauthier, is attended by 48 children who are making rapid progress. That in No. 2, conducted by Mr. James Wood, is attended by only 18 pupils; little progress. The schools in Nos. 3 and 4 are closed; that in No. 5 has only been opened a few days.

9. *Shoolbred.* There is only one school here properly speaking, for the three others have only been in operation a short time, and will be mentioned in my next report. The progress in this school is good; the teacher is Mr. James Langton.

10. *Mann.* A few days previous to my visit to this municipality, a difficulty arose between the Commissioners and the teacher, in consequence of which the latter left the place. He has been lately replaced. The building of a new school-house has been commenced, and a teacher will be engaged as soon as it is completed.

11. *Indian Mission.* This school is entrusted to Mr. Joseph Dorion, a young teacher from Prince Edward's Island; he is very competent, and his pupils make rapid progress. This school, which is regularly attended by 67 young Indians of both sexes, is under the superintendence of the Reverend Mr. Saucier, who often visits it and encourages it by every means in his power.

12. *Ristigouche and Matapedia.* There were no schools in operation at the time of my visit; they had been closed a month. The Commissioners have engaged other teachers.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR V. MARTIN.

COUNTY OF CHICOUTIMI.

First Report.

SIR,—I have the honor to report upon the condition of the schools in the County of Chicoutimi during the six months ending the 30th of June last.

You will see from the tables that there has been a diminution in the number of the children who have attended the schools since the month of January; this evil has not depended upon the will of the inhabitants, but upon circumstances which were not under their control. The school No. 1 of the Township of Laterrière, which furnished instruction to more than forty children, was closed in December last by the dismissal of the teacher. The Commissioners of the Municipality of St. Joseph, with the view of relieving the ratepayers, have amalgamated the sections of the municipality; the result of this has been that a large number of children have been deprived of the advantages of instruction, in consequence of their living at a distance.

Should the promise of a good harvest be fulfilled, I am assured that the coming year will produce many good results, for a good feeling generally prevails; the limited means of nearly all the population have been the cause of our stationary condition for several years. It must also be remembered that success depends in great measure upon the zeal of the Commissioners and the intelligence of the Secretary-Treasurers. The Village of Chicoutimi at the present time gives evident proof that it is possible, even among a poor population, to attain the end by means of a good system.

The municipalities in my inspection district show greater or less success, according to the capacity and good-will of those who manage them. I should mention that progress is made wherever the Reverend Curés take part in the work, which, with praiseworthy disinterestedness, they nearly all do.

The little municipality of Ouiatchouan has had a very ordinary school, attended by only about twenty children; there has been hardly any progress. I take this opportunity of requesting you to be good enough to grant such assistance to this place, which is very poor, as will enable its inhabitants to employ a competent female teacher.

I observe that the principal cause of failure in many municipalities is the want of books and other indispensable apparatus, which can only be obtained here at extremely high prices. Should not this circumstance be taken into consideration by the Council of Public Instruction? The best means of providing against this inconvenience would perhaps be to make a deposit of books, &c., in each municipality, for which the Commissioners should be responsible; the use of which should be allowed gratis to those unable to buy.

Second Report.

By comparing the tables of last year with those of the year just expired, you will at once perceive that in most of the municipalities great efforts have been made to promote the advancement of education. It is right to add besides that, but for the bad harvest of last year, the progress would have been much more considerable. In some places the heads of families have become discouraged and the Commissioners, either through timidity or incompetency, have not held their ground by insisting that the ratepayers should do their duty, and in consequence some of the schools have been closed. Perhaps had great severity been displayed, it would have made the schools odious to a great number of persons.

1. The Township of *Chicoutimi* seems to me to be an instance of this, having begun

the year well to end it miserably. However this municipality has given instruction to 177 children.

2. I have nothing but praise to bestow upon the Commissioners of the *Village of Chicoutimi* for their zeal and success. The affairs of this municipality are kept in good order by the Secretary-Treasurer. A splendid house forty feet by sixty, two stories high, is in course of construction. The Commissioners, desirous of ensuring to the children an elevated standard of education for the future, have not hesitated to raise a loan of sixteen hundred dollars for this purpose. The schools are attended by 142 children.

3. The *Bagot* Model School has been perfectly well kept for three years. The present house being too small to suffice for the requirements of the numerous pupils, the Commissioners have decided to erect a larger and more commodious building. There are three other schools in the municipality, and a house is to be erected in one of the sections, besides the one destined for the Model school. 154 pupils.

4. *Bagotville* contains seven schools, of which six are taught by female teachers holding diplomas. These schools are attended by 251 children, and are destined to yield great results in the municipality.

5. *Laterrière* has three schools, kept by female teachers who hold diplomas. Two of them do themselves honor. 154 children attend the schools.

6. *St. Joseph* contains two schools, taught by a male and a female teacher, both of whom hold diplomas; these schools are satisfactory, especially that kept by the female teacher. Number of children attending these schools, 99.

7. The municipality of *Harvey* has only one school, attended by 38 children; it is taught by a mistress, who holds a diploma and is very competent.

8. In *Notre Dame d'Hebertville* 34 children receive instruction at two schools, one of which is conducted by a mistress who has a diploma. These two schools are of medium quality.

9. *Ouiatchouan* has displayed extraordinary courage in establishing within its limits two excellent elementary schools, taught by very competent female teachers. I must in justice recommend this young and interesting settlement to your notice. To the zeal of the missionary, the Reverend Mr. A. Bernier, must be attributed the good state of affairs in this place. The schools are attended by 53 children.

10. *St. Jean* has a very good school attended by 53 children. Great zeal is exhibited by this little municipality, and the teacher, who holds a diploma, enjoys a degree of consideration which, I believe, she deserves.

I will venture to make some observations which will shew the reasons of the succes which has been attained in my inspection district in the course of six years.

When I was appointed Inspector for the County of Chicoutimi, I found, with the exception of a few well-disposed persons, a population strongly averse to the sacrifices which it was necessary to make to secure the education of their children; and my first report, made in 1856, made mention of only 230 children attending the schools. In order to work with some success among a population so strongly opposed to the working of the Education Act, I thought proper, whilst awaiting a more favorable state of affairs, to use persuasion at the time, until I should be able to substitute for it the law with all its severity. This was at least a plausible method of inducing the people to yield quietly, and of gaining ground gradually over the almost general indifference. More than once it was necessary to pass over the irregularities which were committed. Gradually the schools began to advance more regularly, and increased in number with tolerable rapidity. As a consequence of adopting this line of action, at the same time seizing every opportunity of following the legal course, I saw the number of pupils increased to 1164. The intention of the law is to instruct the children, and the particular means which I employed seeming to me the most natural and the most effectual, and I thought it my duty not to neglect them entirely. Thus the intention of the law was carried out in many cases. Now that the inhabitants of the county have, in great measure, fallen into the habit of sending their children to school, I think it is time to adopt measures more in accordance with the letter of the School Law, and to this end I shall direct my efforts for the future, hoping to receive sufficient support to close the lips of any malcontents with whom I may yet meet.

EXTRACT FROM THE REPORT OF MR. INSPECTOR TANGUAY.

COUNTIES OF KAMOURASKA, RIMOUSKI AND TEMISCOUATA.

If the progress is not everywhere so great as it should be, still the whole shows considerable improvement, both in the number of pupils who attend the schools and in the management of the latter.

According to the last census, my Inspection district contains a population of 60,473 souls. By the summary of my last visit, it will appear that there were 8195 children entered upon the schools journals, or who had received some instruction during the six months. To this number may be added at least 150 children attending schools beyond the limits of the district, giving 8345 or 1 of every 7¼ of the whole population. Taking the three counties which form my Inspection district, separately, we have the following results :—Kamouraska, out of a population of 21,058 souls, sends 3,664 children to school, that is 1 of every 5⅞ of the population ; Temiscouata sends 2,497 pupils out of a population of 18,561, or 1 out of every 7½, and, lastly, Rimouski gives 2227 pupils out of a population of 20,854 ; thus the proportion is 1 out of every 9.

When the new settlements which form the whole of the eastern part of the County of Rimouski contain a more dense population, and one consequently more in a position to profit by the established schools, it will be seen that this county will not be behind those which adjoin it, and that the parents residing there have as great if not a greater desire as exists elsewhere to obtain education for their children.

Without further remark, I shall pass on to review each of the 34 municipalities of which my inspection district is composed.

1. *Ste. Anne de la Pocatière, No.* 1. Eight schools in operation, of which one is a model school, well kept ; five are pretty good, and two inferior. 231 children attend these schools ; daily attendance, 195. The ratepayers here show great negligence in paying the school taxes, and this carelessness has become intolerable. Nearly all the ratepayers postpone paying their taxes until the end of the school-year. The inconvenience which such a state of affairs causes to the teachers, who then work the whole year, receiving hardly anything during that time, may be imagined. To provide means of livelihood, they must borrow or buy on credit, and the cost of this is well known.

Otherwise the progress is tolerably satisfactory, and no fault can be found with the manner in which the accounts and proceedings of the corporation are kept.

2. *Ste. Anne, No.* 2. There is only one school in operation here ; it is attended by 100 pupils. The teacher and her assistant are well educated, and animated with zeal which I cannot too highly commend. The pupils also give evidence of more than ordinary progress in all the subjects taught.

All goes well in this municipality. The assessments, though high, are paid with tolerable regularity. The Secretary-Treasurer performs his duty with zeal and intelligence. The daily attendance has been 90.

3. *Ixworth* has four schools, of which one is good, two not very good, but sufficient, and a fourth which has produced but meagre results. 157 children have attended these four schools, the average number being 110. The ratepayers, though generally not rich, are tolerably punctual in paying their school taxes. Altogether this municipality works pretty well.

4. *St. Pacôme* has also four schools in operation, of which two are good and sufficient, and two by no means good, considering the sections in which they are situated, which are populous and tolerably rich. 202 children were entered on the books of these four schools, but only 161 attended regularly. Many of these latter are ill-provided with books and other necessary apparatus ; so great is this evil that it is wonderful that the pupils have been able to learn anything. Some of the parents are poor ; but in most cases, this results from carelessness and apathy from which nothing can rouse them.

The Secretary-Treasurer is animated with the best intentions, and does his best to favor the working of the law. The school corporation also exhibits great good will.

5. *Rivière Ouelle* has six schools under control, one a well kept Model School, and five Elementary Schools (besides the convent), attended by 348 pupils, having an average

daily attendance of 288. The convent, since it has been rebuilt, has not had less than from 90 to 100 pupils. This house, though incomplete, is an ornament to the place ; when finished, it will testify strongly to the zeal of the parish, which has been able in so short a time to complete so extensive a building. The schools in this parish are, without exception, good ; two in fact are very good : that kept by Mr. Eugène Couture, pupil of the Laval Normal School, and that kept by Miss Ph. d'Auteuil. The rates are willingly paid, and the parents generally understand their duty to their children as regards education.

6. *St. Denis.* In this municipality I found eight schools in operation, attended by 399 pupils, with an average attendance of 306. The Model School and that called the Superior School for girls are well kept and have produced excellent results : of the six Elementary Schools, one has made more than ordinary progress, surpassing even that of the two first-mentioned : I refer to the school kept by Miss Marie Bélanger. Two others are passable ; the other three are very inferior.

This parish has for some years past made most praiseworthy efforts, such as, I am sorry to say, are but seldom to be met with elsewhere. In the space of three years they have extinguished a debt of $500 and added two new schools to those previously existing. Three good school-houses have been built.

7. *N. D. du Mont Carmel* has only two schools in operation, attended by 109 scholars, with an average attendance of 68. Instruction here is limited to reading for all, writing for about one-fourth, a few notions of grammar, arithmetic and orthography, with catechism and prayers. So soon as the means are provided, a third school will be established in a remote section which has hitherto been without one.

The schools in operation are poorly provided even with the most indispensable material such as forms and tables. Such as they are, these small schools do much good in the midst of a population which is poor and so far removed from the great centres.

The taxes are but slowly paid on account of the poverty of too many of the ratepayers. The Secretary-Treasurer does his best, and the corporation is animated with a praiseworthy spirit.

8. *St. Louis de Kamouraska* has seven schools under control, besides the convent, which for two years past has made rapid progress. Instead of about 60 pupils and those chiefly day pupils, there have been this year 118. Their progress is very satisfactory, and the instruction includes all that can be reasonably expected from an institution of this kind in the country.

The Academy or Model School is also on a good footing, and gives satisfaction to those interested. The teacher is zealous in the discharge of his duties. 85 scholars have attended this institution.

It is to be regretted that parents remove their children from school at so early an age.

Of the six other schools, three are tolerably good, and would give excellent results if the pupils were more attentive and better supplied with books, &c. The other three are badly kept.

The accounts of the corporation are not made up, and the local contributions are but slowly collected.

9. *St. Paschal* has 9 schools in operation, one called a Model School, a Superior School for girls, and seven Elementary Schools, attended by 466 scholars, with a daily attendance during the last half year of 340. One school section has been without any school, the ratepayers having applied to be permitted to expend their share of the money in the erection of a school-house. The Superior School for girls has produced good results. The same cannot be said of the Model School ; the scholars there have done nothing, and the authorities thought proper to close it from the 3rd March to the end of the school year. The teacher has continued to give lessons to a few pupils, but his school is independent. Of the Elementary Schools, five have made very good progress ; the two others are but middling. There is not much zeal for education in this parish. The Secretary-Treasurer is punctual ; it must also be admitted that the finances are in a satisfactory condition, and that the teachers are regularly paid.

10. *St. Hélène* has five schools in operation, three of which are tolerably good and two very inferior, attended by 198 scholars, with a daily attendance of 129. The accounts and registers of the corporation are kept with care and by a competent person. The state of the finances is satisfactory; the School Commissioners are well disposed, but their goodwill is often overcome by the apathy and indifference which prevails as regards education in certain quarters of the parish.

11. *St. Alexandre* has nine schools in operation; attended by 288 pupils, giving an average daily attendance of 212. Excepting one, these nine schools were inferior; one indeed had been closed before the end of the year.

The number of schools is too great for the means at the disposal of the corporation, but the parish is composed of small villages at some distance from each other, and it is almost impossible to unite them for school purposes. To remedy this inconvenience, the number of schools has been increased, teachers have been engaged at the lowest rates, and the result is much to be regretted. The number of schools must be reduced to five or six, so as to pay off a debt amounting to $225.

12. *St. André* has had eight schools in operation during the greater part of the year: seven Elementary and one called a model school; three have produced excellent results; the others, though inferior to the three first mentioned, have nevertheless done tolerably well—attendance 279; average, 214. The law works well in this municipality, and generally speaking the progress is satisfactory. The majority of the ratepayers manifest zeal and goodwill, and the energy of the worthy Curé serves to remove all obstacles.

The accounts of the corporation are well kept, but they exhibit slowness in the collection of the rates. The proportion of children attending the schools, as compared with the total population, is one of the largest in my district.

13. *N. D. du Portage* has four elementary schools in operation, attended by 149 children; average attendance, 93. One of the schools was very well kept and exhibits satisfactory results; the three others, though inferior to the first, are nevertheless making good progress, considering the small amount of diligence shewn by too large a proportion of the scholars.

School-houses are the great want here; it is often necessary to remove the schools from one end of the section to the other.

The rates are very regularly paid. In this respect N. D. du Portage excels many richer parishes, a proof that slowness in the collection of the school rates may and ought to be imputed to want of energy on the part of the corporation.

14. *St. Antonin.*—A new municipality, in which schools were opened for the first time last autumn. 125 children attended these schools during the second half-year, and 102 during the first; average daily attendance, 84. The progress made has been tolerable in all the sections, and the year's results may be deemed satisfactory. This municipality is poor, and yet the rates are willingly paid. The corporation is animated with good will; the only obstacle to be surmounted is the want of assiduity on the part of some of the scholars.

15. *St Patrice de la Rivière du Loup* has only four schools in operation, although there are six school sections in the municipality. Two sections have been deprived of schools this year, because they did not take advantage of those provided for them for some years past. The four schools in operation were attended by 127 children during the last half-year, and by 126 during the first; average daily attendance, 81 only. Two of these schools have made good progress, in the two others there has been but little diligence and little progress. Generally speaking, I am sorry to say, there is little zeal and good will as regards education. Some pretext is always sought as an excuse for not sending the children to school. The school corporation does its best to discharge its duties efficiently. The Secretary-Treasurer keeps his accounts in good order, and the state of the finances has been very satisfactory since they have been in his hands.

16. *St. Edouard.*—The two schools here have this year been united and placed under the direction of the ladies of the Good Shepherd: 144 scholars have attended the classes during the last half-year, and the progress made has been such as might have been ex-

pected at the hands of experienced teachers, animated by the highest and purest motives. The boys' class will next year be placed under the care of a male teacher. The accounts and minutes of the corporation are kept with care and skill. The finances are embarrassed on account of the extraordinary outlay incurred in putting the two houses in a thorough state of repair.

17. *St. Modeste* has two schools: a model school, well kept and exhibiting excellent results, and an elementary school not very good, but for the present sufficient. 79 children attended the schools; average attendance, 58 only. The law works without opposition, the rates are paid very willingly, and I have only to regret the want of diligence on the part of the pupils.

The school corporation is well disposed and does its best to second its worthy chairman.

18. *St. Arsène* has five schools in operation, one good and four passable, attended by 272 children, having an average attendance of 175 only. The result of the year is generally poor and inferior to what it ought to be. The slow progress of education in St. Arsène is due to the fact that for some years past they have always engaged teachers at the lowest rates. These latter always think they have done enough to earn the small salary allowed them. Schools of from 50 to 80 children have at their heads young girls receiving salaries of from 60 to 80 dollars!

The rates are regularly paid and the Secretary-Treasurer is anxious to see the law working efficiently. Another difficulty, which I forgot to mention, is that a great part of the rates is paid in agricultural produce, which is valued by the corporation above its current value.

19. *St. George de Cacouna* has a good model school attended by 85 scholars, a convent under the direction of the Sisters of Charity, attended by 56 pupils, including boarders and day-scholars, and four elementary schools, attended by 153; making a total of 297 scholars.

The four elementary schools have made only tolerable progress; very little diligence is shewn by the pupils, the average attendance being only 215. The convent has given the fullest satisfaction and has fully attained the objects of its founders and the wishes of the parents.

The model school is under the direction of Miss Marie Lafrance, a pupil of the Laval Normal School; she discharges her duties with a zeal and punctuality which do honor alike to the pupil and the institution in which she was trained. Here also there is a want of diligence.

The finances of the corporation are in a satisfactory condition, and in the hands of an individual who is both zealous and exact in the discharge of his duties.

Speaking impartially, I am compelled to admit that the zeal and anxiety to profit by the schools that have been established, to which I have referred with so much pleasure for several years, no longer exists on the part of a certain number of the ratepayers.

20. *Green Island* has ten schools in operation, one an academy, which always exhibits a satisfactory result: 123 children have attended this institution very regularly during the last half-year, and 118 during the previous half-year. Of the other nine schools, two have been good and sufficient, three passable, and four bad; 304 children only attended the schools, out of a total of 479 inscribed on the registers. Thus 175 children were absent daily. These absences occur almost entirely among the pupils of the elementary schools. These latter have only been attended on the average by about 20 children each.

The rates are paid slowly, and often with grumbling. The Secretary-Treasurer does his duty well, but the commissioners are indifferent, as are also the inhabitants of a large portion of the municipality.

21. *St. Eloi.*—The school corporation has thought proper to reduce the number of its schools to three, and to amalgamate with it two other school sections, so as to exempt from assessment certain portions of the parish which suffered severely from fires during last summer. The three schools are attended by 133 children; average daily attendance only 83. The progress has been but slow. It had been deemed sufficient to teach reading, writing, orthography, and catechism to all the pupils, and arithmetic and grammar to a very few of them.

The accounts and minutes of the corporation are kept in a satisfactory manner by a competent person. The small encouragement extended by the corporation to competent and zealous teachers has been, I think, the principal cause of the small results I here refer to.

The rates have been punctually paid, and the finances of the corporation would permit of certain improvements being made, which I have suggested without effect for several years past.

22. *Trois Pistoles No.* 1.—Five schools in operation, besides the convent, attended by 349 scholars; three of these schools are well kept, the two others are only passable. The convent, under the direction of the ladies of the Congregation and the vigilant supervision of the Curé, leaves nothing to be desired.

The school rates are punctually paid, and the finances are therefore in a prosperous condition. The accounts and minutes are kept in an exemplary manner. The average attendance at the schools is 276.

23. *Trois Pistoles No.* 2, has eight elementary schools, three of which have been tolerably well kept, the others not so well: 298 children have attended them; average attendance, 186. This shows but little diligence on the part of the pupils. The salaries of the teachers average $62—too low to attract competent persons acquainted with the art of teaching.

The municipality is extensive, but the means at the disposal of the commissioners are too small for the number of schools in operation. On the whole the result is not satisfactory. There is, nevertheless, goodwill shewn by the school commissioners and by a certain number of the ratepayers.

The rates are willingly paid, and the minutes of the corporation are kept, if not with regularity, at all events with correctness and in an intelligible manner.

24. *St. Mathieu de Rioux* has two small schools in operation, attended by 72 children; average attendance, 49. The instruction is limited to reading, writing, orthography, and a few scholars obtain a few notions of grammar, arithmetic and history. One more school at least is required, but the means have so far been wanting. The result of the year is only middling.

25. *St. Simon* has three schools in operation, attended by 255 scholars; average attendance, 161 only; that is to say, that the progress has not been great; only one school has produced good results. Generally speaking education makes but little progress in St. Simon. At every step a stubborn opposition is manifested in a thousand different ways.

The local rates are very punctually paid, thanks to the zeal manifested by the Secretary-Treasurer.

The instruction given is limited to the most elementary subjects for most of the pupils.

26. *St. Fabien.*—Four schools in operation, attended by 192 children during the last period of the year, and 188 during the first part; average daily attendance, 148. Three of these schools are well kept, the fourth but tolerably. Great goodwill is shewn by the ratepayers and the commissioners. The Secretary-Treasurer, who is an energetic and intelligent man, has contributed largely to place the finances on a better footing.

I am happy to bear testimony to the progress which has been made in this parish during the last three years. The instruction is still limited it is true, and includes only reading, writing, orthography, and religious instruction, for all; grammar, parsing, arithmetic, geography, and history, with composition, for about one-eighth of the pupils.

27. *Bic.*—Four schools in operation: three elementary and one model school, all well kept and exhibiting excellent results, during the first half-year especially. The model school is on a good footing, and attended by 60 scholars: the teacher has an assistant. One of the elementary schools, that kept by Miss Julie Gagné, is worthy of special notice. I found it in admirable order, and the progress made quite unusual. Zeal for all that relates to education is manifested generally in this parish. The school commission is composed of educated and enlightened men, who discharge their duties with firmness and zeal.

The average daily attendance is 147. I regret to notice that the collection of the

local dues is very much in arrear, and that, in virtue of an old custom introduced when the law first went into force, the dues are only paid after the expiration of the school year.

28. *Rimouski.*—Nine elementary schools under control, two independent schools, besides the Industrial College, the number of pupils at which has increased to 82 during the last half-year, and the convent, attended by 78 pupils. Altogether there were 607 scholars entered in the school-registers. The convent here, as elsewhere, gives general satisfaction and meets the requirements of those who send their children to it. The house is spacious, but it needs certain repairs which the want of means will not permit of making.

The industrial College, without being what it ought to be to meet the views of its founders, and the constantly increasing requirements of this flourishing part of the country, has nevertheless been making progress so rapid as to hold out the best hopes for its future usefulness. There has been more diligence on the part of the pupils this year than heretofore, and their number promises to increase.

As regards the other schools, four have been well kept, the others only passably. The average attendance has only been 464 during the first half-year, and 451 during the last. In many of the sections the schools are well provided with furniture, &c. The school corporation has sometimes neglected to superintend the schools under its control. Young female teachers have been left to themselves, and exposed often to all the annoyance of the scholars' relations.

This remark applies with equal force to many, if not the majority, of the other school corporations.

29. *Anaclet.*—Two small schools in operation, attended by 76 pupils; average attendance, 50; progress passable; affairs of corporation prosperous. The Secretary-Treasurer fulfils his duties with zeal, and justly enjoys the confidence of the ratepayers. The schools are not well provided with furniture, and the authority of the teachers does not seem to be much respected by the scholars.

30. *Lessard de Ste. Luce.*—Eight schools in operation, attended by 305 scholars; average attendance, 195 only. Three of these schools are tolerably well kept, the others are inferior. Want of assiduity, and the absence of the necessary furniture, has greatly impeded progress. But even this result, though a poor one, is better than those of previous years.

The finances are also in a better condition. I hope soon to see the receipts and expenditure balance. There still remain, however, debts enough to obstruct the working of the law, and to prevent the corporation from meeting its engagements.

Schools, unfortunately, are not looked upon with favor by many of the ratepayers, who consider them a nuisance rather than a benefit to their children.

31. *Lepage de St. Flavie.*—Four schools in operation, attended by 153 children; average attendance, 110. Three of these schools have been well kept and have made excellent progress; the fourth is very inferior, and might, with advantage, have been closed. I am happy to state that progress has been made, compared with former years. There is still opposition on the part of some of the inhabitants, but the energetic and persevering determination of the chairman and Secretary-Treasurer has at last triumphed. Everything tends to the assurance that the school affairs of this locality are making progress.

32. *Métis.*—Two schools in operation, attended by 53 pupils; average attendance, 42. Progress has been tolerable. Instruction is limited to reading, writing, and orthography, and a few notions of arithmetic. The two teachers are competent. The finances of the corporation are in a satisfactory condition. The greatest difficulty is the procuring of good teachers for the small salary they are able to allow.

33. *St. Octave de Metis* has only one school, well kept, and attended by 54 scholars; average attendance, 40. Progress has been very good.

It has been deemed advisable to settle the debts of the corporation before increasing the number of the schools; hereafter there will be three. The new Secretary-Treasurer discharges his duties with zeal, and keeps his minutes if not regularly at least faithfully.

34. *Matane.*—Five schools in operation; three have done well, the two others are inferior; 227 children attend the schools; average attendance, 164. The principal school was under the care of Mr. Smith, an educated man, and a devoted friend of education. I

regret that other occupations have since compelled him to abandon a career in which he might have distinguished himself, and rendered invaluable services to the rising generation.

The accounts and minutes of the corporation are well and faithfully kept. The investigation I made in this matter has resulted in a complete triumph for the party accused, and has covered his accusers with shame. Matane has, for some years past, made sacrifices in behalf of education which do honor to the patriotism and intelligence of its inhabitants. They raise, by assessment, nearly three times the amount of the legislative grant. They have also erected school houses in four sections, and they have established a small reserve fund for the purchase of books and other school material. The progress has there fore been satisfactory.

To resume, there are, in my inspection district, 32 municipalities in which the law is in operation, and two in which it will be in operation in the course of next year, viz., St. Ephrem and Notre Dame de l'Assomption.

154	elementary schools, attended by	6244	pupils.
10	model schools, do	647	do.
2	girls' sup. schools, do	116	do.
2	academies, do	208	do.
6	convent schools, do	571	do.
2	colleges, do	524	do.
3	independent schools, do	85	do.
Total 179	schools, &c., do	8195	do.

The average attendance at the schools during the half-year has been 5,531. Thus, there were absent daily 2,564 children, or nearly one-third !

Not including the pupils at the colleges, convents, and independent schools, it will be found that the average cost of educating each child attending the schools in this district, is $2.74, besides the school material, which may be valued at $0.60 for each child. This gives an approximate total of $3.34.*

EXTRACT FROM THE REPORT OF MR. INSPECTOR BOIVIN.

COUNTIES OF CHARLEVOIX AND SAGUENAY.

I am happy to be able to show by this report, that the district committed to my inspection has the same claim as the other districts have, to merit for the progress of education in Canada for some years past. Moreover, the statistical tables which are annexed to this report, exhibit a very great increase in the number of children attending the schools. In 1859, the number of children attending the schools in the eleven municipalities of my district was then composed, was 1,777; now there are twelve municipalities and 2,078 scholars, shewing an increase of 301 scholars in two years.

At the same date there were, in my district, only two superior schools, and one of these was only superior to the elementary schools in being called a model school; at present I can count six, which, in view of the benefit they extend, each one in its particular locality and their skilful management may be classed among the best institutions of this nature.

I remark also, with satisfaction, more zeal on the part of the commissioners in collecting the school rates, and consequently more punctuality in the payment of the teachers. Of eight municipalities, which in 1859 owed considerable amounts, only one remains in debt, and, thanks to the praiseworthy diligence displayed by the commissioners of this municipality in following my advice, measures have been taken to extinguish them.

* In this report, as in a few others, there are apparent differences between the figures given and those in the tables of statistics. This is owing to the fact that the tables are not made at the same time as the reports, and also to their being compiled from information obtained elsewhere. In this case the report contains the higher figures, a circumstance which very rarely occurs.

The branches of instruction in which the greatest progress appears to have been made, are reading and grammar.

In many schools, we no longer observe, when the children are made to read, a drawling, embarrassed, and often nasal tone; and the natural voice has taken the place of that tone so forced, and often so disagreeable to the ear; the stops are also observed. Grammar is no longer a book only to be learnt by heart, and teachers try to explain the rules and to make them understood; parsing is more practised, and, in three-fourths of the schools, children are found who are able to spell.

On the whole, matters have assumed a more cheerful aspect and are making more direct progress; but I do not allow myself to be deceived, and am far from believing the progress to be such as to leave nothing to do but to fold one's arms and allow things to go on as they are.

No. It is not enough for those whose mission it is to give effect to the law respecting education, to put this law everywhere into force, to establish the greatest possible number of schools; they have still to work constantly to perfect what they have begun, for, if we no longer meet with those friends to ignorance who predicted the ruin of the people by the *tax*, if good teachers are no longer wanting, there are still a thousand obstacles to impede our progress. To cite only two, I will mention the negligence of many parents in furnishing their children with the necessary materials, such as books, paper, &c., and the little respect manifested to the teachers by these same parents, often in the presence of the scholars.

These things, to which the inspector, with his limited discretionary power, can only draw attention, are calculated to discourage the teacher and to make him despise his profession.

If we desire to have teachers who discharge their duties with pleasure to themselves, we must surround them with all the respect and affection which they deserve for the important services which they render to the youth of the country.

Summary of the state of education in each municipality in the County of Charlevoix:

1. *St. Fidèle* has three schools in operation, all in charge of competent female teachers.

The schoolhouses, unfortunately, are in a bad state of repair and without the requisite furniture; this state of things is alone due to a debt contracted by the commissioners some years ago, now happily nearly extinguished. I trust that when the finances are in better order, the repair of the school-houses will be attended to.

2. *Malbaie.*—Difficulties among the ratepayers, respecting the choice of two sites for school-houses, have, for some time, impeded the progress of school affairs in this municipality; now they are settled, things will take another turn. There are seven schools in operation in this municipality, six under control and one independent. The model school is under the direction of a competent master, Mr. Octave Martin, who teaches with great success, English, French, and all the branches required by law in a model school. It is to be regretted that Mr. Martin has not hitherto adopted the monitorial system; with so many pupils, the progress would have been more rapid.

The girls' school makes but little progress. At my last visit, however, I noticed that better discipline prevailed, and that more zeal was manifested by the teacher. The result of my visits to the other schools was very satisfactory; but I must mention specially here the school kept by Miss Marie Pacaud, both for its good state of discipline and the rapid progress her pupils have made. A new school-house is in course of erection; all the school-houses are in good repair and tolerably well furnished. The finances of the corporation are prosperous.

3. *St. Agnès*, at the time of my visit, had four schools in operation, all in charge of female teachers; since then, and by my advice, one of them has been dismissed on account of her complete incompetency. In two of these schools the pupils have made satisfactory progress. A serious difficulty has arisen in this municipality between the ratepayers and the school commissioners on the one side, and the Secretary-Treasurer on the other, respecting the accounts of the corporation, which the Secretary was unable to balance; I succeeded, not without trouble, in unravelling them and thereby establishing harmony.

It appears that the commissioners owe $200, but by increasing the assessment, as they have done, this debt will soon be discharged.

4. *St. Iréné.*—A small municipality, containing two elementary schools and a model school. The model school, established in July last, thanks to the zeal of the Abbé Mailley, is under the direction of a young female teacher trained at the Laval Normal School. As this school at the time of my visit had been open for a few days only, I can say nothing about it. The school in the second section is in charge of a competent mistress, and the scholars make satisfactory progress. Unfortunately, I cannot say as much for the school in the third section, for its mistress has had but little education and absolutely no practice. The finances are prosperous and carefully administered.

5. *Eboulements.*— This municipality, besides an independent school, has five elementary schools and a model school.

The model school is undoubtedly one of the best in my district; it continues under the direction of Mr. Cléophas Coté. This school which has only been three years in existence has already produced young persons who have passed with honor, before the Quebec Board of Examiners, the examinations required for an elementary school diploma; they are teaching in the municipality, and will adopt, I am sure, the excellent system of the master who taught them. The girls' school, still kept by Miss Boudreau, also makes great progress. I am satisfied with the manner in which the other elementary schools are kept, but I regret to have to state that one of them is without the necessary furniture.

The school Commissioners have collected nearly all the arrears which were due, and I have the satisfaction of stating that their monetary affairs are now in a prosperous state.

6. *Settrington.* This municipality is new and poor. Only one school, which does not suffice for the wants of the population, is in operation, and hitherto, the inhabitants have always opposed the establishment of the assessment, the only means of obtaining other schools.

7. *St. Urbain* has four schools in operation: three under control, and one independent. Mr. Onésime Larouche continues in successful charge of the school in the first section. Although the female teacher in charge of the school in the second section appears zealous, her pupils make but little progress, because the greater number of them are without books, paper, &c. The teacher in No. 3 section, fulfils her duties to the satisfaction of the rate-payers.

Generally speaking, I am satisfied with the state of affairs in this municipality, which is now engaged in the erection of a new church. This, however, notwithstanding the sacrifices they have to make, does not prevent them from doing justice to school matters.

8. *Baie St. Paul.* A large municipality which contains a convent school, a boys' academy and ten elementary schools. The convent is under the management of the Sisters of the Congregation Notre Dame. Besides music, drawing, &c., these worthy instructresses also teach the young ladies under their charge all the branches which constitute a good education. The boys' academy is under the management of Mr. J. B. Deguise, a pupil of the Laval Normal School, a skilful and educated teacher. This institution is attended by 60 scholars; the most advanced study all the subjects required by law in academies, and I was astonished at the progress of some of them in algebra and geometry. Mr. Charles Martineau has charge of the lower classes, and his pupils make great progress. Of the ten elementary schools, eight are good and two inferior.

The commissioners of this municipality discharge their duties satisfactorily, and their finances are in good order.

9 *Petite Rivière* has two schools in operation; that of No. 1 section, although under the direction of a competent teacher does not make the progress that might be desired; there is a want of discipline and reading is neglected. I am much more satisfied with the result of the examination in No. 2 section; this school, however, is without the necessary material, and, notwithstanding my recommendations, the commissioners persist in leaving it altogether unprovided for. The finances of the commission are well administered.

10. *Isle aux Coudres.* The old disputes in this municipality, although settled some considerable time ago, still paralyse the progress of education here.

Mutual distrust exists, and therefore no united effort is made to sustain the schools. This state of affairs will continue until the school, which was closed in consequence of these old difficulties, is again placed under control. The attendance at the three schools at present in operation is small, and there is a lack of the necessary school furniture.

COUNTY OF SAGUENAY.

11. *Tadousac.* I have succeeded at last, during the past summer, in establishing a school in this little municipality; and although the coercive system is not in force, the majority of the settlers being still too poor to be assessed, those of them who are in more easy circumstances have subscribed a sum which, with the assistance granted by the Government, suffices to sustain their school.

12. *Escoumains.* This little municipality, although inhabited by families who derive their subsistence entirely from lumbering, continues to make the most generous sacrifices to sustain a good school. The commissioners, who are presided over by educated and zealous men, leave nothing undone which can promote education. They have this year engaged a female teacher who holds a model school diploma and was educated at the Laval Normal School, and to whom they pay a pretty high salary.

The above is a clear and impartial summary of the condition of the schools in each of the municipalities under my superintendence.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HUME.

COUNTY OF MEGANTIC, AND PART OF THE COUNTIES OF DORCHESTER AND BEAUCE.

In reporting upon the progress of education in my district of inspection during the past year, it affords me much pleasure to be able to state that considerable improvement has been made, during that period, in many of the municipalities.

The number of children who have attended school will be found to be much larger than in any preceding year; the increase, as compared with 1856, being upwards of 500, and there has also been an increase in the amount of local contributions. There are, also, a greater number of qualified teachers than formerly, although in some municipalities, in consequence of the difficulty the commissioners had in finding teachers with diplomas, they were obliged to employ those who had none. There are five female teachers in my district with diplomas from the Normal Schools, three of whom have model school diplomas. The gradual introduction of teachers from those schools cannot fail to be attended with beneficial effects in those municipalities where they are employed; and as a general desire is felt to procure their services, I have no doubt that in a few years, one or more will be found in nearly every municipality.

It is still a matter of regret that the salaries given to teachers are too low. The highest salary paid in my district of inspection is to the model school teacher in Leeds, who has $240 per annum.

Although there has been a general improvement in many of the municipalities in my district, there are still some in which there is room for much more. I cannot say that there exists anything which could be called opposition to the school laws, but there is, in some places, indifference and carelessness in not sending their children regularly to school.

I am happy to say that the prejudices which existed some years ago in many of the municipalities of my district, against assessment for school purposes, is gradually diminishing. One municipality after another is adopting the principle of assessment, and I trust that ere long there will not be a single one where it will not be in force.

I will now proceed to give a brief statement of the state of education in the different municipalities of my district.

COUNTY OF BEAUCE.

1. *St. Victor de Tring.*—Some improvement has been made in this municipality during the last year, more especially in the principal school, in which there is now a good teacher. There are four schools in operation. The inhabitants of this municipality have always been well disposed in favor of education.

2. *St. Ephrem de Tring*.—In this municipality there are three schools in operation; and, although none of the pupils are much advanced, some progress has been made. In consequence of a temporary interruption to the schools last year, the assessments were not regularly paid, and the commissioners are considerably indebted, which arises from the circumstance that since St. Ephrem became a separate municipality, three new school-houses had to be built. The inhabitants are extremely poor, but they manifest a laudable desire to have their children educated.

3. *Forsyth*.—This municipality remains, in a great measure stationary; and, if it were not that the Rev. Mr. Bérubé, the Curé of the parish, takes a deep interest in education, the majority of the inhabitants would allow the schools to remain vacant. There were two in operation at the time of my last visit; a few of the pupils had made very good progress, but in general, the attendance appeared to have been very irregular.

4. *Lambton*.—I am happy to say that in this township there has been very great improvement. The commissioners have engaged two well-qualified teachers, to whom they pay liberal salaries, and the pupils under them have made satisfactory progress.

5. *Aylmer*.—In this municipality there are three schools in operation, in two of which the attendance has been very irregular, and the progress made has consequently not been as great as it would otherwise have been. The inhabitants of this township are, however, well disposed in favor of education; and, considering their means, few municipalities have contributed more largely than they have done. There is a great amount of arrears of assessment due, but this arises not from any unwillingness on the part of the people to pay, but from the extreme scarcity of money that prevails in nearly all new settlements.

6. *Shenley*.—As this municipality has been erected since my last visit to the municipality in its vicinity, I am unable to say whether anything has yet been done towards the establishment of schools. I intend, however, to visit that part of my district as soon as the state of the roads will permit.

COUNTY OF DORCHESTER.

7. *West Frampton*.—In this municipality there are two good schools under the control of the commissioners, which are very numerously attended, and at which very satisfactory progres has been made by the pupils. These two schools are, however, by no means sufficient for the wants of the inhabitants; but, unfortunately many of them take no interest whatever in the education of their children, and are unwilling to pay for the services of a qualified teacher. One school, formerly in operation, has been closed for the last year, for this reason. In no part of my district does there exist such an aversion to an assessment for school purposes as prevails in Frampton.

The dissentient school, which was in operation for many years in Frampton, was discontinued about two years ago. Another one has, however, been established this year in another part of the municipality, distant two miles from the former, and in a part of the township almost exclusively settled by Protestants. The inhabitants have built a new school-house, and a qualified teacher has been engaged by the trustees.

8. *East Frampton*.—I am happy to say that in this municipality there are now two schools in operation, one under the control of the commissioners and the other a dissentient, with a prospect of one or two others being soon established. The inhabitants of the district in which this school is situated purchased a building to serve as a school house. Here, as in West Frampton, many of the inhabitants do not take much interest in the cause of education.

9. *Standon*.—Only one school is in operation in this township; it is not very numerously attended, and much progress has not been made. The teacher is sufficiently attentive, but he is rather old for such a task. The inhabitants do not seem disposed to contribute enough to pay for the services of a well-qualified teacher.

10. *Cranbourne*.—No school. On my last visit the commissioners expressed their determination to have one or more established as soon as they could procure teachers.

COUNTY OF MEGANTIC.

11. *Leeds*.—In this township, although as yet there are assessments for school pur-

poses, the inhabitants contribute liberally and cheerfully for the support of schools, and the teachers are generally regularly and well paid. Seven schools under the control of the commissioners, and one independent school, have been in operation, and very satisfactory progress has been made by the pupils. A reference to the statistical tables which accompany this report will shew that there are more pupils learning the more advanced branches of education in Leeds than in any other Municipality in my district.

A model school was established last year; the teacher has a model school diploma from the McGill Normal School, and possesses high qualifications as a teacher.

12. *Inverness.*—Much credit is due to the school commissioners of Inverness, for the very energetic manner in which they have carried out the school law during the last year, since an assessment was made for school purposes.

A new division of districts has been made, in order that every part of the township may be accommodated with a school. Seven new school houses are in the course of erection, for which a special assessment was made, and upwards of $600 has already been paid. Ten schools, under the commissioners, have been in operation; at some of these schools very good progress has been made.

It is the custom, in this township, in many of the schools, to have male teachers for the winter half-year, and female teachers for the summer. This system has, no doubt, its advantages, and is one which is practised in the Eastern Townships and in the United States, but it has also the disadvantage of causing a too frequent change of teachers in the same schools.

The dissentient school is attended by French-Canadian pupils. The teacher is an old man, and does not appear to be very well qualified. The parents of the children are preparing to erect a school house, and when it is finished it is intended to procure a better qualified teacher.

13. *Nelson.*—In this municipality there are two schools in operation, one French and one English; in a third district a new school house has been built, where it is intended to commence a school after the 1st of January next, or as soon as a teacher can be found capable of teaching both languages. To supply the wants of all the inhabitants of Nelson, five schools at least would be required.

14. *St. Calixte de Somerset.*—I have much pleasure in speaking of this municipality, as there are none in which more has been done for the progress of education than in it.

After great exertions the building intended for a convent has been completed. I visited it in the month of October last, and was much pleased with the method of teaching practised; at that time there were 71 pupils attending. There is a model school for boys, and five elementary schools, at all of which very satisfactory progress has been made. The teacher of the model school is from the Laval Normal School, and is extremely well qualified, having also the advantage of being equally conversant with both languages.

The commissioners have been obliged to incur a considerable debt; but I believe it will be all paid without pressing too heavily upon the inhabitants.

15. *Ste. Julie de Somerset.*—In this municipality, also, much has been done. Two new school houses have been built, and there are now five elementary schools in operation. A model school has been established, with a teacher from the Laval Normal School. The progress made in most of the schools is satisfactory.

16. *Ste. Sophie d'Halifax.*—In this municipality eight schools are in operation, and at them all, with the exception of two, very good progress has been made. The school laws are well carried out in this municipality. This is the more gratifying when it is considered that a few years ago this was one of the municipalities which was the most opposed to carrying out the school laws. This reformation, so happily effected, is in a great measure owing to the exertions of the President of the commissioners (Mr. J. Theophile Hébert), who has held that office since the schools were first established.

17. *St. Ferdinand d'Halifax.*—The only drawback to the prosperity of this municipality, as regards its school affairs, is the large amount of old debts which still remain unpaid, and which the commissioners can only gradually discharge unless they imposed a higher assessment than the great majority of the inhabitants would be willing to pay. The amount of this debt still unpaid is $600.

There are ten schools in operation under the commissioners; two of these are taught

by teachers from the Laval Normal School. At the greatest number of the schools there has been good progress made. Three new schools have been built and some repairs made in others.

There are also two dissentient schools in this municipality, which have been very well attended and at which very good progress has been made. A new school house has also been built by the dissentients.

18. *Ireland.*—This municipality affords another proof of the advantage of assessment for school purposes over the voluntary system. For a number of years every attempt to establish schools under the latter failed, but since the former was adopted there has been no difficulty experienced in sustaining them, and the monetary affairs of the municipality are in a flourishing condition. Seven schools have been in operation ; at most of them very good progress has been made.

19. *Broughton.*—As the limits of this municipality have lately been changed, there has not yet been time to organize a sufficient number of schools ; one school has been in operation.

EXTRACT FROM THE REPORT OF MR. INSPECTOR BÉLAND.

COUNTIES OF BEAUCE AND LOTBINIÈRE.

You will perceive that generally there has been progress in the schools in my district. Every person in it, so to speak, willingly assists in putting the school-law in execution.

The female teachers employed are competent, although several of them have no diplomas. They all propose to acquire them as soon as the Board of Examiners for Beauce shall be organized.

There are this year 105 schools attended by 5925 pupils. Last year there were 111. This diminution results from the closing, on account of difficulties with which you are acquainted, of 12 schools in St. Sylvestre. There are also three model schools attended by 240 pupils.*

Our two convents and colleges have 475 pupils, including both boarders and day scholars.

The grand total of pupils attending the various educational establishments is 6,640. Of this number 1710 are beginning the alphabet; 2290 read fluently; 2640 read well ; 3735 are learning to write; 3880 are beginning to cipher; 1980 practise the simple and compound rules ; 150 are learning bookkeeping; 3195 are learning spelling; 1045 are learning geography; 3225 French grammar, and the same number parsing; 380 are learning English grammar and do a little translation; 685 are learning and practising epistolary style; 110 mathematics ; 120 mensuration ; 115 linear drawing ; 1215 are learning vocal, and 240 instrumental music.

I find altogether but five male teachers, which is too small a number ; all the other elementary schools are entrusted to female teachers. This results from the smallness of the salary which is generally given, and which is generally insufficient to remunerate a married male teacher, and scarcely one who is single.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR JUNEAU.

COUNTIES OF DORCHESTER AND LEVIS.

First Report.

I have the honor to transmit to you the report of my visit to the various educational institutions in the Counties of Levis and Dorchester.

I am very happy to be able to state that in nearly every case marked progress has been

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* To obviate the difficulties, St. Sylvestre has been divided into two municipalities ; several schools have since been opened, and others, it is hoped, will be so shortly.

made since my first visit, and that all the schools, with hardly an exception, are working tolerably well.

The college of Notre-Dame de la Victoire has changed masters; it is now under the able direction of the gentlemen of the Quebec Seminary. I am satisfied that liberal encouragement will be extended to it.

The convents of St. Joseph and Notre-Dame de Lévis continue to be well attended, and the invariably constant progress made by the pupils amply rewards those parents who send their children thither, for their sacrifices.

The model schools work very well, and the persons who direct them are deserving, in every sense, of honorable mention. They are, for the most part, pupils of the Laval Normal School.

In the two counties there are not less than 113 schools, both superior and elementary, attended by 7297 children of both sexes.

I have ascertained that not less than thirty thousand dollars are expended in the support of these schools.

Second Report.

No notable change has taken place since my first visit this year; however, I have had the pleasure of observing further progress and an increase in the number of pupils in a certain number of the schools.

I took part, in some of the parishes, in the public examinations, and I observed with satisfaction that, in each section, the parents of the pupils willingly left their numerous occupations to attend these literary festivals. At one school I counted, upon my arrival, no less than forty vehicles. There was a crowd everywhere.

The schools taught by Mr. Louis Roy and the Misses Chamberland, Chouinard, Olivier and Plante were especially excellent; I found in them some children of unusual talent. At the examination at Miss Olivier's school, at St. Nicholas, I remarked a little girl named Joséphine Desrochers, only six years of age, who could read and write well and knew the whole of the catechism, Lhomond's grammar, the elements of geography, the multiplication table, the first four simple and compound rules of arithmetic, &c.; this interesting child wrote on the blackboard some tolerably long sentences which were dictated to her, and parsed them better than several pupils of 12 and 15 years of age could do.

In public and private examinations, children of considerable ability are everywhere found; for this reason, the great importance, the necessity of establishing good schools cannot be too strongly urged. The parishes, moreover, who have the good sense to employ none but competent teachers, have reason to congratulate themselves upon the fact that the few slight sacrifices which they make to obtain them, are so amply repaid by the improvement of their children.

In the Counties of Lévis and Dorchester there are at present 7511 children attending the schools; this is an increase of 314 over the first six months of the year 1861.

EXTRACT FROM THE REPORT OF MR. INSPECTOR CRÉPAULT.

COUNTIES OF BELLECHASSE, MONTMAGNY AND L'ISLET.

The school-law works well in my district; there is not a single municipality nor a single township which does not contain a sufficient number of schools in proportion to the requirements of the population.

As regards the qualification of teachers, there remains but little to be desired. Besides the advantage which this district enjoys in possessing two academies under the wise and zealous direction of the Brothers of the Christian Doctrine, it contains three convents, two of which are taught by the Ladies of the Congregation, and the third by the Sisters of Jésus-Marie, and we have also at the head of our schools a great number of male and female teachers from the Laval Normal School, nearly all of whom discharge their duties with ability and success. The other male and female teachers make laudable efforts to emulate them, and from this results remarkable progress in all our schools.

We may say that our country teachers are now beginning to enjoy a degree of prosperity more in proportion to the great services which they render. In fact, if we compare their condition at the present day, which, if not advantageous, is at least tolerable, with the position occupied by them only ten years ago, we must admit that much has been done both to promote their physical comfort, and to improve their moral and intellectual position. It may thus be asserted that their social position has been considerably improved, and continues to be ameliorated daily. I sincerely rejoice to see these men enjoy rights and privileges which were formerly denied to us, the pioneers of the cause of education. I congratulate them upon the marks of respect, esteem and consideration bestowed upon them by society and the country at large. This change and improvement in the position of the teacher does honor to those who have obtained for him public consideration and respect.

I return this year to the charge against illiterate school commissioners. I have already, in my preceding reports, mentioned the disadvantages which result from this evil, and the inconvenience to which a municipality, under the control of a school corporation incompetent from ignorance to manage its affairs, is subjected. In my opinion this duty should be entrusted to none but persons who are able at least to read and write tolerably well, even should it be necessary, in order to effect this, to reduce the number to three.

I have frequently had an opportunity of observing that every municipality which is fortunate enough to have its Curé, or at least some educated person, in its school commission, makes a point of engaging in preference, at least for its model and superior schools for girls, the services of teachers from the Normal Schools. The sacrifice of a few pounds more is willingly made in order to place over the school persons who have gone through a course of special study, and who bring to their task a perfect system of instruction. The very reverse prevails in most municipalities presided over by illiterate commissioners. The engagement of teachers is postponed as long as possible, and this is done invariably that a smaller salary may be paid. If they do not always succeed in engaging teachers at a very low price, it is not from a regard for the competence or ability of the person whom they engage. So far as this is concerned, they are satisfied if the person whom they engage holds a diploma from the Board of Examiners.

In justice to the municipalities in this district, I must here mention that they have given proof of great zeal and love of progress by assessing themselves to double and even treble the amount of their share of the grant: this is saying a great deal in their favor. I have already alluded, in my preceding reports, to the necessity which exists for increasing the legislative grant, if the improvement which we now observe is to be permanent. It was too small from the first, and the share of each municipality is diminished after each census, in consequence of the erection of new parishes and new townships which require schools. The people who do not always understand this proceeding, which every census renders necessary, firmly believe that the government is gradually withdrawing its grant and will in the end annul it entirely.

I consider it advisable to remark here that teachers who hold academy and model school diplomas, as also the female teachers of superior schools, are everywhere well treated, but this is not the case with the teachers of elementary schools. The competition of the female teachers, who formerly obtained diplomas from the Board of Examiners with so much facility, makes it impossible for them to obtain a salary proportionate to the services which they render.

I must not forget to state that the books which the government has been pleased to give as prizes to those pupils who exhibited the greatest assiduity and application, have been productive of the most happy results.

I shall now proceed to review each municipality in detail.

1. *Beaumont.*—This municipality contains three schools: one model and two elementary. The model school, which is under the direction of Mr. Legendre, does that gentleman honor; he has succeeded beyond all expectation, and, with the assistance of a monitress, gives instruction to nearly one hundred pupils. The two elementary schools are also well kept and are sufficient for the requirements of the sections in which they are

situated. The school-law works well in this little municipality, which at present enjoys the most perfect tranquillity. The school commissioners give evidence of zeal and good will. Mr. Chas. Letellier, their Secretary-Treasurer, a man of good education, gives them effectual assistance in the performance of their duties. The books are well kept.

2. *St. Michel* (Village).—This municipality has an industrial college and an academy for girls. The college is under the direction of Mr. Dufrêne, who has given proof of ability and great activity. Three other professors have been appointed to assist him.

The academy for girls is taught by Mlle. Laroche, with the assistance of a monitress for the elementary department. This teacher, who has only lately undertaken the direction of this establishment, commenced her career under the most happy auspices. These two institutions do honor to the village of St. Michel and to the gentlemen who, by their sacrifices and zeal, have succeeded in raising the parish above the level of the others in my district.

The accounts are well kept.

3. *St. Michel* (Parish).—In this municipality there are three good elementary schools. That in the fourth range is kept by Mr. Defsin, who, for several years, has taught with energy and success. Miss Moffat, who teaches the school in the third range, is very competent and has been successful. The commissioners of this municipality do their duty well Their Secretary-Treasurer acts in the same capacity for the village. The monetary affairs of these two municipalities are in a prosperous condition.

4. *St. Charles.*—Nine schools, one of which is a model school and another a superior school for girls, are in operation in this parish. The model school is at present under the direction of Mr. Huot, a pupil of the Laval Normal School. The superior school is taught by Mlle. Couture, who has been engaged in instruction for several years, and who has sent from her school a large number of teachers. She has given evidence of great zeal and devotion in the performance of her duty. Of the seven other schools, two have made satisfactory progress; the remaining five are of medium quality.

The accounts are regularly kept.

5. *St. Gervais.*—There are eleven schools in this municipality. The model school, in the village, has been for three years under the direction of Mr. Larue, who holds a diploma from the Laval Normal School. This young man has given evidence of ability, and the pupils taught by him have made progress. The ten other schools are of medium quality. The Secretary-Treasurer, Mr. E. Couture, keeps the accounts in a satisfactory manner. Besides these schools, St. Gervais contains a convent, under the management of the ladies of Jésus-Marie, at which satisfactory progress has been made.

6. *St. Lazare* maintains six elementary schools, which suffice for the requirements of its various sections, and all of which are kept by female teachers, who hold diplomas and are tolerably competent. The ratepayers make great efforts to maintain their schools; they are in general poor. It is almost impossible for them to continue to maintain so many schools unless they receive a supplementary grant. If any municipality is deserving of it, on account of the efforts and the sacrifices which it has made, this certainly is the one.

7. *St. Valier.*—Five schools are in operation in this municipality; they are all elementary. A school for girls has been established in the village. The commissioners are more zealous than those whom they have succeeded.

8. *St. Raphael* maintains a model school and four elementary schools. The model school is at present under the direction of Mlle. Chouinard. The other schools are sufficient for the requirements of the different sections.

9. *Berthier.*—In this municipality there are three schools which, though only elementary, are not the less deserving of honorable mention. The school taught by Mr. Langlois is well worthy of being included in the number of model schools. The commissioners are very zealous. This little municipality pays great attention to its school affairs, and neglects nothing which can promote their improvement.

10. *St. François.*—Five schools, all elementary, are in operation in this municipality;

they are of medium quality. There is a convent in this parish, under the management of the Reverend Sisters of the Congregation. An unfortunate difficulty has arisen between a former chairman of the corporation and the Secretary-Treasurer, respecting the money matters of the municipality.

11. *St. Pierre* maintains a model and three elementary schools. For the first half of the present year the model school was under the direction of Mlle. Dumais. The three other schools are well kept and taught by competent female teachers. The commissioners show very great zeal for the maintenance of their schools. The books and accounts of the corporation are well kept.

12. *St. Thomas.*—This large municipality maintains eight schools, of which one is a model school; the seven others are elementary. These latter are kept by competent female teachers, especially that taught by Miss Dalziel, whose pupils have made remarkable progress during nearly ten years, which time she has been engaged in instruction. The academy for boys is taught by the Brothers of the Christian Doctrine, who are very successful. This parish has a convent under the care of the Ladies of the Congregation; it is well attended. Besides the usual subjects, English, the piano, singing, &c., are taught here. The accounts are in good order.

13. *Grosse Isle.*—Some years since this island obtained a separate school from the Isle aux Grues, to which it was formerly attached. In consequence of the abolition, last summer, of the quarantine station, this school, which was attended solely by the children of the employés, has been closed for want of pupils. The school was only in operation six months.

14. *Isle aux Grues.*—This little municipality maintains two schools with zeal and success; one of these a model school under the direction of Mlle. Painchaud, who has been teaching for a great number of years. This lady is very competent; several of her pupils are now engaged in teaching, some of them with success.

15. *Cap St. Ignace.*—Eight schools are in operation in this municipality. The model school of the village, which is under the care of Mlle. Lachaine, a pupil of the Laval Normal School, is very well managed. The seven other schools are not very good, but are sufficient for the requirements of the sections. The commissioners of this municipality are zealous and well disposed. The registers and account books are in good order. Manifest progress has been made in this locality within the last few years.

16. *L'Islet.*—There are thirteen schools in this municipality. The model school is under the direction of the Brothers of the Christian Doctrine. Besides the usual subjects, English, drawing and singing are taught at this institution. The academy for girls is under the successful management of Mlle. Languedoc. The eleven other schools are all well kept, especially those taught by Mlles. Cloutier, Boucher, and C. Fortin. The Secretary-Treasurer performs his duties with order and regularity.

17. *St. Cyrille.*—There are three schools in this small new municipality. All three are taught by competent female teachers, one of whom has no diploma. The ratepayers, although generally poor, make considerable sacrifices to maintain their schools.

18. *St. Jean Port Joli.*—This large municipality maintains ten schools, of which one is a model school and nine are elementary. Mlle. Letourneau, who teaches the model school, does very well. The other schools are well kept and supply the wants of their sections. The accounts are in perfect order.

19. *St Aubert.*—Five schools are in operation in this municipality. These schools are all kept by competent female teachers who hold diplomas. The commissioners are full of zeal and goodwill.

20. *St. Roch des Aulnaies* maintains eleven schools; all good, and kept by female teachers who hold diplomas. Mlle. Langlais, who teaches the school for girls attached to the church, and Mlle. Pelletier, who keeps that on the lower beach, have done very well and are deserving of honorable mention. The pupils of Mr. Hudon, who teaches the Fabrique school, have made wonderful progress under him, especially in caligraphy and French grammar. It is to be regretted that difficulties have arisen with respect to the mill school, kept by Mlle. C. Cloutier.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR BARDY.

COUNTIES OF QUEBEC, MONTMORENCY AND PORTNEUF, AND CATHOLIC POPULATION OF THE CITY OF QUEBEC.

First Report.

I do not venture to assert absolutely, in this report, that the progress which I have observed in the schools which I have visited during the past winter and spring, have been of the most satisfactory nature; the extract from the statistics which I have the honor to submit to you, will enable you to form an opinion respecting it. A few remarks which seem to me worthy of your attention will serve to relieve me from the necessity of repeating the observations of each half year.

1. The school municipality of *St. Michel de Beauport*, composed of some concessions detached from Beauport, and which was lately erected by you for the advantage of its ratepayers, has been subjected to some difficulties which have arisen between its commissioners and those of Beauport. But I have every reason to believe that these will be entirely done away with by your decision, to which both municipalities must conform. More than 80 children attend the only school established in this place. Under a competent master, no doubt can be entertained of its success.

2. In *Valcartier* there are three schools under the control of Protestant commissioners; they are attended by about 150 children, of whom 80 are Catholics. One is kept by a Catholic female teacher, who succeeds in giving satisfaction to all interested.

3. *Laval*, the school affairs of which are managed solely by the Curé, the Reverend Mr. Colford, who is chairman of the commissioners, and which is divided into three sections, has, however, in consequence of its poverty, but one school in operation.

4. In *Château Richer*, although that municipality, owing to former and incessant contentions, is still in debt, the centre school has been divided and a model school for boys established, which is successfully taught by Mr. Girardin, a teacher educated at the Laval Normal School; the girls have been left under the management of Mlle. Portelance, the former teacher. The former has 42, and the latter 45 pupils. At the other two schools 83 children receive instruction, giving a total of 170.

5. *St. Anne*, with two schools, educates about 120 children, and has commissioners who manage its affairs quietly and successfully.

6. *St. Joachim* has also two schools. That in the centre of the municipality is attended by about 120 children. The Curé, the Reverend Mr. Provencher, the chairman of the commissioners, is anxious, as I myself also am, to provide a male teacher for the boys and a female teacher for the girls. The school house is fine and roomy, and the interests of the children would seem to render this change necessary.

7. At *St. Tite des Caps*, in the school lately established, so to speak, in the depths of the forest, there are 50 pupils; it is entrusted to a young female teacher who manages it successfully.

8. *St. Féréol.*—This parish, always a poor one, has located its single school, which was formerly situated in the centre, at the southern extremity of the municipality for three years, proposing to remove it subsequently to the northern extremity for a similar period of time, and then to bring it back to the centre. This extraordinary system can never produce well educated pupils, as each of the three sections can only enjoy the benefits of education at intervals of six years.

9. The three schools at *Ange Gardien* continue nearly in the same condition as formerly, well disciplined, but ill-attended. Mr. Tardif, the teacher of the central elementary school instructs several of his pupils in composition, epistolary style, book-keeping, geometry and linear drawing.

10. *Beauport* has five schools, attended by nearly 400 children. In some of these schools several of the pupils are in want of books. In each of them, a considerable number of pupils are learning English.

The female teacher of school No. 3 teaches the use of the globes. Mr. Paquet, of No. 1, teaches book-keeping, composition, and epistolary style. Miss Vallée, of No. 5, is an excellent teacher; and she also teaches composition and epistolary style. The commissioners of this municipality are very active and use all possible exertions to meet their engagements and to liquidate debts which had been previously contracted.

11. *St. Laurent* possesses three schools, one of which is a model school, kept by Mr Lapierre, who teaches all the branches required in a school of this kind. The other two are elementary schools, and would shew more success if the pupils were more assiduous. I think that I have succeeded in persuading the commissioners to construct a new school-house in section No. 2, the want of which has been felt for some time.

12. In *St. Jean*, a parish which has the reputation of being wealthy, I was grieved to find that an attempt was being made to reduce the teachers' salaries; and the proceeding seemed the more unjust from its being directed against those teachers who, by their ability and praiseworthy conduct in every respect, really deserve the greatest encouragement. The central academy, kept by Mr. Mignault, is each year the scene of new difficulties on the subject of salary. The commissioners, who are illiterate, mean and stubborn, would like to gain possession of the subsidy granted to this superior school, but at the same time to engage a second class teacher at a low figure, in order, as they say, to lighten the burdens of the supporters of the other two schools. Educated and well disposed persons, who reside in the locality, can never succeed in being elected commissioners, as thirty proprietors in easy circumstances (pilots and others) are compelled to absent themselves from the parish at the time of the election, so that the field is left clear for the farmers who are ostensibly opposed to education. These thirty proprietors, who are desirous of encouraging a good superior school, begged of me to obtain a change in the time of election, fixing it in January, in order that they may be enabled to take part in it. Section No. 3 could send at least 40 pupils to the school, and yet it happens during some months that the teacher sees only three or four; and on the day of my last visit, although it was previously announced, I only met seven or eight children. I then advised the commissioners to close the school, unless they could succeed in inducing the parents to send their children more regularly.

13. *St. François.*—At this parish there are two schools which are not attended very assiduously. The children, moreover, are withdrawn from school too soon, so that their progress can never be very brilliant.

14. *Ste. Famille.*—The convent of the Sisters of the Congregation is attended by 60 little girls, 45 of whom are boarders and the rest day-scholars. The use of the globes, composition, epistolary style, linear drawing, vocal music, embroidery, reading, &c., &c., are taught with great success. More than 40 little boys are taught at the model school kept by Mr. Prémont, an able graduate of the Laval Normal School.

15. *St. Pierre.*—200 children attend the three schools in this municipality. Progress the same; no notable change; there are but few talented children.

16. *St. Catherine.*—There are four schools in operation here under the system of voluntary contribution. Although the commissioners meet with some difficulty in collecting the contributions, the schools are tolerably successful. Mr. McDonald, of No. 4, has made his pupils very efficient, particularly in arithmetic; Miss Kenny, of No. 3, manages her pupils admirably, and teaches them English and French very well.

17. *St. Raymond.*—This municipality contains six schools, of which three are French and three Protestant and English, all under the control of the same commissioners, one of whom is a Protestant, who attends to the English schools. All these schools are tolerably good.

18. *St. Basile.*—The four schools in this municipality are also passable without being in a flourishing condition; they are attended by 186 children.

19. *Cap Santé.*—This school municipality contains five school sections under control and a boys' school under the direction of trustees, independent of the commissioners. There are, besides, three dissentient schools, one of which, kept by Mr Miller, is making great progress in book-keeping, geometry, mensuration, trigonometry, algebra, linear drawing, composition, music, &c. It is a good model school.

20. *Deschambault* has only five school sections since St. Alban has been erected into a municipality; but there are still about 280 children in the schools, which are, as before, well conducted and give universal satisfaction. Reverend Mr. Belanger has, with the most praiseworthy zeal, succeeded in erecting a fine convent near the church, and nuns are shortly expected who will find 50 young girls prepared to receive instruction.

21. *St. Alban.*—A new school municipality, and still poor, which has, nevertheless,

four school-sections in full operation; the commissioners as well as the ratepayers shew great zeal for their schools, in which upwards of 180 children could receive a good education.

22. *St. Casimir.*—This municipality only contains two sections, the two schools of which furnish instruction to upwards of 160 children. The central school, directed by Mr. Laquerre, has 57 male and 53 female pupils; it could be divided to allow of a female teacher for the girls. I attempted to obtain the sanction of the commissioners to this project, but they pretended that it would be difficult to raise the funds required to keep up these two schools.

23. *Grondines.*—In five sections there are only four schools in operation. In section No. 3. I found that the premises rented for the school were not suitable. The children were too much crowded together, and were continually exposed to be disturbed by the noise of a number of young children belonging to the family in the neighboring house. I therefore urged upon the commissioners and taxpayers, who are in easy circumstances, the necessity of building a new school-house, but without success. These four schools receive at least 230 scholars. The male and female teachers perform their duties very zealously.

24. *Ecureuils.*—The teacher of the only school in this small municipality, Miss Vallières, performs her duties with talent and success. The children, 110 in number, like their school and repair to it with eagerness. All the branches required in a school of this nature, including English, are there taught.

25. *Pointe aux Trembles.*—This municipality contains five sections, and a sixth will soon be added. In an upper concession of the parish the ratepayers are erecting a school-house, which will be fit to receive pupils in the commencement of July. In the central section there is a model school kept by Mr. Lefebvre, a talented young teacher, who instructs upwards of 50 young boys with great success. This school which has been established about a year, has been confirmed by you; the commissioners, nevertheless, with inexcusable meanness, do not seem now to desire the school, and have even refused to re-engage the teacher, against whom they acknowledge that they have no ground of complaint. The convent of the Sisters of the Congregation, now under control, has 23 boarders and 50 day scholars. The little girls receive an excellent education there, and are even taught branches which really belong to a model school, in addition to embroidery, sewing, &c.

26. *St. Augustin.*—Upwards of 200 children are admitted to the four schools of this municipality. There is a model school kept with success by Miss Tapin, a pupil of the Laval Normal School. The other schools, as a general rule, are well kept, and I would specially mention No. 4, kept by Miss Watters, also from the Laval Normal School. English is taught in both these schools.

27. *Ancienne Lorette* has six school sections, where upwards of 300 children receive instruction. The schools should be better inspected by the commissioners. Nevertheless, in schools Nos. 4 and 5, kept by Mr. Hamel and Miss Roberge, there has been marked improvement among the pupils.

28. *Cap Rouge.*—There is only one school here, kept by Miss Laroche, who has a model school diploma; she has about 70 pupils, 18 of whom learn English. This young lady has a great deal of work, because before she took charge the pupils had been sadly neglected.

29. *Ste. Foye.*—In this municipality the only school in operation is kept by Mr. Letourneau, who holds a model school diploma from the Laval Normal School. This school is attended by more than 60 children, a few of whom are learning book-keeping, composition, and epistolary style; 30 pupils learn English.

30. *St. Ambroise.*—The seven schools under control impart instruction to 360 children. All these schools, under the zealous care of the Curé, are generally successful. French grammar is well learned, particularly at the central school, where the pupils are well grounded in parsing, composition, and epistolary style.

31. *Charlesbourg* has five schools in operation under control, which receive about 250 pupils; also, an independent English school, kept by Miss Boyne. The model school,

kept by Miss Paradis, was very good; but I have learned with sorrow since my last visit, that the school commissioners had discharged her to make room for another teacher.

32. *St. Dunstan.*—Of the two schools in this municipality, one is Protestant with 44 pupils, some of whom have made considerable progress; the other is Catholic and receives 32 pupils. These schools are both in want of a number of indispensable articles.

33. *Stoneham* has only one school. The children are far from being assiduous and the teacher is indifferent. I found no progress.

34. *St. Columban de Sillery.*—There are three sections and three school-houses. In each house there are two schools, one French and one English. The commissioners have made, and intend to make, great improvements in these buildings. The schools are attended by 280 children. The teacher instructs the pupils in the use of the globes, some geometry, linear drawing and book-keeping.

35. *St. Rochs, Banlieue.*—The Sisters of the Congregation teach four classes, one of which, under control, shews some young female pupils of capacity. The total number of scholars receiving instruction is from 310 to 320. Another school of about 60 pupils is kept in the village of Ste. Angèle; if it were not for the careless attendance of the pupils more progress would be made. The Oblat Fathers are building a fine school-house near the St. Sauveur Church, in which they purpose placing teachers of some religious order. Since the beginning of this month a third school has been opened near the Dorchester Bridge in the village of St. Charles, where there are already about 100 pupils. For some time previously the want of a school had been felt, and I am pleased that this year I have been successful in persuading the commissioners to open this school for the advantage of both the ratepayers and the children in the locality. I can bear testimony to the active zeal of the commissioners. What obstacles and prejudices, nevertheless, have they not had to contend with before attaining their object—their predecessors having refused to tax that part of the municipality and having advised the people to oppose the establishment of a school there!

36. *City of Quebec.*—Three schools under control are kept by lay teachers: Mr. Dion, in St. Rochs' Suburbs; Mr. Dugal, in St. John's Suburbs; and Miss Farley, in the Lower Town. These three schools give instruction to upwards of 150 children, and do much good in their respective localities.

The Christian Brothers keep classes under control in St. Rochs, at the Glacis, and at Cap Blanc, in which about 1100 pupils are taught, apart from six independent classes which are attended by upwards of 600 children. The education imparted by these good men is very judicious. The best linear draughtsmen are found in their schools.

The Sisters of the Good Shepherd instruct some pupils who are very proficient in parsing, composition, geography, and the other branches; they have upwards of 330 pupils. The Sisters of Charity teach at the Glacis eight classes, viz., five French and three English, in all teaching 354 pupils; and at Cap Blanc three classes, viz., two English and one French, with 210 pupils.

At the convent of St. Rochs there is only one class of day-scholars under control, which is very successful.

There are 45 independent Catholic schools in the city; among them may be found some very superior commercial and literary schools and academies, kept by Messrs. Sweeny, Malone, Lafrance and Donnelly, who educate a large number of pupils. The other elementary schools are also well attended.

Second Report.

In several school municipalities I have had wrongs to redress, some difficulties to overcome, and a number of affairs to regulate. I remarked that a great deal of progress had been made in many of the schools. I think it would be of importance to prepare rooms for the teachers, both male and female, in every school-house, and to compel them to reside in them. By the present system the children, left too often to themselves, are deprived of that supervision which should be exercised over them during the hours of recreation. In winter, moreover, they generally suffer from cold, as the house is heated too late for them to be comfortable. The house, in addition to this, becomes deteriorated

in value when there is no fire from half-past three o'clock in the afternoon till the following morning, and particularly from Friday night to the following Monday morning. I have remarked that teachers who board elsewhere continually complain that the house is cold, while the contrary is the case with those who live on the premises. In order that I shall not be found repeating the same observations twice during the same year, I may confine myself in the present report to a description of the changes which I observed during this visit.

COUNTY OF MONTMORENCY.

1. *Chateau Richer.*—Mr. Girardin's school has produced some scholars, out of 53 little boys who attend it, very proficient in grammar and arithmetic. Writing and composition are taught there; 16 pupils learn English. School No. 2, kept by Miss Portelance, is well conducted and receives 51 little girls, a large number of whom learn grammar and composition successfully; 14 learn English. The two other schools are tolerably well conducted.

2. *Ste. Anne* has two schools with 116 children, who have learned more grammar and arithmetic than usual.

3. *St. Joachim* has 147 pupils in the two schools. The school in section No. 1 shews great signs of progress, particularly in grammar.

4. *St. Tite* has only one school, which the teacher conducts with zeal and success, although the pupils are very young.

5. *St. Féréol* has only one school, the pupils of which, 95 in number, are strictly supervised by their teacher, who succeeds admirably in bringing them forward.

6. *Ange Gardien.*—Mr. Tardif, who conducts the central school, keeps more of a model than an elementary school; some of the pupils are taught composition, book-keeping, geometry, and linear drawing; 11 also learn English. The two other schools are as well kept as possible.

7. *St. Laurent* has three schools, one of which in the first section is well conducted by Mr. Lapierre, who is successful in teaching all the necessary branches to 84 pupils. I think I have succeeded in obtaining the consent of the commissioners to the construction of a school-house in section No. 2, where the children have hitherto been inadequately provided for.

8. *St. John* has 200 pupils in its three schools. The school in section No. 2, kept by Miss Corbeille is progressing. Grammar, parsing, composition, and arithmetic are well taught there. The central academy, kept by Mr. Mignault, who teaches English to 32 and Latin to several scholars, is worthy of special notice for problems of arithmetic, grammar, analytical and logical parsing, the use of the globes, &c. The school in section No. 3 is not very good, owing to the indifferent attendance of the pupils.

7. *St. Francis* does not progress much with its two schools, because the children are not attentive, and are, moreover, withdrawn by their parents as soon as they have taken their first communion.

10. *St. Famille.*—The convent school, which receives 50 boarders and 25 day-scholars, is very good. The little girls who attend it learn arithmetic, grammar, composition, parsing, the use of the globes, drawing, vocal music, sewing, embroidery, &c., well; 25 pupils learn English. The model school in No. 1 is kept by Mr. Prémont, who has done much for the advancement of his 50 pupils. The requisite branches are there taught with care.

11. *St. Pierre.*—The three schools of this municipality are in the same condition. I think, however, that they are kept with care, and produce good results.

COUNTY OF PORTNEUF.

12. *Cap Rouge.*—The only school established here is a model school; it is kept by Miss Paradis, who has been very successful as a teacher in another municipality. Progress will evidently be the result under this talented teacher's direction. English is taught to 22 children.

13. *St. Augustin.*—Miss Tapin's school instructs 87 pupils with great success, and 29 of these learn English. School No. 4 is attended by 63 children, who receive excellent instruction from Miss Watters, who keeps her school in good order. Several children learn English. The school kept by Mr. Huot in No. 3 would be more progressive if the pupils were more attentive to their duties. I regret to be compelled to declare that the school in No. 1 is only a school in name, as we rarely find more than 10 pupils in attendance. The teacher is discouraged at meeting but four or five pupils during the greater part of the time. My remonstrances on this subject have hitherto produced no effect.

14. *Pointe-aux-Trembles.*—The central school kept by Mr. Lefebvre is making progress; the pupils learn grammar and parsing with success; composition, book-keeping, geometry, geography, the use of the globes, and English are taught with care. Mr. Vallière's school in No. 3 is very good; the pupils are making some progress in grammar, arithmetic, composition, and English. I cannot give a favorable report of sections 1 and 4, where but little progress is apparent. I have now to allude to the excellent school kept by the Ladies of the Congregation, whose pupils, 70 in number, learn with success more than is expected in an elementary school. In addition to grammar and parsing, arithmetic, the use of the globes, &c., they learn English, sewing, embroidery, and instrumental music.

15. *Ecureuils.*—There is only one school in this municipality. It is a model school, the teacher of which, Miss Vallières, shews indefatigable zeal in teaching 116 pupils, who have made great progress in reading, writing and English. I need scarcely say that grammar, parsing, composition, arithmetic, &c., are also successfully taught there.

16. *Cap Santé.*—Of the five schools in this municipality, that of No. 5, kept at Portneuf by Mr. Fecteau, is the best. This teacher, who receives 118 pupils, 19 of whom learn English, gives himself much trouble to teach everything required in an elementary school. The four other schools do not progress as I could desire. Of the three dissentient schools at Cap Santé, Mr. Miller's is the only one which deserves any commendation. He also keeps a model school at Portneuf with success; his pupils make extraordinary progress in arithmetic, geometry and algebra. He also teaches the use of the globes, mensuration, bookkeeping, vocal music, &c.

17. *Deschambault* has five schools, exclusive of the convent lately opened to a large number of young girls, who have the advantage of obtaining there a solid and at the same time a religious education. This establishment, which is of stone, has been constructed under the able superintendence of the Curé of the parish, assisted by his parishioners, and reflects great credit upon this important parish. The model school, kept by Mr. Belleau, is progressive as usual, and the pupils display great emulation in the pursuit of their studies. The other schools, kept by female teachers, shew great application and assiduity on the part of those who have charge of them.

18. *St. Alban.*—There are four school sections in this municipality. The schools kept by Miss Darveau in No. 1, and Mrs. Douville in No. 2, shew considerable progress. They are both good elementary schools. The children who attend the two other schools are not so far advanced, but then they have been more recently established.

19. *St. Casimir.*—The school in section No. 1 kept by Mr. Laquerre, who has charge of 102 pupils, would no doubt shew more progress if he had not such a large number under his care. The school in No. 2 is tolerably good.

20. *Grondines.*—This municipality has only four schools in operation, although there are five school sections. The commissioners however, seem to be disposed to re-open the fifth school so soon as the ratepayers have constructed a school-house. In the four schools now in operation, the pupils have made considerable progress, particularly in sections 1 and 2. Generally speaking, arithmetic and grammar seem to be better cared for in these schools, and the teachers appear to devote their undivided attention to the instruction of their pupils.

21. *St. Basile.*—Four schools, three French and one English. They are well kept, particularly Nos. 4 and 1.

22. *St. Raymond* has three French Catholic schools and three English Protestant

schools. The three French schools succeed tolerably well, and the pupils have made great progress, especially those under the direction of Miss Gravelle, of No. 3. Of the three English schools, I can only speak favorably of the school at Bourg-Louis, kept by Mrs. Widow Henry. In this school I remarked more emulation, and more assiduity in attendance on the part of the pupils.

23. *St. Catherine.*—I here found four schools in operation; the one kept in No. 2 by Miss Kenny, who teaches both French and English, is an excellent school, and the children make great progress. The school of No. 1, where the children are all Canadians, is well conducted by Miss Jobin, whose exertions are rewarded by success.

COUNTY OF QUEBEC.

24. *Beauport.*—There are five schools which work well in this municipality. Miss Turgeon of No. 3 has 100 pupils. Among other branches, grammar, parsing, composition, geography, arithmetic and book-keeping are successfully taught; 15 pupils learn English. At No. 2, Miss McQuillan teaches 60 young girls. There is evident progress in grammar, arithmetic and English. Mr. Paquet, of the school in section No. 1, has 74 little boys under his care, a large number of whom learn grammar, parsing, composition, the rules of arithmetic and book-keeping; 15 pupils learn English. The school kept by Miss Vallée, of No. 5, receives 116 pupils, who nearly all shew improvement. This respectable mistress teaches rules, grammar, composition, parsing and English to about 20 children with great success.

25. *St. Michel de Beauport.*—There is one school in this parish, which is attended by more than 80 children, but they are not far advanced. They are instructed particularly in reading, writing, the rules of arithmetic and some grammar.

26. *Charlesbourg* has five school under control, three of which succeed very well, because the children are attentive and the teachers display more zeal. Miss Stuart, the teacher of No. 4, has effected a complete reform in the school of that section, the children of which had been neglected. I was agreeably surprised during my last visit to find that a number of these young pupils shewed great progress in grammatical exercises, composition and the rules of arithmetic. The model school in No. 1, kept by Miss Vallée, works well, considering the ability of the pupils. Grammar, composition, parsing, arithmetic, mensuration and linear drawing are taught with care; 18 pupils learn English, and seven are able to translate that language. In No. 2 there is an independent school with 81 pupils who are young and are not far advanced. Miss Clément keeps an elementary school in No. 3, and, as usual, with application and success; 66 children attend it.

27. *St. Ambroise.*—The schools of this municipality are evidently progressing under the able superintendence of the Curé. The commissioners have established a new school in the St. Ignace range, where there are upwards of 50 pupils.

28. *Ancienne Lorette.*—The best school of this municipality is in No. 4. It is kept by Mr. Hamel, whose pupils shew great progress. The schools of Nos. 1 and 9 work very well, and I hope that the three others will be as successful as I have reason to hope. The commissioners of this municipality are about erecting a school-house in the centre of section No. 6. The want of this school-house has been for a long time felt, and I perceive with pleasure that the ratepayers are engaging seriously in the work, in spite of the opposition of several who wish to build on the old site, to the disadvantage of a large number of children who would be prevented from attending the school on account of the distance and their want of means.

29. *Stoneham* has only one Protestant school which does not progress as I could desire.

30. *St. Dunstan.*—Of the two schools in this municipality, the Protestant school has made the most progress, and the children are generally assiduous and talented. I regret that I cannot speak favorably of the other school, which changes its teacher too frequently. The trustees and ratepayers scarcely ever agree when a choice is required. The school is often closed, and the children remain in ignorance.

31. *Ste. Foye.*—The model school kept in this municipality by Mr. Letourneau works

well, and the children learn grammar, parsing and composition. Several have completed their course of arithmetic, book-keeping, and the use of the globes. 25 learn English.

32. *St. Colomban.*—The commissioners of this municipality have made considerable repairs to the school-houses of the three sections. The schools work well.

33. *St. Roch and Banlieue.*—In this school municipality the Sisters of the Congregation of Notre Dame have opened at St. Sauveur two new classes, which are attended by 226 pupils. If we add to this number that furnished by the four formerly established, we have a total of 441 young girls. As to boys, four classes have lately been established at St. Sauveur, including a model school, kept by Mr. Plante, a graduate of the Laval Normal School; the number of pupils who attend it reaches 301. In this locality, the school commissioners very zealously second the exertions of Revd. Father Durocher, superior of the Oblat Fathers, who has succeeded in obtaining the erection of a good and spacious brick school-house, which is temporarily occupied by the nuns and which will soon be set apart for the use of the Christian Brothers for the education of boys, as soon as a new school-house, which is soon to be built, is ready for occupation by the nuns and their pupils.

CITY OF QUEBEC.

34. *Christian Brothers' school and Nuns' school under the control of the school commissioners.*—It will be sufficient to give the number of children who attend these valuable institutions, to avoid a repetition of the well-deserved praises which I have accorded to them in my former reports. Upwards of 1500 little boys are instructed at the Christian Brothers' school, and 325 also receive instruction at their classes which are not under control. The nuns give instruction to nearly 1200 young girls.

Mr. Dugal in St. John's suburbs, and Mr. Dion in St. Roch's suburbs, keep elementary schools on a good footing, which are attended by a large number of boys. These two teachers do a great deal of good in their respective localities. They are attentive to the performance of their duties, and give general satisfaction.

INDEPENDENT SCHOOLS.

Among the numerous independent schools in the city, I shall only mention the academies kept by Mr. Sweeney in the Upper Town, Mr. Lafrance in St. John's suburbs, and Mr. Gauvin in St. Roch's, under the auspices of Mr. Inspector Juneau. They apply themselves particularly in these good schools to commercial instruction, which is so advantageous to the children who reside in a city, and I have the satisfaction, when I visit them, of admiring the progress they have made.

The number of independent Catholic elementary schools for both languages increases every year. We must conclude from this, that the benefits of primary and superior education are every year better appreciated by the Catholic population of Quebec.

EXTRACT FROM REV. MR. PLEES' REPORT.

CITY OF QUEBEC (PROTESTANTS).

I have the honor to report to you the results of the examinations recently held by me in my visits to the schools under my charge, and have sincere pleasure in stating the efficiency and progress which they all, more or less, exhibit.

1. *St. Louis District, School No.* 1, conducted by Mr. R. C. Geggie. From this school several of the more advanced pupils have been removed since the last semi-annual inspection, some having been placed at the high school and others bound to tradesmen or sent to earn a livelihood in various occupations; of the remainder, some have been very irregular in their attendance, and their progress at school has in consequence been much retarded. The proficiency shown by those whose attendance has been regular is creditable both to themselves and their teacher. In arithmetic, geography, and sacred history, the answers to my questions were in general prompt and correct; in arithmetic, several difficult

questions were readily and correctly worked out. One exercise in English composition was particularly good. I distributed several prizes.

2. *St. Louis District, School for girls,* conducted by Miss Geggie, has much increased in number since the last examination, and is in a very efficient state. The elder children answer very creditably in geography, English grammar, and sacred history. One exercise in writing from dictation was without a mistake, the others of average correctness. The writing was of a middling character. I saw one very good exercise in composition. I distributed several prizes.

3. *St. Roch's Suburbs District, School No.* 1, kept by Mrs. McCord, is in a prosperous state, having an average attendance of 30 pupils of either sex. The results of my examination were very satisfactory as regards reading, orthography, writing, geography, and sacred history; the writing was particularly good. In English grammar, composition, and History of England, I hope to find greater proficiency at the next examination. I distributed prizes.

4. *St. Roch Suburbs District, School* No. 2, conducted by the Widow McLean and two daughters. I examined this school in the several branches taught in it, and found it in a satisfactory state. The answers in geography and sacred and English history were most creditable. In English and French grammar, and in writing from dictation, they were less so. I awarded prizes.

5. *Champlain Street District School,* kept by Mr. J. Lloyd, assisted by Miss Lloyd. There were present on the day of examination 52 children of either sex. They are making considerable advancement in reading, spelling, writing, English grammar and geography. In the last-named branch especially, the answers to my miscellaneous questions were such as to evidence the assiduity and system with which it is taught. I had much pleasure in awarding the prizes. The long-felt want of a commodious and substantial school-house for this district will soon, there is reason to hope, be supplied—the foundation being already commenced. It is expected that the building will be ready for use next spring.

6. *Ste. Foye and Banlieue Dissentient School,* conducted by Mr. Purdie. Examined this school in reading, spelling, writing from dictation, sacred history, composition, English grammar, writing, geography, roots and definitions of words, arithmetic, history of England, book-keeping and mensuration, in all of which, except dictation, exercise and composition, the children acquitted themselves very satisfactorily. Some very creditable specimens of needlework, done by the girls under the direction of Mrs. Purdie, were exhibited; and at the close of the day's examination, a portion of a hymn was nicely sung.

7. *The Dissentient School, Municipality of St. Roch,* taught by Miss Gillespie, was examined in all the branches of instruction pursued in it: reading, spelling, writing, orthographical exercises from dictation, English grammar, history of England, sacred history, arithmetic, geography, roots and definitions of words, and French grammar. The results were highly satisfactory.

8. *The Dissentient School, St. Colomban de Sillery,* under the charge of Miss Sturrock. The branches taught in this school are reading, spelling with definitions, writing, English grammar, geography, sacred history, and arithmetic; in these a very satisfactory progress has been made since the last examination.

The trustees of this school propose to erect for it a suitable building; I hope to be able to state in my next report that something has actually been done in furtherance of so desirable an object.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HUBERT.

COUNTIES OF ST. MAURICE, MASKINONGÉ, AND CHAMPLAIN.

Our schools are generally successful, and I have reason to be well satisfied with the administration of the greater number of the commissioners.

The local contributions are notably on the increase; in nearly every locality they are double the amount of the legislative grant.

Relying no longer on the aid of the Department for the erection or repair of their school-houses, they have resolved to trust to local resources only, and have set themselves to work.

Particular attention has been paid to the selection of teachers, and care has been taken to engage none who are not provided with diplomas. The refusal of the grant with which you had threatened certain municipalities has produced the desired effect.

Since my general visit, begun in February and terminated in June last, several new municipalities have been formed. I shall refer to them in my next report, as I am about to visit them during the present winter.

I shall not enter into details respecting the municipalities, as I have reported to you at the time any circumstances of importance that have occurred.

In some localities I have had to encounter an obstinate refusal to submit to the requirements of the law and to the rules of the Department, those more particularly which relate to the system of distributing school moneys among the sections, and those relating to the levying of the assessments; but your authority has in all cases prevailed. The same spirit has been manifested by certain bodies of commissioners when I attempted to overcome their refusal to repair some school-houses which had become untenantable. These cases are not often met with.

In the course of last year I have been obliged to revise and correct the accounts and minutes of some of the Secretary-Treasurers, to make several enquiries into difficulties which had arisen respecting the sites for school-houses and complaints by or against teachers. Everything has been settled without disturbance; and, with the exception of the case of the *banlieue* of Three Rivers, a disposition to submit to the decision of the Department has been manifested.

It is evident that considerable progress has been made in education.

EXTRACT FROM THE REPORT OF MR. INSPECTOR BOURGEOIS.

COUNTIES OF DRUMMOND AND ARTHABASKA, AND THE ROMAN CATHOLIC SCHOOLS OF CHESTER, TINGWICK, KINGSEY, AND DURHAM.

During the past year there have been 71 schools or educational institutions of every description in operation in my district, at which 2,998 scholars have been in attendance—shewing an increase over last year of five schools and 407 scholars.

It is to be remarked, however, that in two municipalities, Tingwick and St. Bonaventure d'Upton, the number of schools has been smaller this year than last year, for the following reason: on account of the heavy pecuniary embarrassments in the school affairs of Tingwick towards the close of the year 1860, and caused by the malversation of certain of the employés of the commissioners, all the schools were closed, and it has not been possible, during the present year, to re-open a greater number than that stated in the table of statistics annexed. I may assure you, however, that no means will be neglected to re-open the remainder in the course of next year, or at least so soon as the difficulty I have just referred to is finally settled.

As regards St. Bonaventure d'Upton, it is in consequence of my often repeated suggestions that the commissioners of this municipality have reduced the number of their schools. The corporation not having means to susidize, even to a moderate degree, the four schools it formerly possessed, it followed that they were very inferior; by reducing the number to two, the commissioners will be able to maintain them on a respectable footing and obtain satisfactory results. I hope that they will not endeavor to do more for the present, and that they will again increase the number of their schools only when their means and the increase of the population will enable them to do it with advantage.

You will, I hope, be pleased to learn that during the year which has just expired, two academies have been established in the villages of Acton and Drummondville. These

two important villages could hardly continue without an institution of this kind; the want had long been felt, and it is with pleasure that I announce to you the realization of the project which had been formed last year. The academy at Acton has already been several months in existence and promises well; that at Drummondville has just been opened. In both places the Reverend Curé's exhibit so much zeal and attention in the direction of these institutions, that there is every reason for being sure of their complete success.

The academy at St. Christophe, or rather at Arthabaskaville, continues to work well, and gives perfect satisfaction to those interested and to the friends of education in its vicinity. In view of the importance of its position and its success hitherto, this institution is destined to be of great value, provided the pecuniary embarrassments of the former municipality of St. Christophe have not the effect of paralyzing its development and progress.

During the present year five new school municipalities have been erected in the counties of Drummond and Arthabaska. These five municipalities are formed of groups of very considerable settlements, which formerly formed part of other municipalities from which they received but little attention in consequence of their remoteness. In nearly all, measures have been taken to obtain a number of schools adequate to the wants of the population, and I am certain that at present there are already several in operation; of this I have no official knowledge on account of the time of the year and the state of the roads, which only admit of travelling during the winter season; as soon as the first snow-roads are formed I propose to go there and aid the commissioners to complete the organization of affairs; and I predict that the statistics next year will be an encouraging proof of the necessity of the erection of these new municipalities.

The separation of the village of Arthabaskaville from the school municipality of St. Christophe is also a measure which will exhibit good results, as the interests of the ratepayers in these two localities are at variance and difficult to conciliate.

I will not refer to the difficulties which have arisen in the working of the law during the past year; I have made special reports upon them when they presented themselves. I will only add that they have been, for the most part, of trifling importance and easily arranged. We no longer meet with systematic opposition to the operation of the law. It may be said that every one is satisfied, and the few difficulties which have arisen have been accidental and caused by questions of boundary, money, &c., and not by that factious opposition which we formerly met with in many parts of the Province and which has entirely disappeared, at all events in my district. I have also to state that the law is everywhere carried out in good faith, and that those interested have, on every occasion, given proof of much goodwill, and that when they give way before difficulties it is only because they are insurmountable. In many cases, indeed, I am surprised at the results obtained, when I reflect upon the limited means at the disposal of such poor municipalities as those under my jurisdiction; those which do not deserve these praises are few in number.

A glance at the table of statistics will shew how small a share of the moneys voted by the Legislature these municipalities have received, these having been distributed in accordance with the census of 1851, when the population of the Eastern Townships had only just begun to increase. It is true that the distribution of the moneys to be made in accordance with the census of the present year, will be greatly to their advantage; but even then, the means will not be in proportion to the goodwill of these courageous people, who have hitherto accomplished almost impossibilities, in many cases, to procure education for their children.

In municipalities less in need and of older organization, the teachers are liberally paid and the schools well furnished and attended; but in many of the poor and recently organized municipalities there is much to be desired in this respect. I hasten to add, however, that sensible improvement is evinced every year, quite as great as can be expected under the circumstances.

Of the 71 schools in operation in my district, 57 are kept in houses belonging to the school commissioners; this considerable number of school-houses exhibits the goodwill of

the ratepayers, especially when we consider that the greater number of them have been built during the period that the Department have not been able to assist in their erection.

A great number of the schools are yet unprovided with the necessary furniture and especially with maps, the commissioners having applied all the means at their disposal to the erection of school houses. But, this being now accomplished, no time will be lost in procuring the necessary equipment as rapidly as circumstances will permit.

There are still a few municipalities the finances of which are in bad order, and who have long-standing debts of very considerable amount; their number, however, is reduced every year, and I hope before long to see their money matters everywhere in a flourishing condition.

EXTRACT FROM THE REPORT OF MR. INSPECTOR MAURAULT.

COUNTIES OF NICOLET AND YAMASKA.

1. *St. François.*—The schools here progress rapidly; this is due, no doubt, to the good selection of teachers. The six schools in this parish are attended by 325 children. The model school of the municipality No. 1, kept by Mr. DeLottinville, contains the large number of 150 scholars. I cannot say so much for that in the municipality No. 2, in which at the time of my visit there was but a small number of children. As the teacher is thoroughly qualified in every respect, I regret that she has not a larger field for the exercise of her talents. The other schools, with the exception of that in the St. Antoine concession, are well attended and the pupils are making progress.

The commissioners are zealous in the discharge of their duties, as are also the secretaries.

The ratepayers in sections Nos. 2 and 3 are at work, I am told, getting the lumber necessary for building. The village school-house is a pretty building which cost the section £150.

The local contributions for this year amount to $370 52½ for the parish municipality, and to $702 76 for that of the village; total, $1073 29; increase over last year, $601 29. The accounts are well kept.

2. *St. Thomas de Pierreville.*—Eight schools under control and 425 pupils, besides the school in the Indian village, 40 children; total 465. The academy, still kept by Mr. Rochon and his wife, is on an excellent footing and does honor to the parish. You had an opportunity of judging for yourself on the occasion of your visit last summer, and the paragraph with reference to this school which appeared in the Journal of Public Instruction bore testimony to your satisfaction. The friends of education rejoice to see your acknowledgments of their efforts in the cause of education, and your language of praise will doubtless cause them to redouble their zeal. The other schools have, generally speaking, made evident progress, but it must be admitted that there are two which have not improved, and which are only attended by a very small number of children, and are destitute of the necessary furniture. There is one thing highly calculated to impede progress, here as elsewhere: it is the want of inspection by the commissioners, and of public examinations. The effects of such visits and public examinations is most beneficial and almost indispensable to the progress and good-keeping of the schools.

It is proposed to erect school-houses in two sections in which there are none now, and I hope that this time it will be once and for all and suitably done.

The local contributions are the same as last year, viz., $560. The salaries to teachers vary from $40 to $400. Accounts well kept and financial affairs in good order.

3. *St. David.*—Thanks to the zeal and energy of the commissioners, presided over by Mr. Wurtele, seven schools (two others having been temporarily closed) continue to work well and to extend instruction to 450 children. The arrears, very considerable in amount, have been collected without the difficulty which I had feared.

The village school is directed by the Misses Talbot with well-sustained success, and is attended regularly by 80 pupils. The attendance is not so regular in most of the other schools, but the progress is satisfactory.

The local contributions amount for last year to $951 26, shewing an increase over the year before of $123. The salaries of the teachers vary from $60 to $140. Accounts well kept.

4. *Baie du Febvre.*—Ten schools, nine of which are under control with 520 pupils. Some improvement has taken place of late years as I have had occasion to mention in former reports. Everything seems to combine to make this a model parish, leaving nothing to be desired for its schools. Unfortunately the difficulties constantly recurring between the commissioners and the secretaries, difficulties in which the rate-payers have always taken too active a part, tend to retard considerably the progress of education. I have every reason to believe however, that a change will soon take place for the better.

The local contributions amount for the year to $1187 74—increase over last year, $252 54.

5. *St. Zéphirin.*—In this parish there are five schools and 250 pupils. I observed great assiduity and considerable progress in three of these schools; the two others are attended by a very small number of children who have made but little progress. The local contributions for the year amount to $309 39, and the salaries of the teachers vary from $40 to $120. The accounts are well kept.

6. *Nicolet.*—Nine schools and 375 pupils. The village schools always contain a great number of children. They are still under the direction of Mr. Pinard and Madame Dufresne. A young English lady teaches the English language in Madame Dufresne's school. I observed much emulation in the girl's school, and I had reason to be satisfied with the examinations to which I submitted them on various subjects. All the other schools in the parish are, generally speaking, well kept, but it must be remarked that the attendance at some of them was very irregular. I certainly do not attribute this to the neglect or indifference of the inhabitants of this locality who have always been friendly to education, but rather to the great extent of some of the sections. The school-houses are in good order, excepting one, which I am told will soon be repaired.

The commissioners perform their duties well. The local contributions amount to $548. The salaries of the teachers vary from $60 to $200, that of the master being $160. The accounts are well kept.

7. *St. Monique.*—There are ten schools in operation in school section No. 1, and two in No. 2 Section; the whole frequented by 425 children. Unfortunately the schools in No. 1 were only opened in October, the election of school commissioners not having been made until after the time prescribed by law. Apathy is shown by the ratepayers, who place too much reliance on the liberality of the government as regards them, and too little on their own exertions. The local contributions for the year amount, in municipality No. 1, to $670; this sum includes the price of two school-houses, one of which cost $160, the other $100. The contributions in municipality No. 2, amount to $112.

8. *St. Grégoire.*—Eleven schools and 600 children besides the Convent of the Ladies of the Assumption, which has 125 pupils, boarders and day-scholars. The academy is kept this year by Mr. Leblanc who has succeeded Mr. Biron; it is regularly attended by from 80 to 90 scholars.

All the schools in the parish are well kept, well attended, and are making satisfactory progress. This is one of the parishes in my district in which the most praiseworthy efforts are made to promote education.

The local contributions amount for the current year to $934. The salary of the master is $200, and those of the school mistresses vary from $40 to $96.

The financial affairs are in good order. Mr. Rivard, the Secretary, displays zeal and punctuality in the discharge of his duties.

9. *St. Célestin.*—There are five schools in this parish, two of which are in my district

and are attended by 150 children. These schools are well kept, and continue to exhibit the most satisfactory results. The local contributions amount to $240. The salaries of teachers are from $72 to $80. Accounts well kept and monetary affairs in good order.

10. *Becancour.*—Eleven schools under control and 575 pupils, besides the independent academy for girls, which contains 20 pupils. Mrs. Levasseur keeps the superior school for girls in the village, and Mr. Poirier that for boys. The girls have made great progress and are receiving from their skilful teacher an excellent education in both languages; the boys have not got very far but have made some progress during the year. I certainly do not attribute to the master the meagre advancement of his pupils, for this gentleman shews great zeal and capacity, but rather to the fact that the children leave school too early, and that only very young pupils are left. The buildings in which these schools are kept are bad, and not suited for the parish. Excepting a couple of schools in which I see but few pupils, all the others are crowded with children, diligent, laborious, and making good progress.

The commissioners are full of zeal and good-will in the execution of their duties. The assessments have increased this year 34 per cent, and the contributions amount this year to $933 54. Salaries vary from $76 to $160. Monetary affairs are in good order.

11. *St. Gertrude.*—Five schools under control and 250 pupils; besides these there is a female academy with 25 pupils. The schools in this parish continue to be kept up on an excellent footing and the school authorities merit the highest praise for their constant efforts to promote education in their rising locality.

The ratepayers are not deterred by the sacrifices required of them, and always manifest much good-will. This year they have built a pretty school-house which cost $400, and they have bought a site for another at a cost of $30.

The local contributions amount to $685.16, shewing an increase of $430.16 over last year. Accounts in good order.

12. *Gentilly.*—The 11 schools in this municipality are kept in a satisfactory state; 530 children attend them, and this number is increasing every day; the attendance is daily becoming more regular.

I have everywhere observed satisfactory progress except in two schools, managed by two teachers who, though zealous enough, do not appear to be qualified. Two pretty school-houses have been built this year, and another has been thoroughly repaired. There is now only one school-section without a school-house. The chairman of the commissioners, Mr. D. Malhiot, deserves praise for the diligence he has evinced in all measures of progress since he joined the commission. I do not hesitate to say that there is no parish in my district in which education has made more progress during the last few years.

Mr. Verville is director of the academy; he studied at Nicolet college, and his zeal and capacity promise most favorably.

The girls' school is in charge of a Miss Poirier, a pupil of the convent of St. Grégoire, who discharges her duties with success.

The local contributions amount, for the year, to the sum of $1,118.80; increase over last year, $287.85. The master's salary is $180; those of the female teachers vary from $48 to $120.

The accounts are well kept.

13. *Blandford* has two good schools and 56 scholars in attendance.

The schools were closed for some time last year, for causes to which I have already referred, but they are now in operation; one of the school-houses has been repaired, and the other will be repaired before long.

The local contributions amount to $128, and the salaries of the teachers are $60 each.

14. *St. Pierre-les-Becquets* has nine schools, and 550 children in attendance; this is one of the parishes in which I have remarked the most progress. The teachers are competent and exhibit skill in teaching; the children are regular, and the commissioners zealous. Under these circumstances the result cannot be otherwise than good.

The local contributions amount, for the year, to $699, and the salaries of the teachers vary from $60 to $176. Accounts well kept.

I have now only to make a few remarks on the following subjects:—

1st. Writing is the branch of instruction which is most neglected in the schools. I insist strongly on good handwriting, and I endeavor to convince teachers and scholars of its importance; but I am persuaded that no good results will follow so long as writing is taught without any system, and the tables used are so unsuitable.

2nd. The custom of removing the children from school at too early a period is most prejudicial to the progress of education, and this is the great fault in my district. Going to school at six years of age, the small boy leaves it at 10 or 11, just when he is beginning to make progress. Little girls are kept longer at school because it is proposed to make teachers of them, and nothing is neglected so far as they are concerned; they are even sent to the superior schools, but the boys are almost invariably deprived of the advantages of the superior schools, where they might acquire knowledge that would be of use to them and of which they are forever deprived.

3rd. The too large number of subjects of instruction is another great evil. A child who, between the ages of six and eleven years, is required to learn reading, writing, arithmetic, catechism, a little grammar, and some idea of the history of Canada, has, it seems to me, enough to do; but if he is required at the same time to learn a geography of 300 or 400 pages, the history of France, and sometimes Ecclesiastical history, it may easily be conceived that he will have learned nothing properly, and that his education will be almost useless; yet this is done in many elementary schools, to the great prejudice of the children, and to the discontent of all parents who have any discernment.

I conclude my report with a summary of the statistics which I transmit herewith, as follows: 108 sections in 16 school municipalities, containing 81 school-houses, 106 schools under the control of commissioners and under my inspection, having a total attendance of 5,440 children. Out of 106 schools under control, there are four academies, two in the county of Nicolet (for boys only), and two in the county of Yamaska (for boys and girls), with 350 pupils; three model schools, two in the county of Nicolet (one for boys and the other mixed), and one in the county of Yamaska (mixed), with 285 pupils; four superior schools for girls, all in the county of Nicolet, with 215 pupils.

There are also within my district: 1 classical college, with 250 pupils; 1 convent, with 80 pupils; 5 independent schools, with 115 pupils. All these educational institutions exhibit a total of 5,885 pupils.

The schools are in charge of 11 male teachers, all furnished with diplomas, and 95 female teachers, all, with one exception, furnished with diplomas; the male teachers receiving salaries ranging from $100 to $400, and the female teachers from $40 to $200.

The local contributions amount to $10,146.05.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HUBBARD.

COUNTIES OF STANSTEAD, RICHMOND, COMPTON AND WOLFE, AND PART OF THE COUNTIES OF DRUMMOND AND ARTHABASKA.

I have the honor to submit my Annual Report for 1861 on the state of the Schools in my District of Inspection.

I am happy to state that in many respects I have found marked indications of improvement during the past year. While those indications are not by any means as universal, nor as extensive as I could wish, and while I have to say, with deep regret, that in some localities the movement has been backward rather than in advance, still there is, on the whole, decided progress. New municipalities are establishing schools, several of the older ones are getting into better working order, and there appears to be a general increase of interest, and of determination to have good schools, and to have them sustained.

With these introductory remarks, I will proceed in detail with an account of the several municipalities under my inspection.

COUNTY OF STANSTEAD.

1. *Stanstead.*—I am happy to report a manifest improvement in the school affairs of this old and populous municipality in comparison with last year. The Commissioners have engaged in their labors with commendable zeal. Early last autumn, feeling that the number of school districts (32) was too large, and that the success of several of the schools was thereby much impeded, they made a strenuous effort to re-model the districts, so as to remedy the evil; but, owing to a strong opposition on the part of the inhabitants, they finally thought it most expedient to abandon the attempt for the present. They have also been more particular and careful in the employment of teachers. I found none in the summer without a diploma.

In all these districts, except the few specified, the school-houses are good, and in this respect, as also in the competency of the teachers, and the general character of the schools, Stanstead compares well with other municipalities in the district. A serious evil in this, as in several other municipalities, is the constant changing of teachers.

The Stanstead Seminary has been successfully and satisfactorily conducted by Mr. Lee and Miss Stevens. The report shows a good attendance, and I am happy to learn that the teachers are re-engaged for the coming year. Georgeville High School—satisfactory progress has been made. At Cassville High School, Mr. Locke, from McGill Normal School, sustained a good reputation.

2. *Barnston.*—I regret that I cannot speak of signs of improvement in the school affairs of this municipality, as much as I could wish. I fear that the commissioners have not been sufficiently zealous in the discharge of their duties. I found the secretary badly behind hand in his returns, and the commissioners meet but seldom.

In all the 21 districts, schools were sustained during most of the eight months, and they were generally of a good character.

The school-houses in this municipality are generally good.

Barnston High School had a large attendance during the fall, winter and spring, under the management of Mr. Hall, who has been quite successful as a teacher. Miss Harvey, the preceptress, has added much to the character and usefulness of the school. I find it much regretted by the managers that Mr. Hall decided to remove to Hatley. A new teacher has been engaged, who will, I hope, do well. Coaticook High School has not been so successful.

3. *Hatley.*—There has been no marked change in relation to the school affairs of this municipality since last year. The commissioners have 14 districts, and the dissentients (Catholic) have one. Schools have been sustained during the required period in all but two of the districts, and for a part of the year in one of those. The schools appeared to be making fair progress. No. 13 has not yet erected a new house; the school having been kept during the year in the same unfinished room in a private house, or rather a shed, in which I found it a year ago.

The dissentients are struggling on under the difficulties incident to a new settlement. They have sustained their school under the same teacher as last year, and have their school-house finished so as to be comfortable. The school has not been large, but appeared to be under excellent management. Fair progress had been made by the scholars.

Charleston Academy was taught during the fall, winter and spring by Mr. Johnson, from McGill Normal School. He was regarded as a good teacher. In the summer, Mr. Hall, who had been in charge of Barnston High School, was employed, and under him and Miss Harvey the school is making a good beginning and promises to have a large attendance. The people seem to be more awake to the importance of sustaining their school.

School matters seem to be, on the whole, well managed in this municipality. There

are a few poor school-houses, but the larger number are good, and compare favorably with those of other sections.

4. *Magog.*—The commissioners have added another district in this municipality, making 8, though a school has not yet been opened in the new district. The other districts, with one exception, have sustained their schools. The school district No. 1 was rather small and backward, though I saw no reason to impute blame to the teacher. In No. 2, I found a large and interesting school. The scholars had made good progress for their age, and the recitations were quite creditable. The teacher seemed quite competent and efficient, but, I was sorry to find, had no diploma. No. 3 is united with Magog High School, which has been taught with good success by a young man from New England. The school-house in this district is not used for a school, being quite old; the school is kept in the model school-house. An efficient private school for smaller children was keeping in summer. The other school was at vacation. No. 4 has a poor house; school small and rather backward. In No. 5, the school was small and did not appear to be making much progress; teacher without diploma. No. 6 is also a small school; the scholars were young and not advanced, and seemed to be well taught. No. 7, suspended in summer for want of scholars. Districts 5 and 6 have good school-houses. As a whole, the schools of this municipality are, perhaps, hardly up to those in the adjoining townships in the district, though those in Nos. 2 and 3 will compare well with others. The model school will, I trust, prove of valuable service in fitting teachers for the other schools.

5. *Barford.*—School matters are, I think, well-cared for as a whole. Finances are in good condition, as a comparatively large assessment is laid. There were only five districts, as heretofore, at the time of my visit, but a movement was being made for a new district, which seemed to be needed. There appeared to be some difficulty, however, about the erection of a new district, from the fact that an assessment had lately been levied in the district which it was proposed to divide (No. 1), for the erection of a school-house. (This case has been already reported, and your advice taken in regard to it.) District No. 1 sustains a good school, and I expect at my next visit to find a well-finished new school-house. No. 2 also had a good school, and likewise a prospect of a well-constructed new house. This district, as well as No. 1, may soon have to be divided or somewhat changed. No. 3 had a fair school—small, good house. No. 4 had a good school; teacher competent, and scholars making good progress—good house. No. 5 had a fair school, not advanced; good house. The teachers in winter had diplomas, and seemed generally efficient. A good degree of interest is felt in schools in this municipality as in the others in this county, and, for a new township, things are in good condition. The commissioners had dispensed with the school fees to which I objected as being, in my view, illegal and unwise. I intend soon to visit this municipality again.

All the schools in Stanstead County (80), with the exception of the dissentient school in Hatley, are English, and a very large proportion of the families Protestants. The branches of study pursued, the text books used, methods of teaching, form of school houses, &c., are quite similar in all, though there is considerable diversity in the advancement of the pupils, the quality of houses, &c., as has been hastily intimated. As a whole, this county stands decidedly at the head in its schools; for, though there are some excellent schools in the other counties, still the schools in this county are more generally good. The seven high schools have, on the whole, done good service to the cause in fitting teachers for the elementary schools. The Board of Examiners are men careful in their examinations, and will, I trust, raise the standard of teachers. A large proportion of the children in the county attend school. I shall give statistics in the tables. A large proportion of the teachers are females.

COUNTY OF COMPTON.

6. *Compton.*—This municipality has still the largest number of schools of any in the county. The school commissioners manifest a good degree of energy and faithfulness in the discharge of their duties. Much pains is taken to secure competent and efficient teachers, and all have diplomas. The meeting of the Teachers' Association, held here in winter, which was a decided success, seemed to produce an admirable influence upon the

locality, in awakening interest in school matters. The attendance at the schools generally is good. The houses are, most of them, of much the same quality as those in Stanstead county, and the branches of study pursued are similar; arithmetic, geography and grammar receive a good share of attention, particularly the former. I found no pupils in history.

Compton High School is respectably sustained, and does, I think, good service, considering its limited funds.

7. *Clifton.*—This municipality has four districts. All the districts sustain schools, and have good houses, except No. 4. District No. 3 sustains, perhaps, rather the best schools. No. 1 has a fair school; that in No. 4 is backward. All the teachers held diplomas, and received fair wages. The funds are, I think, judiciously applied.

8. *Hereford.*—This municipality still labors under the difficulties incident to new settlements. The people are scattered, and the face of the township, being in part quite hilly, operates against the success of the schools. There are still but the four districts in the southern part of the township, and these have to be united into two for a part of the year. The commissioners have had much trouble, too, growing out of matters connected with government lands. Commendable effort is, however, made by the Commissioners to keep up the schools, and to have them well kept, and the scanty funds are, I think, judiciously applied. The schools were not all open when I made my visit; scholars are yet backward. I hope for gradual improvement in the school affairs of this municipality. The school-houses are in fair condition.

9. *Eaton* continues to sustain a high position, as regards the state of its schools. The Commissioners have deemed it necessary, this season, to re-model and increase their number of school districts, and they have added three, making now 15, although the new districts have not, as yet, erected school houses, or opened schools. There are still quite a number of the inhabitants who are badly accommodated, and it may be found necessary to make further changes. Several settlements are so connected with other municipalities, and so isolated, as regards their own, that great inconvenience is experienced in properly arranging districts. There is no section of my district where the operation of Municipal limits is so unfavorable for school purposes as in Eaton and townships adjacent to it. A good assessment is raised, and the accounts, &c., are kept in fine order.

Schools will probably soon be opened in the districts lately erected.

Cookshire Academy is in successful operation, under the tuition of Edward Terrill, A. B. The school-houses, except those mentioned as poor, are generally good, and some compare well with the best in the district. All the teachers have diplomas, and are well paid. The meeting of the Teachers' Association, held in Eaton in May, was well attended and awakened much interest. The independent school is well kept up. They have a good house, and sustain a good school.

10. *Newport*—This municipality has recently been enlarged in its limits by the addition of Auckland, Ditton, Chisham, and part of Clinton, but the addition is, as yet, only in extent of territory, there being no inhabitants in the townships annexed, unless there are one or two families in Auckland. There are 4 districts, though nearly all are below the legal requirements, as to the number of scholars, and some are badly arranged. Schools have been kept in all the districts, and an independent school has been kept part of the year near Auckland.

The scholars in the three first mentioned schools, more particularly in Nos. 3 and 4, are as well advanced as in the most favored townships, as schools have been kept in these districts for years. The teachers all have diplomas. Commissioners labor under great difficulties in carrying out the law, arising from the scattered nature of the settlement and other causes. The fact that the settlements are in close proximity to others in Eaton, operates against the success of the schools in both municipalities. This was referred to in my last report. The state of the accounts, &c., was more satisfactory than last year, and appeared correct. I was unable to visit the independent school, as it was not opened when I visited the others.

11. *Bury* has added another district to the number reported last year, having now

seven. The school in district No. 1 is still united with the model school, and under the charge of Mr. Best, of the Colonial Church and School Society, and taught with his wonted care and thoroughness. With the exception of No. 5, the teachers all have diplomas.—Except in Mr. Best's school, the scholars have not, as yet, advanced very far. But little is done out of the elementary branches,—reading, spelling and writing—and but few read well. This is attributable very much to the newness of the schools. The commissioners seem disposed to do what they can to advance the cause. The funds are tolerably fair, and the teachers are promptly paid.

12. *Lingwick* remains much in *statu quo*, as to the number and character of its schools. The people in most of the townships remain so indifferent to the success of their schools, that but little is done. The schools are poorly attended, and but little progress can be made. I ought, however to except No. 2. In that district the attendance is fair, and the school is well taught; the scholars have made very fair progress. The teachers are all paid the same ($12 per month); three had diplomas, and one had not, but promised to present himself at an early meeting of the Board. I thought him competent.

13. *Winslow* (South).—When I visited this municipality, in January, school matters were going on much as last year, with perhaps a little improvement. In the seven nominal districts, four schools were kept in winter. Affairs are yet in a very crude state. The school houses which are built, are of the roughest kind, having a few apologies for seats and writing desks. A French settlement towards Stratford should have a school, and I hope that one may ere long be started. Other schools, too, are needed in the Scotch settlements.

14. *St. Romain*, (North Winslow).—I visited this new Municipality in winter, in connection with South Winslow. The organization was not then fully completed, and no Commissioners had been appointed. I much regretted, too, that the leading men were away from the district at the time.

15. *Whitten, Marston and Hampden.*—This municipality was not erected when I was in this part of the district.

16. *Westbury.*—This municipality still remains as last year, with three districts and the same number of schools. The school-houses are nearly new, and are very respectable. The scholars have not made great advancement yet, but are doing well. The government aid is small, and the Commissioners have found it difficult in some cases to collect assessments. The teachers employed in winter had diplomas.

Recapitulation: in the 11 municipalities enumerated within this county, there are 64 elementary schools, two academies and one model school. The schools which are established are all English, and a very large majority of the children are Protestants. The new municipality of St. Romain will establish two or more French schools, and perhaps a French school may be needed in Compton. It will be desirable, perhaps, to open a French school before very long in a new settlement in Hereford.

17. *Sherbrooke.*—This municipality is well supplied with schools. Five have been kept up by the commissioners; in addition to those, the academy in two departments, the French college, the convent, the Newfoundland school, and several independent schools, have been kept up.

The assessment is not collected with due promptness, which circumstance causes inconvenience to the teachers. Complaint is made here, as in some other municipalities, that the Council is slack in its collection and payment of the school rates. All the teachers have diplomas.

I regret to say the academy does not flourish as well as could be desired. I cannot say that there is fault particularly in its management, but the want of success seems to be owing more to unfavorable circumstances than to anything else. The institution has a good, I may say excellent, new building, well constructed, commodious, and pleasantly located. The female department, under the efficient instruction of Miss Robertson, has been tolerably well sustained, and the pupils have made commendable progress. The male department has had a competent teacher; but the attendance has been small and irregular, and much less has been done than could have been desired. I trust the newly em

ployed teacher, Mr. Green, may succeed in improving the position of his school. The constant changing of teachers has had a very injurious effect upon the prosperity and usefulness of this school.

The French college has a fair attendance. Both French and English are taught: the course is commercial rather than classical, and this, I suppose, answers the object of the institution. I cannot commend too highly the assiduity and energy of the Rev. Mr. Dufresne, in his oversight of this school, the nunnery, and the other Catholic schools in the neighborhood.

The Newfoundland school, under the Colonial Church and School Society, has had a large attendance. The teacher, Mr. Pope, seems to be very faithful and thorough in his teaching, and I was much gratified with the appearance of his school. This is the largest school in the town. I did not have an opportunity to visit the other independent schools, but I shall give their statistics as far as I am able.

18. *Ascot.*—Schools have been kept for part of the year, in all the 17 districts, and in nearly all for the eight months. The school commissioners have complied with the requirements of the law more closely than formerly, and find no disadvantage in doing so. The school in District No. 1 had been stopped for several terms until the past summer, when it was opened under a competent female teacher, whom I found doing well, although the pupils were rather backward. No. 2 (visited in winter) had an experienced and efficient female teacher, and was making good progress. No. 3 did not appear as well as I could wish, though I think the teacher efficient, as I have seen her in other schools where she did well. No. 4 (Lennoxville) is a large school; needs a better house than it now has; was taught by a male teacher in winter and a female in summer, both good.

The principal obstacle in the way of the success of the schools in this township is that there are too many, and they are, consequently, too small. The teachers all have diplomas.

19. *Orford.*—A new school has been opened in this municipality, making five districts. There has not as yet been much advancement in school matters here, though perhaps as much as could be expected. The schools are much scattered, one being 18 miles from most of the others.

Of the 27 elementary schools in this division, 7 are French; the other 20 have a large majority of English-speaking Protestant children. The school-houses and schools are perhaps rather behind those in Stanstead and Compton counties, though a few are exceptions; as a general thing, the pupils in the common schools are not as far advanced as in the former counties. Nearly all the teachers have been females and have diplomas from the local Board; I think that only one has a Normal School Diploma.

COUNTIES OF RICHMOND AND WOLFE.

20. *Shipton.*—This municipality sustains a good character as to its schools; though it does not stand among the first class in my district in all respects, it is ahead of others in this division. The commissioners manage the affairs well, and the accounts are well kept. A good assessment is levied and promptly collected through the Municipal Council—a plan which works well in this municipality. Nearly enough is raised in this way, with the Government grant, to pay the teachers; and in nearly all the districts the teachers are paid at or before the expiration of their term. 17 districts are now reckoned, No. 15 having been, this year, united with No. 1. I may remark that I think Nos. 14 and 16 should be united, as they are both too small to sustain efficient schools.

Danville Academy has continued in successful operation under the same teacher as last year, S. M. Pearl, A. B. Under the thorough and efficient tuition of the present teacher, this school is of great service.

All the schools in Shipton are English. I think that there are not enough French children in any section to render it advisable to establish a French school, though I have brought the matter before the commissioners.

21. *Melbourne and Brompton Gore.*—This municipality has the same number of districts as last year, though more schools have been kept. The number of actual districts is 15,

though 18 are numbered. There has, I think, been a fair degree of improvement in the schools generally. The funds are not as promptly provided, nor teachers as promptly paid as they should be. I saw no reason for finding fault with the accounts, except want of promptness in collecting. The application of funds is, perhaps, judicious, though not strictly legal. (The same remark should have been made with reference to Shipton and a few other municipalities.) A change is, I think, needed in the management of Districts 1, 2, and 8. No. 18 (French school) —This school has also improved since last year; the house is comfortable, and the children are doing well. It is taught by a male teacher in winter, and by a female in summer. The school houses are generally rather poor, though numerous and respectable.

The Female Seminary has been kept in operation during the year, under good teachers, and with increased attendance.

22. *Village of Melbourne.*—I regret that I am unable to report any improvement in the school affairs of this municipality. The commissioners, last year, very tardily effected an organization, levied a light assessment, and partly collected it. No one seems inclined to incur the cost and risk of a suit against the commissioners No school has been kept in the municipality during the year, except, perhaps, a short private school

23. *Cleveland* and dissentients.—In this municipality there are still ten districts under the commissioners, and one dissentient. Schools have been kept, for some part of the year, in all the districts under the commissioners, and for all the year except in three districts. I am unable to report as much improvement in this municipality as I could wish. There seems to be a want of efficiency on the part of the commissioners in seeing that suitable teachers are employed, and the school-houses properly cared for; an evil which, I am sorry to say, is not confined to this township. The funds are tolerably well received and appropriated, and the accounts well kept. I have strongly urged upon the commissioners the necessity of more care and attention in the selection in the employment of teachers. It is true that the schools are mostly backward, but they will always remain so as long as incompetent and inefficient teachers are employed.

The dissentient school has not been in operation during the year, as the district has been engaged in building a school-house. This is now completed, and the school is opening under, I believe, a very competent teacher. The trustees seem to be getting their affairs into a better way, and will, I hope, go on well. This school will teach both English and French.

St. Francis College and Preparatory Department has been well sustained, though the attendance has not, I think, been quite equal to that of the previous year. The instruction in both departments has been very thorough, and the progress of the students very commendable, as appeared at the annual examination.

24. *Brompton.*—There has been no particular change in the school affairs of this municipality. The five districts have all sustained good schools, and the affairs are very well managed by the commissioners. Competent teachers, with diplomas, are secured at a fair salary, and promptly paid. The funds are well provided and judiciously appropriated.

25. *Windsor.*—This municipality, since the separation from it of St. George de Windsor, retains four districts, though one of them is so small and poor that it has not yet built a school-house nor established a school. One of the others, No. 2, has been established as a model school, though the municipality is too small to afford it an extra allowance from the grant or funds. A nominal model school has been sustained in it during the year, though the teacher has only an elementary diploma. A teacher with a model school diploma has been engaged for the coming year.

26. *St. George de Windsor.*—This new municipality elected commissioners in July last. The Commissioners seemed disposed to go to work with efficiency in arranging districts, levying assessment, starting schools, &c. I think that three or four will be opened in the course of the year. The schools here will be entirely French.

27. *Dudswell.*—The affairs are managed with tolerable efficiency, though with less, in some respects, than could be desired. The commissioners do not carry out the law as

fully as I think desirable. I urged upon them the desirableness of more care and attention in the oversight of the schools, and hope that my suggestions may be of service.

Four female teachers had diplomas, two are without them. The teachers are promptly paid.

28. *Weedon* has sustained three schools in its four districts, the funds being insufficient to keep the four in operation. Owing to the poverty of the people and want of interest, the rates are collected slowly. The Council, too, has been remiss in collecting the assessment, and arrears are due to the teachers. The commissioners seem disposed to carry out the law faithfully. Altogether, I may say that the affairs of this municipality are in an encouraging condition rather than otherwise. They have four comfortable school-houses, and good progress has been made in some of the schools.

An English school is needed in a settlement joining Lingwick; perhaps it would be better to annex that settlement to Lingwick for school purposes, or have them establish a dissentient school.

29. *Wotton.*—There are encouraging indications of improvement in this municipality. Until this year the commissioners have tried the voluntary system, but with poor success; with much difficulty sustaining sometimes one, sometimes two and three schools. Three were in operation when I visited last winter, but with very scanty funds. I have from the first advised an assessment, and this year the commissioners have levied a good amount. They have also re-modeled the districts, making nine, and have arranged for opening schools in six of them at once; and they are now opened, though one or two houses are not quite completed. Others will be opened as soon as practicable. I strongly hope that affairs will prosper well.

The schools in winter had a fair attendance. The village school, taught by the same teacher as last year, has made the best progress; the others are coming on well; one, a new school, is only beginning.

The share of supplementary aid given to this municipality last year enabled the commissioners to bring up arrears and come out free from debt.

30. *St. Camille.*—This municipality is making a beginning in regard to schools; commissioners were elected last year, but nothing further was done. Since the election last year the commissioners have divided the municipality into four districts, and have taken steps to have schools soon started in three of them. The people are putting up log school-houses, and they hope to get some schools opened in the coming winter. The settlements are a good deal scattered and rather new, and the people feel unable to contribute much as yet for schools. The commissioners have not levied an assessment, thinking it better to try the voluntary system for the present. I hope to find schools in operation at my next visit.

31. *South Ham.*—There is no change in this municipality. There are two districts, but one of them feebly supports its schools. What few inhabitants there are, are very much scattered, and it is difficult to do anything with schools. The commissioners have had to sue, in some cases, for arrears of their small assessment. Several of the people are so remote from the others that they can get no benefit from a school. There are a few settlers near Weedon, which might in time be erected into a district with a portion of Weedon. The school-house in the district keeping a school is old and small. I was told that the school was well taught, for though I was twice at the place I found the school temporarily closed each time. The funds are very small.

32. *Wolfestown* has done nothing yet for schools, and I cannot say that the prospect is very encouraging. Until this year, there has been no organization of any kind in the township, on account of the detrimental opposition to everything involving asssessment; but a Municipal Council has at last been established, and I have some hopes that, with care and patience, a school organization may be worked in before long. I shall try to have something done the coming year, if possible.

33. *St. Gabriel de Stratford.*—Owing to the difficulty alluded to in my last report, nothing was done here until late in the present year, and I have not been able

since the new establishment to visit it. I am unable to state what has been done, but shall visit the place as soon as at all convenient.

Recapitulation.—Of the 69 schools in these two counties, 52 are in Richmond and 17 in Wolfe; 56 are English, 13 French. I hope to be able to report a good increase next year, though a rapid growth cannot be expected. A large proportion of the children of Richmond County attend school; but this cannot, of course, be said for Wolfe County.

COUNTIES OF DRUMMOND AND ARTHABASKA.

34. *Kingsey.*—I regret to say that there is not the enterprise, zeal and interest manifested in behalf of schools in this municipality which I could wish, or which is necessary to the success of education. The school-houses are poor, and the supervision of the schools inefficient, the commissioners hardly visiting them at all. Matters are left almost entirely in the hands of managers chosen by the districts. The books and accounts are well kept, but the law is not carried out at all closely.

35. *Durham, No.* 1.—There are encouraging signs of life and interest in school affairs in this large municipality, though the schools are yet far from being what could be desired. The school commissioners seem to have a commendable degree of zeal and interest for the advancement of education; and the parents have sent their children very generally to the schools. Many of the school-houses are, however, very poor, and the scholars backward; but I have as strong hopes of improvement in this municipality as of any other in my district. The commissioners are manifesting an anxiety to improve the class of teachers, and making efforts to that end. They seem, also, determined to improve the class of school-houses as far as circumstances will permit.

There are 18 districts, numbering from 1 to 19, 13 and 14 being united; and No. 3 is taught in connection with the Academy. The teachers are all female, about half having diplomas; the commissioners will insist on all having diplomas in future. The teachers are promptly paid and receive fair salaries.

The academy is spoken of by all as doing good service, under the instruction of a female teacher with model school diploma from the McGill Normal School. Unfortunately she was away at both my visits. I hope to see the school this fall.

36. *Durham, No.* 2.—I find but little to report respecting the school affairs of this small municipality. There are two districts which come under my inspection; schools have been kept in both. The school-houses are poor, and the schools small and backward.

37. *Lingwick.*—The schools of which I have the oversight in this municipality are under the control of dissentient trustees. They have now four districts, and have schools in all of them. The schools are backward, but I think that due pains is taken to get competent and good teachers, and I have seen no particular reason for finding fault with the conduct of the schools this year. The accounts are well kept, but it is difficult to collect the rates; the ratepayers are rather poor and scattered, and not properly interested in the success of the schools. I regard it as unfortunate that the schools of this municipality are separate.

In reviewing my circuit, it will be seen that I have at present under my inspection 39 school municipalities, 9 of which, however do not stand reported as being districted, or having established schools for the year past, but several of them are now commencing, and will doubtless appear on my tables in next report. I now report 286 school districts, 257 school-houses belonging to commissioners or trustees, 261 schools operating under control of commissioners, 6 under control of trustees, and 9 independent schools. The number of elementary schools, including those under commissioners, trustees and independent, is 271: No. of pupils 8,451: No. of model or superior schools (for boys or mixed) 4; pupils 198: superior girls' schools 2; pupils 70: No. of academies 12; students 808: No. of colleges 3, students 154: No. of teaching nunneries 1, pupils 154: Educational institutions of all kinds 293, pupils 9,793.

It appears also that about five-sixths of the teachers are females, there being 48 male and 293 female teachers; 33 of the male and 222 of the female teachers are re-

ported with diplomas. Our teachers are nearly all hired by the month, at wages varying from $8 to $20 per month for males, and $5 to $12 for females, and board. It is difficult, under these circumstances, to make an exact estimate of salary, as the varying price of board as well as the number of months employed should be taken into account. The more usual price at which teachers are hired is $12 to $14 for males, and $7 to $8 for females (and board), per calendar month.

There are 7 public libraries, containing an aggregate of 2,881 volumes.

I have been able, during the year, to send you a few subscriptions for the Educational Journal, and hope to be able to obtain more; I shall do what I can in this respect to meet your wishes.

In conclusion, I may repeat that on the whole I find reason for encouragement in the indications of progress in the schools and in the municipalities under my direction; and I have full confidence that the next year will show a good increase in the number of schools, and I hope also in their progress. I shall do all in my power to aid in awakening an interest among the people, particularly in the new settlements, and to assist in rendering the working of the law efficient.

EXTRACT FROM THE REPORT OF MR. INSPECTOR PARMELEE.

COUNTIES OF MISSISQUOI, BROME, AND SHEFFORD.

The very unusual state of the weather and the roads the past winter have rendered it a task of no ordinary difficulty to make my tour of inspection; yet I am happy to report that I have succeeded in visiting every school in my district, with the exception of three independent schools in Ely, and two in South Stukeley.

I have found a satisfactory state of management and prosperity existing generally.

The municipality of *Milton*, which has been pre-eminent for bad management, has but one school in operation this year under control of the commissioners, though there are six districts in which there might have been good schools constantly maintained with the funds that have been absorbed in law-suits that have had their origin solely in bad management and neglect of duty.

Their indebtedness since my last Report has been reduced from twelve hundred dollars to seven hundred dollars, and as their rates are now in the hands of the Municipal Council for collection, there is a prospect that, in the course of the present year, their debts may be wholly liquidated.

In the municipality of *Roxton*, I find some irregularities that I feel it my duty to bring under your special notice. In examining the register of the school commissioners, I find that in all their meetings for business, the trustees of the academy meet and act with them in managing the affairs that the law confides solely to the commissioners.

Again, in examining the accounts, I find various sums entered as paid to the teacher of the academy, and also to the contractor for building the academy, thus illegally mixing up the affairs of an incorporated academy and the school commissioners, which are two distinct corporations.

In the municipality of *St. Romuald* the ratepayers are still burthened with a heavy debt, for which a special assessment has been authorised and collected, but misappropriated by the Commissioners, the particulars of which I communicated to you last fall, in a special report.

There is still another grievance to which I must refer. A number of Irish Catholics, who send to the English school, have been sued for rates by the commissioners the past winter, and subjected to costs and much inconvenience, contrary to an express agreement made in my presence some years since, between the commissioners and the trustees of the dissentient schools, by which the former promised to allow the said Irish Catholics to pay their rates and scholar fees to the trustees, so long as they actually sent to the dissentient

schools. This arrangement certainly was but a matter of strict justice, if not of law, since otherwise they would be subjected to double scholar fees, and I know not on what principle the commissioners can justify their conduct in contravening the above mutual arrangement.

The municipality of *Sutton* is still considerably indebted. I believe, however, they are making some progress in liquidating their debts, and, notwithstanding the above difficulties, they have kept their schools in successful operation.

From a recent change of Secretary-Treasurers, the one last appointed was not in a situation to show the exact amount of their indebtedness at my last visit.

The municipality of *Potton*, which has heretofore been in arrears, I am happy to report as having discharged entirely their indebtedness, and, with the exception that they do not keep their schools up the full term of time required by law, and that they much need several new school-houses, they may be ranked among the municipalities that may justly be styled prosperous.

I deem it right also to direct attention to the management of the dissentient corporation of *Granby*, as it appears to me not calculated to subserve the best interests of the rate payers, who, though generally poor, are nevertheless anxious to secure to their children the benefit of a common school education. The greatest good of the greatest number certainly is not promoted by dividing so large a proportion of their limited funds, as they do, to the support of a model school—the only one in my district of inspection—in which the whole number of pupils on the journal this year is only twelve, and last year was only nine, the average attendance being of course still less. This school is not needed, and the funds devoted to it are needed to support the other schools, any one of which is fully equal to this, and some of them decidedly superior to it in advancement. The only reason I have heard assigned for continuing this school is to secure the special grant made to it by Government. I would therefore respectfully recommend the discontinuance of this grant, as the funds might be much more profitably applied elsewhere.

As to the other portions of my district of inspection, there is nothing that calls for special remark, they being decidedly prosperous and praiseworthy.

The schools, both superior and elementary, are good; the teachers are competent, and the administration of matters pertaining to the scholars, by the different officers in charge, is prompt and efficient; excepting in Milton, above mentioned, the elementary schools are nearly all in successful operation, as are also all the high schools or academies, excepting the one at West Brome.

You will see by the accompanying table of statistics, that comparativey few of the teachers are furnished with diplomas as required by law; still I can safely report, that those without diplomas are, in all respects, as well qualified for their vocation as those who have them, and so soon as Boards of Examiners shall be established that are reasonably accessible, this apparent anomaly of teachers without diplomas will no longer exist.

It remains only to subjoin a summary from the accompanying Table of Statistics, in order to give a full view of the state of education in my district of inspection.

The number of high schools or academies in operation is 13, attended by 707 pupils. Of superior girls' schools 2, with 76 pupils. Model school, 1, with 12 pupils. Of elementary schools, 235, with 6,675 pupils. Of the elementary schools, 24 are dissentient, with 747 pupils, and 10 are independent, in 5 of which there are 94 pupils; the number in the remaining 5 not known. The total number of scholars in all the above schools is 7470, of whom 4031 are boys, and 3439 girls; 5489 are of English origin, and 1981 of French origin; 5221 are Protestants, and 2249 Catholics; 1252 are learning their alphabet and spelling; 2831 read currently, and 3387 read well; 4161 are learning to write; 1752 simple arithmetic, and 2228 compound arithmetic; 120, book-keeping; 1497, geography; 437, orthography; 472, French grammar; 1195, English grammar; 1187, epistolary art or composition; 23, linear drawing; 27, instrumental music; 307, history; 211, algebra; 48, natural philosophy; 54, geometry, and 22 astronomy. 12 are learning the Greek language, 85 the Latin. 57 English scholars are learning French, and 219 French scholars are learning English.

The total number of male teachers in the elementary schools is 76, of whom 15 only have diplomas. The total number of female teachers is 154, of whom 29 have diplomas.

EXTRACT FROM THE REPORT OF MR. INSPECTOR ARCHAMBAULT.

COUNTIES OF RICHELIEU, VERCHERES AND CHAMBLY.

Sir,—I have the honor to transmit to you my report on the state of education in my inspection district during the school year 1861. By the statistical tables it will be seen that we have 19 parishes, divided into 24 municipalities, which are again sub-divided into 95 school sections. All these latter, with a few exceptions, are provided with school-houses. The great centres, such as Chambly, Longueuil, Boucherville, Varennes, Verchères, Belœil, Sorel and St. Aimé, have good buildings for their colleges, academies and convents. For most of these colleges and convents, we are indebted to the zeal of our clergy. That at St. Aimé, which has been open since the month of September, 1861, we owe to the munificence of the Rev. Mr. Lecours, Curé of that parish. It is a fine brick building, 80 feet by 30, two stories high, and divided into several apartments for the accommodation of the teachers, and for class rooms. The land on which this building is erected was a gift from Aimé Massue, Esquire.

By the same tables it will be seen that there are 94 elementary schools in operation, attended by 4,330 children; two model schools attended, by 75 children; two dissentient schools, with 103 pupils; three superior schools for girls, with 190 pupils; six industrial colleges having 1,085 pupils; eight convents, with 1,341 pupils; and eight independent schools with 245 pupils.

Twenty-two male teachers are provided with diplomas, and one has none. The female teachers holding diplomas are 60 in number, and those who have none, 5.

There are 11 libraries, containing 10,100 volumes. The average age of the male teachers is 32 years, and of the female teachers, 21 years.

There are 7,266 Catholic and 103 Protestant children; 3,448 boys and 3,768 girls of French origin; 153 are of English origin, and of these 85 are boys and 68 girls. Houses built, 77, and one in course of construction; total 78:—59 for elementary schools, 10 for model schools and colleges, and 9 for convents and superior schools for girls; 59 are built of wood, 9 of brick, and 10 of stone; 61 are one story in height, and 16 two or more; 76 are provided with tables and benches, 46 with desks, 76 with blackboards, 81 with geographical maps, and 10 with globes; 2 of these establishments have mathematical apparatus and instruments.

The amount of land held by these schools varies in extent from an arpent to half an arpent; the superior institutions hold from 2 to 4, and that at St. Aimé possesses a farm of 90 arpents.

I regret to have to state that there has been a diminution in the number of pupils attending the schools and other educational institutions. This is, in a great measure, due to the almost incessant bad weather which has prevailed during the year. Indeed it was by no means an uncommon occurrence, upon visiting the schools, to find no more than one half the children present, and sometimes not even so many. Notwithstanding these disadvantages, I satisfied myself, by the examinations which I held and the enquiries which I made, that instruction had been imparted with as much care as in preceding years, and that if the progress had not been as great as usual, this arose in part from the circumstances in which each was placed during the year.

Altogether I had reason to be satisfied with the efforts made during the year by those who had devoted themselves to instruction. I do not, however, mean to say that all have done all that they should have done.

I am very well satisfied with most of the male teachers; they have distinguished themselves by their zeal, labor, carefulness and good conduct. At the risk of making repetitions, I will mention that Mr. Emard, of St. Hubert, is one whose zeal and talents

make him a most distinguished teacher; that Mr. Tatham, despite his age and health, still continues to teach, and is still deserving of the high reputation which he has acquired; that Mr. Allen, the teacher of the Sorel dissentient school, is well worthy of the esteem and confidence which he enjoys, and that Messrs. Malo, Auger, Bourbonnier, Coté and others are all teachers worthy of the highest praise.

Several female teachers are also deserving of honorable mention, among whom are Mlle. Geffrard at Contrecœur, Mlles. Cormier and Messier at St. Ours, Mlles. Ritchie, Leblanc and Chagnon at St. Antoine, Mme. Choquet at Belœil, and Mlle. Lafrance at Varennes. It is to be regretted that many of the female teachers give evidence of a frivolous disposition, and wear clothes much too fine and costly for their condition.

As to the educational institutions taught by the Brothers and the Sisters, they are still worthy of the praise which, in my previous reports, I have bestowed upon them.

Some difficulties, indeed, did arise between the commissioners and the Brothers at Sorel and at Varennes, but matters were in the end amicably arranged. I have the pleasure of being able to state that the ratepayers are well disposed, but I regret to say that the assessments are generally ill paid; there are too many arrears in all the municipalities.

I propose sending a circular threatening the municipalities who are in default in this respect, and after this if there is no improvement, it will certainly be necessary in some cases to employ rigorous measures, to obtain prompt payment of the amounts due by the ratepayers.

In many of the schools I made no distribution of the usual prizes, on account of the little assiduity exhibited by the pupils.

I must add that during the past year travelling was extremely difficult on account of the unfavorable weather and bad roads; and these disadvantages also caused much irregularity during my last two visits.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR LEROUX.

COUNTIES OF BAGOT, ROUVILLE, AND ST. HYACINTHE.

First Report.

In my last report I had the satisfaction of informing you that, with some few exceptions, all the schools in my district were making progress; that many had reached and even surpassed the standard of knowledge which the ratepayers had a right to expect from the teacher of an elementary school, When, in fact, the latter has taught his pupils to read and write well, and has imparted to them the elements of grammar, arithmetic as far as compound interest inclusive, the elements of geography, a little of sacred history, and the history of Canada, &c., I do not know that any one has a right to expect more; and I can honestly say that many of the pupils of the schools in this district have now passed beyond this standard of knowledge.

The instructions which I last year gave to the teachers in all the parishes in my district, have produced excellent results wherever they have been well and regularly carried out, and have greatly contributed to effect the happy change which I have above mentioned. But I regret to have to state that in some places some of the ratepayers, opposed to education or incapable of exercising a better judgment respecting their interests, have compelled their teachers to do exactly the reverse of what I had directed.

The material which is necessary in a school to promote the progress of the pupil is now almost complete everywhere, and where anything is wanting, it is the result of obstacles which I have been unable to overcome, but which, I hope, will be done away with next year.

I will now proceed to mention what the obstacles are which, in some parts of this dis-

trict, still paralyze the progress of education, and even the action of those who are disposed to promote its interests.

The first cause is the smallness of the male and female teachers' salaries. At my instance the commissioners of some localities were prevailed upon to increase the salaries of those teachers who, during the past year, have been most successful.

The second cause is the want of some regulation to which both male and female teachers should be strictly compelled to submit. Such a regulation, especially obligatory upon female teachers, is the more necessary on account of the too great latitude which some commissioners allow them, and which is prejudicial to the progress of their pupils.

The third cause is the right which some illiterate commissioners assume, of prescribing what the teachers shall impart to their pupils.

The fourth cause is the support which some parents extend to their children to induce them to oppose the just commands of their masters and teachers. In some parishes I had to express myself strongly and publicly against abuses of this nature.

The fifth cause is want of assiduity at school. In some parishes this evil seems to be contagious.

A sixth cause which greatly interferes with the progress of education, is the frequent changing of teachers; this, in some places occurs, every year, and very often without any real motive, but simply because two or three of the ratepayers are dissatisfied.

There are many other reasons which I might mention, the enumeration of which would occupy too much space. I shall confine myself to those which I have mentioned, which I believe to be the most hurtful, and against which it is important to strive with the utmost vigor.

Allow me now to say a few words in detail about each parish in my district.

1. *St. Marie de Monnoir* has an industrial and classical college, an academy for girls, nine elementary schools and one Protestant dissentient school, which was established last autumn; all these together are attended by 782 children. The pupils of the concession schools show but little assiduity.

2. *St. Mathias* has 4 schools under control; that at the village of Richelieu has been closed in consequence of the too great sacrifices which had to be made by the few persons who supported it. The 4 schools under control are attended by 271 pupils, nearly all of whom are very assiduous.

3. *St. Hilaire* contains 1 academy for girls, 1 model school and 4 elementary schools, assiduously attended by 291 pupils. I must make special mention of the *Brûlé* school, which, under the management of Mlle. Julie Dubois, has made progress far beyond all expectation. Young children 10 or 12 years of age replied to the most difficult questions in grammar and arithmetic with the most surprising facility.

4. *St. Jean Baptiste* has 5 elementary schools, irregularly attended by 308 pupils.

5. *St. Césaire* has 2 academies, one for boys and one for girls; 14 elementary schools under control and one dissentient school. All these together have 845 pupils, most of whom are regular in their attendance. I must except, however, the schools on the upper and lower parts of the river, on the north and south shores, where the teachers encounter great difficulties in consequence of the apathy of a part of the rate-payers of these sections.

6. *St. Paul d'Abbotsford* contains 5 Catholic schools under control and 2 dissentient schools, very regularly attended by 253 pupils. The zeal of the ratepayers in this parish, one of the poorest in the district, is deserving of the highest praise.

The ratepayers of the village section, prevented by the distance from sending their children to the schools in the other sections of the parish, have not shrunk from the sacrifices which it was necessary to make in order to erect a suitable school-house and procure the necessary furniture. French and English are taught in this school with care and success by Miss Honorine McGuire.

7. *Ange Gardien* has now 8 elementary schools under control; these are regularly

attended by 348 pupils. Like St. Paul, this young parish is highly deserving of praise, on account of the great sacrifices which have been made by the ratepayers in order to erect 5 school-houses in only two years.

8. *St. Hugues* has one academy for girls and 7 elementary schools, irregularly attended by 403 pupils.

9. *St. Simon* contains 4 elementary schools, which are attended, without any great regularity, by 269 pupils.

10. *Ste. Rosalie* has 5 elementary schools, attended by 319 pupils. The assiduity shown at the schools of the 2nd and 3rd range is truly excellent, whilst the children in the 4th, and especially in the 5th range, attend school very irregularly—so much so, indeed, that it would be better to close the school.

11. *St. Pie* has 11 Catholic elementary schools ; the dissentient school has ceased to exist. The 11 schools in this parish are attended, with average regularity, by 776 pupils.

12. *St. Dominique* contains 6 schools, attended with regularity by 495 pupils. Most of these schools exhibit no great progress in consequence of the direct opposition of one of the commissioners to all well-advised measures.

13. *St. Liboire.*—There is as yet no corporation established in this young parish, which has been but three years in existence. There is, however, one school in operation, attended by 28 pupils. I am happy to be able to inform you that in this place, poor as it is, there is not a single person who is not anxious to see the schools established. This parish already contains 178 heads of families, and I may say that three schools, placed in the centre of the most populous ranges, would each be attended by 40 children.

14. *St. Ephrem d' Upton* has four schools : three under control, and one English dissentient school. They are very regularly attended by 213 pupils.

15. *Ste. Hélène* is divided into four sections, but there are only two schools in operation under control, and the poverty of the inhabitants does not permit of their maintaining more. There is also an independent Catholic school. These schools are attended by 191 pupils.

16. *St. Hyacinthe* (town) contains one college, one academy for girls, one model school, six elementary, and three independent schools. All these institutions are attended by 1,077 pupils whose assiduity is satisfactory, with the exception of the pupils of the school at the lower part of the river, who show but little.

17. *Notre Dame de St. Hyacinthe* has ten schools, attended by 545 pupils. Most of these schools are still unprovided with what is necessary to promote the improvement of the pupils, who have generally been more assiduous this year than last. Hitherto these schools have made but little progress.

18. *La Présentation* has six schools, attended with average regularity by 336 pupils. The commissioners are wanting in activity and good will.

19. *St. Damase* contains ten elementary schools, attended by 464 pupils. Six of these schools are very well attended, and are well encouraged by the parents, but such is not the case with the other four.

20. *St. Charles* has a model school and three elementary schools, attended by 255 pupils. The village schools are very well attended, but those in the 3rd and 4th ranges are attended irregularly.

21. *St. Denis* has one academy for girls, and nine elementary schools. The pupils of the schools in the concessions show but little assiduity ; the village schools are attended with great regularity.

22. *St. Jude* has six schools in operation. They are attended by 318 pupils, most of whom show but little assiduity.

23. *St. Barnabé* has five schools in operation under control, and one independent school. These are attended by 320 pupils, who are in general more assiduous than they were last year.

Second Report.

I have the honor to transmit to you my report for the last six months of the year 1861.

My principal object in making this visit was to ascertain and assure myself of the causes which, in addition to those which I pointed out in my last report, are still impeding the progress of education in this district.

At the time of my previous visit I had reason to suspect that the want of progress in a great number of schools resulted from the incompetency and inexperience of their teachers, and at my last visit I ascertained that this suspicion was but too well founded. In order to arrive at the facts of the case, I collected the male and female teachers of all the sections in a central place in each parish, and caused them to undergo an examination on the theory and practice of the art of teaching. I may here cursorily remark that such examinations, held by the inspector, would, if repeated two or three times during the year, be productive of the most favorable results.

By this means I easily ascertained the following facts. Of 31 male teachers employed in the district, ten have a better education than is requisite to teach a model school; twelve are competent to teach elementary schools satisfactorily; and nine are hardly sufficiently well educated to do so.

Of 108 lay female teachers, 40 are well educated; 38 have about sufficient knowledge to teach an elementary school; and 30 are not sufficiently well educated to perform their duties in a suitable manner. All, however, with a single exception, hold diplomas.

Mr. Leroux then makes mention of a regulation which he laid down for the male and female teachers in his district, and which was calculated to ensure uniformity of instruction, greater order in classes, and economy of time.

And lastly, he says, in order to lighten the tasks of all, I strongly impressed upon them the necessity of subscribing to the journals published by the Department, and I succeeded with a great many.

All this was not exacted without causing some murmurs and creating some malcontents. Many said that I required too much, considering the small salary which they received. To these I pointed out that these were probably the means by which the lot of the teacher was to be improved; that by qualifying himself to perform his duties worthily, he would acquire the confidence and esteem of the ratepayers, who, when they see the valuable services which he renders to their children, will willingly consent to increase his salary, and will doubtless make sacrifices in order to do so.

(These reforms have raised up adversaries to Mr. Leroux; he alludes to them in his report, and consoles himself with the maxim: "Do your duty, let what will happen.")

EXTRACT FROM THE REPORT OF MR. INSPECTOR CARON.

COUNTIES OF ST. JOHN'S, NAPIERVILLE, AND IBERVILLE.

In submitting this report, I am happy to be able to state that in general the school law works well in the three counties that compose my inspection district, and further, that there has been gradual improvement in the schools.

The school commissioners, with some few exceptions, perform their duties well; and I have to commend the good order in which their affairs are kept.

In this respect a few must be excepted, whose monetary affairs are in bad order.

The Secretary-Treasurers are generally exact and zealous. Their registers up to the present time are perfectly well kept, and it gives me pleasure to record here that there has been no complaint of defalcation against any one of them. In this respect the school commissioners are very attentive.

In several municipalities the ratepayers give evidence of great goodwill in making sacrifices in order to repair the old school-houses and build new. Among others I may

mention the parish of St. Alexandre, in the county of Iberville. This new parish, which has only just completed a magnificent church which does honor to all who have contributed to its erection, has generously raised the large sum of £200 for the erection of a spacious building intended for a model school. I may also mention St. Cyprien, in the county of Napierville, where extensive repairs have been made to several school-houses and particularly to the model school-house; the repairs to this last, including the amount mentioned in my last report, have cost £55. St. Valentin, county of St. Johns: the cost of repairs to the village school amounts to £21 11s 5d; St. Brigide, which is now building three school-houses; St. George de Henryville, where a fine building of stone and brick is being erected, which is intended for an academy for girls.

The inhabitants of this fine parish, in the short space of six days, subscribed the round sum of $2000 for this building; the church-wardens, in the name of the *Fabrique*, subscribed $1000, and the Curé, the Reverend Mr. St. Aubin, generously undertook to make up the deficit, which already exceeds $1000.

I do not here undertake to speak the praises of this excellent Curé and the generous inhabitants of his parish, for nothing that I could say would equal what they deserve for this noble work.

I have reason to believe that the love of education which seems to animate the inhabitants of this district will result in the erection, in all the villages, of comfortable buildings for the academies and model schools.

In my first report I pointed out the obstacles which impede the instruction of youth in my district. In this report I have to remark that these obstacles, though gradually disappearing, are still interfering with the progress of the pupils.

I will now proceed to notice each municipality in my inspection district.

COUNTY OF ST. JOHN'S.

This county is divided into 10 municipalities, of which 4 are dissentient.

It contains a Catholic academy for boys, a Protestant academy, a Catholic academy for girls, 2 Catholic model schools, 1 Protestant model school, 32 elementary schools under the control of the commissioners, and 6 dissentient schools. There are also an independent academy for boys and an independent elementary school.

Number of children attending the schools under the control of the commissioners...	2310
Number of children attending the dissentient schools.....	363
Number of children attending the independent schools.....	90
Total number of children attending school.....	2763
Increase over 1859 and 1860.....	362

1. *Town of St. John's.*—In this town there are two academies for boys, one academy for girls, and four elementary schools, at which 780 children of both sexes are educated.

These three educational institutions all enjoy a high reputation. The pupils attending them receive a very careful education.

Of the four elementary schools, one is under the management of the Sisters, and the other three are kept by good teachers. The progress is most satisfactory.

2. *Parish of St. John's.*—This parish is divided into four sections, in each of which a school is in operation. The number of children attending them is 188. Three of these schools are well kept; the fourth is not very good.

3. *St. Bernard de Lacolle* contains fifteen sections, four of which belong to the dissentients. There are two model schools, at which 166 children receive an excellent education, and 14 elementary schools, attended by 528 pupils.

In my first report I could only class four elementary schools as good; now, it gives me pleasure to state that a change for the better has been effected; of the 14 elementary schools in operation, there are only two which are inferior; the others are well kept, and the children have made great progress. The commissioners and the trustees visit the

schools regularly, and by so doing have greatly contributed to bring about this happy result.

4. *St. Valentin* contains two municipalities. There are eight sections, one model school, six elementary schools under the control of the commissioners, and one dissentient school.

The model school is attended by 115 children of both sexes. The children not having attended the school regularly, the progress has not been very satisfactory.

The elementary schools, which have 351 pupils, are under the management of good teachers. Two of them are in fact model schools.

The dissentient school, although a small one (it being attended by only 18 pupils), is also very good.

The school commissioners of this municipality have had the good sense to employ none but male teachers for their elementary schools.

5. *Ste. Marguerite de Blairfindie.*—This parish is divided into two municipalities. There are five elementary schools under the control of the commissioners, and one dissentient school. They are attended by 356 children.

The Grande Ligne school, which is conducted by an able master, is very good, and may be classed as a model school. The dissentient school, which is taught by a male teacher, is well kept. Of the other four schools, two are good, but discipline is but ill-observed in them; the remaining two are very inferior.

The female teacher at the village has been replaced by a male teacher, who holds a model school diploma.

This parish also contains an academy, and an independent elementary school. The academy, at which 45 boys receive instruction, is on a good footing. French, English, the epistolary art, geography, the use of the globes, arithmetic in all its branches, geometry, algebra, Latin, Greek, and vocal music are successfully taught at it.

The elementary school attached to this institution is attended by 45 children of both sexes. This school, which is under the management of a male teacher, is a very good one.

Most of the children attending these two educational institutions are Canadians.

6. *St. Luc.*—This municipality is divided into four sections, in each of which there is a school in operation. The number of children attending these schools only amounts to 171. Of these four schools two are good, the third is poor, and at the fourth no progress whatever has been made, as the attendance has been very irregular.

The female teacher who has succeeded the one who has just left this school is even younger than the latter, and does not seem to be endowed with the qualities necessary to maintain order in the school.

COUNTY OF NAPIERVILLE.

This county is divided into nine municipalities, of which four are dissentient.

It contains an academy for girls, 4 model schools, 27 elementary schools under the control of the commissioners, and 5 dissentient schools; there is also an independent elementary school.

Number of pupils attending the Catholic schools	2,243
Number of pupils attending the dissentient schools	168
Total number attending the schools in this county	2,411
Increase over 1859 and 1860	172

172-|-362 = 534.

7. *St. Cyprien.*—This parish is divided into two municipalities. It contains eight school sections, an academy for girls, a model school, eight elementary schools under the control of the commissioners, and one dissentient school.

The academy for girls, including the elementary school, is attended by 161 pupils.

This educational institution continues to enjoy a high reputation, and the progress has been most satisfactory.

The model school is under the management of a very competent teacher, who performs his duty very successfully; it is attended by 140 pupils.

The elementary school is taught by a daughter of the teacher of the model school; it is well kept.

Of the other six elementary schools, three are taught by male, and three by female teachers.

The number of children attending the eight elementary schools amounts to 635; they are all well kept, and the progress has been satisfactory.

The dissentient school is also a good one, and is attended by 40 pupils. The commissioners and trustees show great zeal for the instruction of youth. At the public examinations, which were held at the end of the school year, and in which I took part, the commissioners distributed a great number of prizes in each of the schools.

8. *St. Rémi* is divided into two municipalities. There are eight sections exclusive of the dissentients. This parish contains a model school, seven elementary schools under the control of the commissioners, and one dissentient school.

The model school has 130 pupils, and is under the management of a very competent teacher; he has a monitress to assist him.

The seven elementary schools are attended by 441 pupils, and are all entrusted to female teachers; five of them are very good; the other two, at which the attendance is small, are inferior.

9. *St. Michel Archange.*—This parish contains two municipalities; it is divided into six sections, of which one is dissentient.

It contains a model school, five elementary schools under the control of the commissioners, and one dissentient school.

The model school, at which 69 children receive instruction, is under the management of a male teacher, a native of France.

At this school, the pupils having attended very irregularly, there has been but little progress, although the teacher is himself very competent.

The five elementary schools are attended by 326 pupils. Four of them are good, and the children have made satisfactory progress; the fifth is not at all good; it is one of those schools in which the children are unprovided with all that they require.

The dissentient school, attended by 21 pupils, is under the management of a male teacher. This school, though small, is well kept.

10. *St. Edouard.*—This municipality is divided into four sections, in each of which a school is in operation. It contains a model school and three elementary schools.

The model school, which has 98 pupils, is entrusted to a very competent male teacher, who is successful in the performance of his duty; he is assisted by a monitress. The school is on a very good footing.

The three elementary schools have 180 pupils, and are kept by female teachers; the progress is satisfactory.

11. *St. Patrice de Sherrington.*—This parish contains two municipalities; it is divided into seven sections, two of which belong to dissentients.

It contains five elementary schools under the control of the commissioners, two dissentient schools and one independent elementary school, maintained by the Reverend Mr. Bérard, the Curé of the place.

The five schools under the control of the commissioners are attended by 222 children. Three of these schools are good; the other two, at which the attendance is small, are inferior.

The two dissentient schools, attended by 79 pupils, are well kept.

The independent school has 69 pupils and is well kept by a good teacher. It is to be desired that the commissioners should take it under their control.

COUNTY OF IBERVILLE.

This county is divided into 10 municipalities, of which 4 are dissentient.

It contains 2 model schools, 39 elementary schools under the control of the commissioners, and seven dissentient schools.

Number of children attending the schools under the control of the commissioners...	2583
Number of children attending the dissentient schools.....	231
There is also in this county an independent Protestant academy with an elementary school attached to it: Number of children attending it.....	34
Total number of pupils attending the schools in this county.....	2848
Increase over 1859 and 1860.....	288

362-|-172-|-288 gives an increase of 822 pupils.

12. *Town of Iberville.*—This town is divided into two municipalities. It contains two elementary schools under the control of the commissioners, and one dissentient school.

The Catholic schools are attended by 264 pupils, and the dissentient school by 36.

The boys' school has 94 pupils, and is under the management of a male teacher who is a native of France. This school is on a good footing.

The girl's school is attended by 170 pupils, and is kept by two very competent female teachers. This large school is divided into two classes. It is the best elementary school for girls in my district; the progress made is most satisfactory.

The dissentient school has 36 pupils (of whom 13 are Catholics) and is under the management of a Catholic male teacher of English origin, who teaches French with success.

The examination was very satisfactory.

13. *St. Athanase.*—This parish is divided into 10 sections, each of which has its school in operation. There are 9 elementary schools under the control of the commissioners, and one dissentient school.

The number of children who receive instruction at the Catholic schools amounts to 432; the number attending the dissentient school is 34.

The Kempt school, kept by a male teacher, is good. Of the eight others, all under the management of male teachers, three are good and four passable; the eighth was but little attended during the winter for want of fuel.

In this municipality the fuel for the school-houses is provided by the ratepayers.

The dissentient school, which has 34 pupils, is not regularly attended; it is, however, pretty good.

14. *St. George, Henryville.*—This parish includes two municipalities.

It contains a model school, nine elementary schools under the control of the commissioners, and four dissentient schools.

The number of children who receive instruction at the Catholic schools amounts to 677; the number of children attending the dissentient schools is 130.

The model school has 174 pupils, and is under the direction of a very able male teacher, who is assisted by a monitress. It is very well kept. The monitress is a very active person; the progress shown by the classes entrusted to her, do her honor; in a word, this large school is everything that can be desired.

There are nine elementary schools, of which four are under the direction of male teachers. Of these latter, three are well kept; in the fourth there has been no progress. At my last visit, instead of 50 who are entered in the school journal, I found only 6 pupils present.

The five schools entrusted to female teachers are well kept.

The dissentient schools have 130 pupils.

The village school is very good.

There were two other schools open during the first part of the year; of these, one was good and the other of average quality.

The fourth school, under the management of an old female teacher, is well kept.

The obstacle to progress in this municipality is the frequent changing of the teachers of both sexes.

15. *St. Grégoire.*—This Municipality is divided into eight sections.

It contains a model school and eight elementary schools all of which are under the control of the commissioners.

The model school has 68 pupils, and is under the direction of a very able male teacher, who is very successful in the performance of his duty.

The pupils who attend this excellent school receive a careful education.

Of the eight elementary schools, which together are attended by 370 pupils, the Grand-Bois school, kept by a male teacher—that at the village and that at the Double Range, both kept by female teachers—are very good. Two others are passable. The three last, which are entrusted to female teachers, two of whom are 17 years of age and the other 18, are by no means good. I have already represented to the commissioners of this municipality that the female teachers employed by them are too young. I have further represented to them that it is advisable to employ persons from other parishes in preference to young girls who have been brought up and educated among the children whom it becomes their duty to instruct.

16. *St. Alexandre.*—This parish is divided into two municipalities, but the dissentients have no school in operation.

There are six elementary schools, all taught by females. The number of children attending them is 448.

The village school has 117 pupils, and is under the direction of a female teacher of great talent and ability. A great change has been effected in this school since last year. The progress made has been most satisfactory.

Of the other five schools, which are all taught by females and are attended by 331 pupils, four are good; the other is inferior; progress, however, has been made in all.

17. *Ste. Brigide.*—This parish is divided into two municipalities.

It contains five elementary schools under the control of the commissioners, and one dissentient school.

The village school has 55 pupils, and is under the management of a very praiseworthy male teacher. The progress has been satisfactory. This school is equal to a model school.

The four other schools are attended by 167 children; two are taught by male, and two by female teachers. Satisfactory progress has been made.

The dissentient school has 31 pupils, and is under the management of a male teacher.

The examination was satisfactory.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR GRONDIN.

COUNTIES OF BEAUHARNOIS, LAPRAIRIE AND CHATEAUGUAY, LESS THE PROTESTANTS OF ORMSTOWN AND ST. JEAN CHRYSOSTOME.

First Report.

I have the honor to submit to you the following report on the condition of the schools in my inspection district.

The almost impassable state of the roads, consequent upon an incessantly rainy autumn and the commencement of a very severe winter, gave me reason to apprehend, for that period of time, a considerable diminution in the number of children attending the schools. Fortunately, however, such was not the case; on the contrary, the average number of pupils in the last six months of the year 1860 exceeds that of the first six months of the same year by 250.

I may confidently assert that education is making material progress, especially in reading, grammar, geography and arithmetic.

1. *Reading.*—In general the pupils read better, more intelligibly, and with more expression. In several schools the excellent system of making the pupils give a summary of what they have read has been adopted. The statistical tables which I transmit to you, together with this report, shew an increase of 393 in the number of pupils reading well.

2. *Grammar.*—Analytical grammar, taught by exercises and explanations, parsing, parts of speech, and even, in some schools, by logical analysis, is also making satisfactory progress. Within the last six months, the number of pupils studying this branch has increased by 58.

3. *Geography.*—There has also been great progress in this branch, the number of pupils studying it having increased by 284 in the short space of six months. I must here express my regret that several schools are unprovided with atlases and good geographical maps.

4. *Arithmetic.*—I cannot say that very remarkable progress has been made in arithmetic in the last six months; however, the fact that the number of children studying it in the schools has increased, in that short space of time, by more than a thousand, is the best proof of the high esteem in which the utility of numerical science is now held. I must however remark, that the increase just mentioned specially refers to simple arithmetic.

In general, all the teachers of both sexes in this district are competent and zealous; it is, however, incumbent upon me to state that some of them, especially of the female teachers (and these are in a large majority), are not teachers by profession, but merely devote themselves to instruction while awaiting a better occupation.

I greatly regret to have to mention that there has been less progress in writing than in the other branches of instruction. In examining into the causes which prevent improvement in this useful art, I easily perceived that this state of affairs arose from the fact that, in many of the municipalities the school rooms are too small for the great number of pupils attending them, and that they are furnished with ill-made ricketty tables and benches, quite out of proportion, moreover, to the number of pupils. Add to this the parsimony of many parents, who send their children to school without the necessary articles, or with only pen, ink and paper of an inferior quality, and you will be no longer surprised that little progress is made in this important branch of education.

It is to be regretted that in many places the school-houses are not provided with the dependencies necessary for the comfort of the teacher and his family, and that in some places they are not sufficiently roomy, thus exposing the health of master and pupils to injury.

Unfortunately for the school municipality of Ste. Cécile, which last year had a model school and three good elementary schools in operation under control, the rich and influential seignior of the place, who is also the proprietor of more than half the farms in the parish, and of about forty building lots in the village, refuses to pay his share of the school rates, and is carrying on a long and expensive suit against the school commissioners, which has already compelled them to close several schools, and in consequence to deprive more than 200 children of the benefits of education.

I have followed your instructions as to the distribution of the books which you sent to me, to be given as prizes in the schools.

The account books and minutes of proceedings are generally well kept by the Secretary-Treasurers of the various municipalities. The teachers are also better paid than for

merly, though some still complain of irregularity of payment. During my visit for the first six months of 1861, which has already commenced, I shall pay special attention to monetary matters, and will see that all the Secretary-Treasurers make up their accounts in conformity with the 10th clause of the Act 14 and 15 Victoria, chapter 97.

Second Report.

I am happy to be able to state that education is progressing in a very satisfactory manner in this district, and of this you may satisfy yourself by comparing my preceding statistical tables with those which accompany this report. In justice to several schools, I must say that they have improved beyond my expectation.

These results, however, must not cause us to forget that very important improvements are still necessary, and more especially in the construction of the school-houses. These improvements, left to the will of the school commissioners, will probably be carried out, but at a period more or less remote.

The mutual simultaneous system of instruction should also be introduced into all our schools, in spite of the opposition which would at first be made by some who are more prejudiced than ill-disposed, and who believe that a pupil loses all the time which he spends in teaching others, and that he learns nothing when taught by any other than the master himself.

I will now proceed to review each municipality, and make brief observations as to the condition of each of the schools under my superintendence.

COUNTY OF LAPRAIRIE.

1. *Laprairie.*—In the village there is a convent, under the management of the Sisters of the Congregation, which is too well known to be in need of my praise; it is usually attended by 130 pupils. The academy for boys, ably directed by Mr. St. Hilaire, a pupil of the Jacques Cartier Normal School, has 125 pupils. The village also contains an independent superior school for girls, attended by 64 pupils; it is kept by Mde. Blanchard, an experienced teacher who holds a Model School diploma. The elementary schools are well attended, with the exception of those of Nos. 3 and 6, where the attendance has been small and but little progress has been made. The school commissioners of Laprairie show great zeal for the cause of education by furnishing the schools with paper and books. It is well known that a want of these articles is one of the greatest obstacles to the advancement of education. The accounts and minutes of proceedings are kept in a very plain and orderly manner by Mr. Lanctot, Notary.

2. *St. Philippe.*—This parish possesses a model school and five elementary schools. The model school, kept by Mr Boutin, has not made so much progress this year as last, probably on account of want of assiduity on the part of the pupils, for the teacher seems to be active and zealous; the number of pupils entered on the journal is 72. The elementary schools have all produced satisfactory results. The school-houses which have been more or less extensively repaired, are all in tolerably good order. I myself kept the accounts of the commissioners for two years, and placed them, in good order, in the hands of the present Secretary-Treasurer, Mr. Hubert Lefebvre.

3. *St. Jacques le Mineur.*—Like St. Philippe, this parish contains a model school and five elementary schools. Mr. R. Martineau teaches the model school very successfully; it is attended by 135 pupils. The elementary schools, except the one in the lower part of the St. André Range, are well managed. Mr. Moïse Martin, farmer, the Secretary-Treasurer, keeps the accounts regularly.

4. *Caughnawaga.*—The Indian school has been closed in consequence of the great indifference of the persons interested; in the village, however, there is a French independent elementary school, kept by a female teacher and attended by 42 French Canadian pupils.

5. *St. Constant.*—This parish contains a model school, four French elementary schools, and an English dissentient school. Mr. Joseph Paradis teaches the model school, which is attended by 104 pupils, with zeal and ability. There has been no sensible progress in

schools No. 2 and 4, in consequence of the little assiduity exhibited. The results in the other schools, which are better attended, have been more favorable. Mr. Defoy, Notary, keeps the accounts of the school commissioners. The dissentient school, attended by 50 pupils, is kept by a very competent female teacher, who teaches English only.

6. *St. Isidore.*—This parish contains a very flourishing model school, attended by 89 pupils, and kept by Mr. Victor Maucotel, a native of France; also a girl's school, very well kept and attended by 74 pupils, and two good elementary schools taught by females; that in the lower part of the St. Regis Range is attended by 90 pupils, and that in the upper part of the same range by 86. The accounts, which are kept by Mr. Langevin, Notary, are in good order.

COUNTY OF CHATEAUGUAY.

7. *St. Joachim de Chateauguay.*—The convent in this parish, under the direction of the Ladies of the Congregation, and attended by 110 pupils, may be classed as a very good educational institution. The model school, attended by 74 pupils, is well conducted by Mr. Giroux. The elementary schools, four in number, are well kept with one exception, No. 5, where the progress has not been so great as it should have been. The dissentient school appears to make progress; it is kept by a female teacher. The accounts are kept by Mr. LePailleur, Notary; there has been great negligence in this respect, which has given rise to a suit which is not yet terminated. At present things are doing well; there are few arrears of assessment, and the teachers are regularly paid.

8. *Ste. Philomène.*—This municipality contains a model school for boys, a girls' school in the village, and four elementary schools in the concessions, taught by females. In the model school, which is attended by 70 pupils, there has not been so much progress as formerly. The girls' school is well kept, and is attended by 60 pupils. The school commissioners, from motives of economy, have resolved to unite these two schools under one teacher. I consider this mistaken economy, and do not approve of the decision. The two schools in the Ste. Marguerite concession are sufficient; that in the upper part of the concession is attended by 57 pupils, and the other by 55. The school in the St. Charles concession, which is attended by 51 children, is of medium quality. The school at the water side, attended by 46 pupils, is very well kept.

9. *Ste. Martine* contains a model school for boys, a school for girls, five elementary schools under the control of the commissioners, and a dissentient school. The model school, under the direction of Mr. Guilbault, and attended by 138 pupils, is everything that can be desired. The school for girls, with 125 pupils, is also well kept. Of the elementary schools, that in No. 5, taught by Mr. Vanier, is the best; that in No. 2 has deteriorated; and the others are passable. The Secretary-Treasurer, Mr. James Wight, is very zealous, and keeps the accounts well. The dissentient school, although little progress has been made in it, seems to be well kept; it is under the management of a female teacher, and is attended by 22 pupils.

10. *St. Urbain.*—This parish, although it contains no model school, is not backward in respect of education, and its elementary schools, which are taught by females, are on a very good footing, except that in section No. 2, which is, however, pretty good. The number of pupils attending the schools is 85 in each of sections Nos. 1, 3, and 4, and 62 in section No. 2. Mr. Notary Bisson, the Secretary-Treasurer, performs his duty well. The dissentient school is kept by a female teacher who is not very competent; it is attended by 38 pupils who make little progress.

11. *St. Jean Chrysostôme, No.* 1.—This municipality contains three English Catholic schools. That in section No. 1 is taught by a very competent young female, and is attended by 64 pupils, 8 of whom are Protestants; 5 are of French, and the others of English origin. In section No. 2 the school is kept by a good teacher, and is attended by 58 pupils, of whom 43 are Catholics and 15 Protestants; 12 are of French and the remainder of English origin. The third school is attended with but little regularity by 47 pupils, of whom 6 are of French origin and the rest English; they are all Catholics. Mr. George Hart performs the duties of Secretary-Treasurer in a satisfactory manner.

12. *St. Jean Chrysostôme, No.* 2.—As in St. Jean Chrysostôme No 1, only the

Catholic schools of this municipality are under my superintendence. Of the 17 school-sections of which it was formerly composed, only 11 now remain; of these, seven have Catholic and four Protestant schools. The other sections have been attached to adjacent municipalities. The model school, which has 140 pupils, all French Canadians, is zealously and ably taught by Mr. Benjamin Singer. In section No. 2 a good school is kept by a male teacher, and is attended by 65 pupils, of whom 35 are Catholics and 30 Protestants; 10 are of French and the remainder of English origin. Section No. 3 is temporarily united with No. 1. In section No. 4 the school is well kept and is attended by 80 French Canadian pupils. Sections 5, 6 and 7 are situated in the new parish of St. Antoine Abbé, which has been detached from St. Jean Chrysostôme. The school in section No. 8, taught by a female, is inferior; it is attended by 42 pupils, two-thirds of whom are Catholics; 18 are of French and 24 of English origin. Section No. 9 is attached to Hemmingford. At the time of my visit the school in section No. 10 had been closed for some months, in consequence of the unexpected departure of the teacher; it was attended by 68 pupils, all of English origin, and about equally divided in respect of religion. The schools in sections 11, 12 and 13 are Protestant, and consequently not under my control. Section No. 14 has a good school, taught by a female, attended by 103 pupils, of whom 23 are Protestants and 80 Catholics; they are about equally divided in respect of origin. Section No. 15 is united with No. 14; No. 16 is also attached to Hemmingford, and No. 17 has a Protestant school. The late Secretary-Treasurer, when he went away from the parish, left the books, and especially the accounts, in some confusion. Mr. Leriche, who has succeeded him, appears to understand his duty well and to perform it faithfully.

13. *St. Antoine Abbé.*—In this new parish there are three good elementary schools in operation. That in the Lemieux range is taught by a female, and is attended by 58 pupils, who are nearly all Catholics; they are about equally divided in respect of origin. In section No. 2 the school is kept by a male teacher, and attended by 58 pupils, all of French origin. The third school is taught by a female; it is attended by 71 pupils, nearly all of whom are Catholics; about one-half are of French and one-half of English origin. The difference of origin in this section is giving rise to difficulties. The Irish are desirous that the school should be exclusively English, while the Canadians, who are in a majority, wish, with reason, that both languages should be taught. I rely on the zeal and influence of the Rev. Mr. Labelle, the Curé, to effect an adjustment of these difficulties.

14. *St. Malachie d'Ormstown.*—The Catholic dissentients have only one school in this municipality, and they are too poor and too few in number to maintain it unless assistance is granted to them by the Government. This school, which has been closed during a part of the year, was in operation at the time of my visit and was conducted by a teacher whom I believe to be very competent; it was attended by 52 children, nearly all of whom were of English origin and Catholics. The house is in very bad condition and unprovided with many indispensable articles.

COUNTY OF BEAUHARNOIS.

15. *St. Clément de Beauharnois.*—The academy for boys, which is known in the vicinity as "The Beauharnois College," and which has six professors, Brothers of the Order of St. Joseph, is attended by more than 250 pupils. The convent of the Ladies of the Holy Names of Jesus and Mary, which has nine religious and two lay teachers, is attended by 240 pupils. These two institutions are managed in a way that does honor both to their generous founder and to the skill of those under whose direction they are.

The elementary schools in the concessions, 9 in number and taught by females, are a little less forward than those in some other parishes, in consequence of some of their best pupils being taken away by the academy and the convent. The financial affairs are managed by Mr. A. G. Thériault, and the difficulties which formerly existed have almost entirely disappeared. There are also two dissentient schools in the village of St. Clément; one is a boys' school and has 22 pupils; of the existence of the other, which is a girls' school, I was unaware at the time of my visit; it has probably as many pupils as the first.

16. *St. Timothée.*—The convent of the Ladies of the Holy Names of Jesus and Mary

vies with that at Beauharnois in zeal and devotion; but it is not so numerously attended as the latter, as it is situated in the midst of a district which is less populous and less favored in other respects; it, however, contains 138 pupils, whose brilliant success is as satisfactory to those who encourage the institution as it is honorable to those who direct it.

The academy for boys, which occupies a magnificent building, for which we are indebted to the generosity of the Reverend Mr. Archambault, the Curé, has 100 pupils. The school commissioners know how to appreciate the zeal and extraordinary ability of their teacher, Mr. Green, and they prove this by allowing him a salary of $550. The elementary schools, five in number and taught by females, are making progress, except the one in the lower part of the double range. The accounts are kept in a very orderly manner by Mr. Gervais, Notary.

17. *St. Cécile.*—The difficulties which had arisen between the school commissioners and the seignior, Mr. Ellis, or his agents, being almost settled, the commissioners have hastened to re-open the schools which they had been compelled to close. A model school, a girls' school, two other elementary schools under the control of the commissioners, and two independent schools, one Catholic and the other Protestant dissentient, are now in operation in this little municipality. Mr. Codebecq, a native of France, conducts the model school, which contains 93 pupils, with success. The other schools, all taught by females, are on a good footing, although in general but little advanced. The girls' school has 70 pupils; that at Grande Isle has 35, and that at the Double Range 24. In the independent Catholic school, kept by Mrs. McGuire, English and French is taught to 24 pupils, all Catholics, and about equally divided as to origin. The other independent school, which I visited in company with the dissentient trustees and the minister of the place, is attended by 34 pupils, all Protestants and of English origin. The accounts of the school commissioners are regularly kept by Mr. Masse, Notary.

18. *St. Stanislas de Kostka.*—The two elementary schools in this municipality, although but little advanced, are well kept. That in section No. 1, which has 66 pupils, is kept by a male teacher, and that in section No. 2, attended by 62 pupils, is taught by a female. The duties of Secretary-Treasurer are performed by Mr. Notary Longtin, who seems to be conversant with them.

19. *St. Louis de Gonzague.*—Of all the municipalities in my inspection district, this one contains most school sections and has most schools in operation, and after St. Clément, is the one which sends the greatest number of children to the schools. The model school, kept by Mr. Rivière, a well educated, skilful and zealous teacher, is under the control of the commissioners; it is attended by 96 pupils. There are seven other elementary schools taught by females, which make about equal progress.

The dissentient trustees have also 4 English schools under their control. That in section No. 1 is attended by 63 pupils and is kept by a male teacher who has a salary of $240; that in No. 2, attended by 56 pupils, is also kept by a male teacher, who also receives a salary of $240; that in No. 3, attended by 30 pupils, is taught by a female, who has a salary of $200; and that in No. 4, which has only 20 pupils, is also taught by a female, who has a salary of $120.

The commissioners have for their Secretary-Treasurer Mr. Gagnier, who has taken great pains to restore order in the financial affairs which, it would seem, had been badly administered previous to his acceptance of office.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR BRUCE.

COUNTY OF HUNTINGDON, PART OF THE COUNTIES OF CHATEAUGUAY AND ARGENTEUIL AND THE PROTESTANT POPULATION OF THE CITY OF MONTREAL.

First Report.

My present report shows far fewer schools in an unsatisfactory state than any of my previous reports. Of all the schools in operation at the time of my visits, only 11 have

I had to report unfavorably. Of these, three are in the parish of St. Anicet, two are in the municipality of Dundee, two in Godmanchester, one in Hinchinbrook, one in Franklin, one in St. Chrysostôme, and one in Hemmingford. Of those of which I have to report favorably, 9 were found in an excellent state, 56 in a satisfactory state, and 43 in a fair and improving state.

To bring up our schools to that high standard at which we aim, many are the obstacles which have yet to be removed, and the difficulties to be surmounted. But even a bird's-eye view is sufficient to show that within the last few years not a few of the former have been done away with, and many of the latter greatly lessened. Ignorance of our school law, peculiar and shallow notions about teachers and teaching, officious interference with teachers and school management, miserly dispositions, putting more value on a few dollars than on a good education or on the general improvement of society, we reckon among our greatest hindrances to educational advancement.

There are two other things to which I beg to direct attention, which I consider very hindering to educational progress:

1st. The many inefficient teachers sent abroad by our Boards of Examiners. Their motives for passing individuals of low qualifications, at first especially, showed consideration. Teachers then were few; but that state of things has passed away. The scarcity of teachers is not now the want: the scarcity of good teachers is now the great want.

2nd. Irregular attendance is another hindrance to progress in our schools. This is a general and a crying evil. The most painstaking, the most persevering, and the most skilled and talented teachers cannot successfully contend with it.

The examination of schools is a most important work.

The suggestions I make with reference to this subject I wish to be considered as the results of considerable experience, and some consideration.

1. The inspector should proceed to examine a school with its daily journal before him.

2. To do as much justice as possible to both the teacher and the scholar, he should judge of his progress with special reference to his age, the time he has attended school, the regularity of his attendance, and his capacity. For the first three, he looks in the journals; for the fourth, he must look partly to the teacher.

3. On beginning the examination—let us suppose with the lowest classes—he examines class after class, taking care to examine them on no prepared lessons.

4. In collecting results, it should be with reference to the things referred to under No. 2, noting, as he proceeds, how they read, the teacher's method of teaching and training them, what knowledge they have of what is taught them, their advancement with reference to their state when they entered school, how his way of teaching and manner tend to excite the children to seek instruction, and observing whether instruction has been bestowed equally upon all.

5. But care must be taken not to keep any class, a juvenile class especially, long-under trial. Let it be searching—strictly judicious—while continued.

1. *Elgin.*—The schools of this township are all in operation. Three are conducted with tolerable efficiency, and two are not in a very satisfactory state. The teachers of Nos. 2 and 3 never taught before, and need considerable experience and knowledge of effective teaching to make them successful instructors.

2. *Huntingdon.*—All the schools in this village are in operation. The schools under the commissioners are in a satisfactory state; teaching efficient, showing considerable intelligence and skill. The academy is not so well attended as usual. Respecting the talents and skill of the present Principal in conducting it, there can be no doubt; he is an efficient and a laborious educator. The dissentient school in the village is in a fair state.

I wish commissioners and trustees would discharge their duties as efficiently as the teachers.

3. *Godmanchester.*—Not many schools in this municipality are at present very ably conducted. So frequently do they change their teachers that schools well conducted one

year are very often but indifferently conducted the following year. The best conducted schools at present are those of Nos. 2, 5, 6 and 10. Of the dissentient schools, No. 1 is by much the best conducted school, and the scholars are far more advanced. School No. 3, dissentient, is in a low state; and No. 2 is next to defunct.

4. *Dundee.*—I was much pleased to find the commissioners so earnest and willing to second my efforts in improving their schools and raising the teaching to a higher standard. With the exception of Nos. 5 and 7, their schools are at present in fully a better state than usual. The children of No. 6 showed the most advancement, especially in reading, spelling on slates, writing, and, the more advanced scholars in arithmetic; it is also the school in which grammar and geography are taught to much advantage

The great hinderance to the advancement of education in this township still continues, viz.: the short engagement of teachers and never keeping the same teacher sufficiently long in the same school.

The dissentient school in Dundee, like the majority of dissentient schools under my supervision, is doing little good. It is oftener closed than in operation, and when open it is for a short time, and conducted by teachers so low in qualification that the children benefit little by their instructions.

5. *St. Anicet.*—The state of the schools in this parish, under the commissioners, differs little, if any, from what it was when I last reported. The most thriving is No. 12; its children are considerably in advance, in all the branches they study, of those of others of their schools.

The commissioners are not very fortunate in getting the right kind of teachers; it is true they engage teachers only having diplomas, but so often are trustees, commissioners and myself disappointed and altogether deceived by such guarantees of qualification, that we find it best and more to the advantage of schools to choose teachers with reference to our own knowledge of their capabilities and skill in teaching. Our Examining Boards are seldom successful in ascertaining the true qualifications, aptness to teach, and tact in conducting schools, of those who come before them to undergo an examination.

The dissentient schools, with the exception of No. 2, have considerably improved. Their trustees appear to be earnest in discharging their duties and doing their utmost to engage efficient teachers; but they have not a few difficulties with which to contend, and which are not easily surmounted.

6 *Hinchinbrook.*—The schools of Hinchinbrook have generally teachers of fair qualifications and zealous in the discharge of their duty; and it is worthy of notice that when some near townships had scarcely one teacher deserving favorable notice, Hinchinbrook never wanted some able devoted teachers. Nor are its commissioners given so much to changing teachers as other municipalities under my jurisdiction; hence the more steady advancement in education of its regular school-going youth.

7. *Franklin.*—The schools of this municipality are all in their ordinary state of efficiency. Indeed, four, viz., No 1, 3, 4 and 5 are very satisfactorily conducted. Of no school, therefore, have I to report unfavorably.

8. *St. Malachie.*—I have to report of no school unfavorably. The only school in the parish doing little good, is the dissentient school in the village of Durham. This school is kept very irregularly in operation, and very seldom has it an efficient teacher. The schools whose pupils showed most advancement, are Nos. 1, 2, 4, 5 and 7: Nos. 3, 6, 10, 11 and 14 are making very fair advancement. The children of this parish are favoured with not a little of intelligent teaching. Much is done in nearly all their schools to create in the mind of the scholar a craving for knowledge—a desire to understand everything taught,—thus urging him on to higher attainment.

9. *St. Jean Chrysostôme.*—The schools in this parish under my immediate supervision are all in a satisfactory state. Two of the trustees of the dissentient school were present at its examination.

10. *Hemmingford.*—Of the schools of Hemmingford, more are in a satisfactory state

than usual. The school-houses of Nos. 9 and 12 were burnt some time ago; since then these districts have had no school.

Of the three dissentient schools in the municipality, only one has a teacher. It is not in a very satisfactory state, and is very ill-supplied with desks and benches. It would have been much better for the people of this district to have remained under the commissioners.

11. *St. Andrew's.*—At the time of my visit to St. Andrew's, seven of its schools were in operation, viz: 3 dissentient schools and 4 schools under commissioners. All were in their usual state of efficiency. The children who showed most improvement under examination, were those attending the English academy, and schools No. 6 and 13, under commissioners.

In the French academy similar efforts are made by the teachers, but with rather less success, owing especially to the very irregular attendance of the scholars, and the very short time that the school remains under the conduct of the same staff of teachers.

12. *La Chute.*—It is pleasant and very encouraging to have to report favorably of all the schools of a municipality. Improvement in methods of teaching are observable in all the schools of La Chute. The college is well conducted. After spending two days in examining its departments, the collected results of my examination are altogether favorable.

Generally, the people of La Chute show of late much zeal in their efforts to advance education in their parish.

13. *Gore and Wentworth.*—Of seven schools in these municipalities, only 3 were in operation last winter, at the time of my visit. For two in the Gore, efficient teachers could not be obtained. With the Wentworth people the school commissioners have had for some time considerable trouble; nor had they got over it. The trouble was caused by a few discontented selfish persons, of little education, with purblind views of education, who thought to have everything their own way in school matters, and they have so far succeeded, that Wentworth has had neither of its two schools in operation for two years.

14. *Chatham*, No. 1.—I have not really to report unfavorably of any of the schools. The best conducted, and where the children, from the results collected at their examinations, showed most improvement, are those of Nos. 2, 5, and 6.

15. *Chatham*, No. 2.—This division has five districts. At the time of my visit two of their districts had no school. The three schools in operation were in a pretty satisfactory state. So often are schools here brought under the control of new teachers, that the children, though brought into a very favorable state of mind for training, and making favorable advances in their education at one time, are in danger of coming under others less capable of teaching them, or it may be, who will retard instead of advance their education. I have faith in the school commissioners of this section of the township. I believe them to be men earnest in the advancement of education.

16. *Grenville.*—The opposers to the school law in this township are as much disposed as ever not to submit to it. They would rather put up with such schools as they have been able to keep, or have no schools, than to come under any law compelling them to support and keep schools in operation for the benefit of their children. For resisting the law their motives are various; but whatever these be, their youth continue to grow up without education, or with very little deserving the name.

17. *Harrington.*—All that I have said respecting Grenville applies equally to Harrington.

CITY OF MONTREAL.

The two schools under my inspection in Montreal continue to flourish. Mr. Arnold's model school deserves special notice. Its numbers, since the first year I inspected it, have tripled; and in efficiency, I observe every year a favorable difference.

Of Mr. Robertson's school, I would state further, that if an addition were made to his school-room as a distinct department for girls, to be conducted by a female teacher, and Mr. Robertson's salary so much increased as to enable him to employ a few paid pupil-teachers, his school would greatly increase, and become more deserving of public support.

Second Report.

In this report Mr. Bruce describes the obstacles to the working of the school law and the progress of the schools in about the same terms as he used in his previous reports. He mentions at the same time that the number of ill-kept schools is decreasing, and that at the present time there is not one which has not at least done some good.

Mr. Bruce then makes the following remarks on the subject of the matter taught in the schools in his district.

Reading.—The elementary lessons in reading are, in many schools, now taught more rationally than formerly, and children pass through the elementary stage much quicker and with far more knowledge of what they read. Still farther improvements are required, and must be aimed at. The methods of teaching the more advanced classes is greatly reformed. A large proportion of the children in the more advanced classes, in many schools, read with considerable fluency and expression. Orthography is generally taught by the slate—a great improvement.

Writing.—The proportion of children, in nearly every school under my supervision, taught writing is much greater than formerly; and the improvement in quality is, perhaps, more than the improvement in quantity.

Arithmetic.—The improvement in teaching arithmetic is very marked compared with former years. A very large proportion of the children now work elementary rules with ease, accuracy and expedition. And teaching pupils the application of the different rules to business is now more attended to.

Geography.—In only eight schools is geography not now taught. Why it is not taught in these is, that parents will not purchase geographies, nor will commissioners buy wall-maps, &c.

Grammar.—In four or five schools only is grammar not taught; the fault is that of parents, who will not purchase grammars for their children, considering grammar a useless study. Grammar, which requires more thought in the children and skill and knowledge in the teacher, is still in a state which indicates a deficiency in knowledge, tact, or industry on the part of too many teachers. The grammars used are scarcely up to our improved methods of teaching it.

Composition.—Composition is taught in about 80 schools, and in a considerable number of these very successfully. I cannot remember that it was taught in any school when school inspection first commenced.

Vocal Music.—It is to be much regretted that so very little attention is paid to singing in our schools. In only a very few within my field is singing practised. Every teacher should be required to give instructions in music; it should be considered an indispensable branch of instruction.

Drawing.—This is another branch too much neglected. Writing and drawing should be taught contemporaneously; where this is the case the art of writing is acquired much sooner and with more ease.

1. *Elgin.*—The schools of this municipality all had teachers, and were in operation at the dates of my visits, except the school of No. 3, which happened to have holidays. In this report I have to complain of no school as being in an unsatisfactory state. One school (No. 2) had a very small attendance. I wish commissioners would take a more active part in collecting school dues.

2. *Dundee.*—I found two schools vacant at this visit to the Township, namely, No. 2 and the dissentient school; both these have not been kept regularly in operation for some time. The dissentient school can never do much good; it and No. 7 should be united; their union would make a strong district, and commissioners would be able to keep its school regularly in operation conducted by an efficient teacher.

Of the schools in operation, Nos. 1, 4, 7 and 8 showed considerable improvement; No. 1 the most. The children of No. 5 showed very little advancement.

The school commissioners shew considerable zeal in discharging their duties, and their Secretary-Treasurer deserves praise for his part of the work.

3. *St Anicet.*—This parish cannot yet boast of many efficient schools. So frequently are teachers changed, and schools are thus brought under new discipline and children under new methods of teaching, that our difficulties in improving them can hardly be overcome. The people desire to have their own way in choosing instructors and change them as they wish. Commissioners and trustees generally yield to their desires and wishes, and thus in mending matters, as they think, things go from bad to worse. We have remonstrated against this evil, but, as yet, in the majority of municipalities, to little purpose.

The best conducted schools, and in which children show the most advancement, are No. 12, under commissioners, and Nos. 3 and 4, under trustees; next there are No. 1, under trustees, and Nos. 3 and 4 under commissioners; the rest are in a very tolerable state.

I may further remark that there is no want of desire with either the people or the commissioners and trustees to have good teaching and good teachers. Their notions about teaching, sound education principles, and ignorance how schools should be conducted, are the great drawbacks.

4. *Godmanchester.*—The state of schools in Godmanchester, this year, varies not a little; some are conducted with considerable zeal, efficiency and success. No. 8, under the commissioners, gives the least satisfaction.

5. *Hinchinbrooke.*—In this report I have to speak favourably of nearly all the schools of this municipality. A reformation is gradually working less or more into them all, except the dissentient school. So often is this school without a teacher, so inferior are the teachers the trustees generally engage, and so short is the term of engagement that the difficulties which these create are too formidable to be easily and in a short time overcome. The present teacher, however, should she be continued for some time, may do not a little to revive it.

The school commissioners of this township discharge their duties with not a little zeal, and their Secretary-Treasurer is likewise very attentive to his work.

6. *Franklin.*—Of the schools in operation all are in a fair state of advancement. The least improvement I observed was in writing and grammar.

I have to speak favorably of the Secretary-Treasurer of the Board of Commissioners. His books are kept with much correctness, and everything recorded and entered with care.

7 *Huntingdon.*—The schools of this village are all in operation. The advancement of education since my first visits to their schools is most satisfactory.

The dissentient school is in a fair state, considering the difficulties with which the teacher has to contend. The greatest are the irregular attendance of the scholars and want of books and other school apparatus.

8. *St. Malachie.*—I have to report, and with much pleasure, of the very satisfactory state of the schools of this municipality. In my visits I was accompanied by one or more of the school commissioners, and in not a few schools some parents attended.

The commissioners are generally very attentive to their duties. They have a very efficient Secretary-Treasurer. Books well kept.

9. *St. Jean Chrysostôme*, No. 1.—Visited together two schools in this division, and found them pretty well conducted. The teachers of both are diligent, and not unsuccessful in advancing the children. The journals of the schools showed some increase of pupils.

The dissentient school of this part of the parish was not open at the time.

The school affairs of this division of the parish are at present in a much better condition than formerly, and the murmuring objections to the school law and property assessment are no more heard of.

Last year their finances were in rather a confused and unsatisfactory state. The difficulties then existing are now nearly got over. It is unfortunate that they are still in arrears with their teachers.

10. *St. Jean Chrysostôme, No.* 2.—I visited the mixed schools in this division of the parish, in company with Mr. Inspector Grondin. There are No. 8 and 14, both of which

are in a favorable state of improvement. Schools Nos. 1, 11 and 13 are Protestant, and were visited by myself only. They are in a very satisfactory state, Nos. 1 and 11 especially.

11. *Hemmingford.*—In some municipalities education advances far less than in others; the same is the case in different districts. This applies to Hemmingford. Compared with some other municipalities, it lags behind; comparing some of its own districts with others, there is a marked difference.

12. *La Chute.*—At present all the schools in operation are in a satisfactory state. The quality of the instruction given is now much better.

The present Board of Commissioners, also, pay considerable attention to their duties. For their assiduity and zeal they deserve praise.

The college is, likewise, in a favorable condition, and is well worthy of public support; nor are its directors unmindful of their duties.

13. *Gore and Wentworth.*—I have repeatedly directed attention to the poverty of the Gore and Wentworth, and therefore the difficulty of keeping schools regularly in operation. The education which the children of these municipalities are receiving is, in consequence, meagre and imperfect. In not one of their schools, with the exception of No. 1, do I find the children advancing to my satisfaction.

I anticipate not a little help to raise the character of their schools, and keep them more regularly in operation, from the present chairman of the Board, the Rev. Mr. Griffin.

14. *Chatham*, No. 1.—This is another municipality favored with earnest, zealous, and watchful commissioners, who spend not a little of their time in attending to their school affairs. In engaging teachers they are frequently disappointed, depending more on diplomas for professional skill and scholarship than on that true test of qualification—previous success in conducting schools. This year their teachers, with one or two exceptions, are persons of fair qualifications, and in teaching pretty successful. They all complain of that general hindrance to successful results in teaching, viz: irregular and unpunctual attendance.

15. *Chatham, No.* 2.—It is of great advantage to schools when school commissioners and inspectors work together, and the suggestions and recommendations of the latter are followed up. I single out this municipality as one such. It has been but a short time a distinct municipality for school purposes, yet they have built two new school-houses, one of which is the best in the township of Chatham; and their schools are in as good a condition as I could expect. Their Secretary-Treasurer is also very efficient, and otherwise of value to the Board.

16. *St. Andrews.*—All the schools in this municipality have been kept regularly in operation during last year, except those of Nos. 11, 12 and 14. The academy is in its usual state of efficiency. The English academy is kept very regularly in operation and deserves public support.

Both the commissioners and their Secretary-Treasurer discharge their respective duties very satisfactorily. The trustees of the dissentient schools and their Secretary-Treasurer show considerable skill in attending to their duties.

17. *Grenville and Harrington.*—The people in this section of my field of inspection, who object to come under the school act, are still triumphant.

CITY OF MONTREAL.

The schools under my supervision in the City of Montreal, are in their usual very satisfactory state, and the number of children attending is steadily increasing. The greatest increase is in Mr. Arnold's moded school. This school continues to be conducted in a very efficient manner; the most remarkable skill and success appear in his method of teaching arithmetic.

EXTRACT FROM THE REPORT OF MR. INSPECTOR VALADE.

COUNTIES OF JACQUES CARTIER, HOCHELEGA, VAUDREUIL AND SOULANGES, AND THE CATHOLIC POPULATION OF THE CITY OF MONTREAL.

As I have always done, I consider it to be my duty, instead of suggesting new theories, to watch and see that your recommendations are put into execution, and I have endeavored by every means in my power to place the schools in a position to meet the requirements of society, to the honor and profit of which they are destined to redound. I have also applied myself to the careful examination of the accounts of each Secretary, the liabilities, and the collection of the rates, and I have taken measures to assure myself of the regular payment of the teachers. I must here remark that I have to congratulate myself on the ability exhibited by a great number of the Secretary-Treasurers in the performance of their duty, a condition which all acknowledge to be the mainspring of the school system.

So great is the interest which the parents take in the success of the schools, that when they are informed of the day and hour of my visits, they take real pleasure in being present at the examinations.

I have always received a cordial welcome from the clergy. Our venerable Curés take the more interest in the schools in consequence of the instruction there imparted being based upon religious principles.

As to the teacher, that privileged individual, that lay apostle, I have generally found him at his post, full of devotion to the cause which ensures him the esteem, respect and confidence of the parents of his pupils.

I must not neglect to make honorable mention of some teachers in my district who have been educated at the Normal Schools; they are distinguished for their abilities and good morals. Sobriety, vigilance and love of study characterise most of them.

I have nothing but praise to bestow upon our religious educational institutions, in which order and perfect discipline are maintained.

If I have alluded to the acknowledged merit of the male teachers, I must certainly not forget the eminent services rendered by teachers of the opposite sex in their respective sections.

In most of the schools I was particularly struck by the progress which had been made in two branches of instruction: writing from dictation and mental arithmetic; nor are the epistolary art, composition and declamation neglected.

I subjoin a review of each school under my superintendence.

COUNTY OF HOCHELAGA.

1. *Hochelaga.*—The Catholic school of this municipality is now kept by two Ladies of the Order of the Holy Names of Jesus and Mary, who impart an excellent education to upwards of 65 pupils. Both languages are taught with equal success. Decency, order, and perfect discipline charaterize this establishment. The Sisters are liberally and regularly remunerated, and the accounts are in order. I distributed seven prizes.

The Protestant dissentients have the advantage of possessing a school which is remarkable for the various branches taught, and the regular progress of the 43 pupils who attend it. The teacher, Mr. Webbs, is a young man worthy of the confidence which he enjoys. The examination was a brilliant one, and I thought it my duty to distribute seven prizes. Accounts in order.

2. *Coteau St. Louis.*—The commissioners of this municipality have:—1st. An academy kept by two clerks of the Institute of St. Viateur. 2nd. An elementary boys' school, conducted by Mr. Nabasès. 3rd. Two girls' school, kept respectively by Miss Dugal and Miss Aycard. Upwards of 250 pupils attend these four institutions. It is to be hoped that the academy, inaugurated under such favorable auspices, will be maintained with the success which we have a right to expect from it. Mr. Nabasès, by his probity and aptitude, has obtained unlimited confidence. Of the two girls' schools, I regret to say that one is inferior and

the other retrogressive. The two female teachers gave up teaching a short time after my visit in April last. They were immediately replaced.

I visited a class of deaf and dumb pupils with great interest, as they always excite well-merited sympathy. The deaf and dumb creature, whom nature has isolated from the rest of the human family, is in this institution an active, intelligent, modest, and pious being. I distributed 19 prizes at the academy and in the class of deaf and dumb pupils (15 in number), and also at Mr. Nabasès' school. The accounts are in order, although there are arrears every year.

The dissentients have a good school, kept on a good footing by Mr. Lamb, who, in addition to the elementary branches, teaches mensuration, arithmetic in all its parts, the use of the globes, and composition; 43 pupils attend this excellent school. Praise is due to Mr. Lamb, whose talents are equal to his aptitude. 11 prizes distributed. Accounts in order.

3. *Côte de la Visitation.*—The Catholic school is now kept by Miss Lemire, who performs her duties in a satisfactory manner; 36 pupils attend this school, which is supported in part by the Seminary of Montreal. Three prizes distributed. Accounts well kept.

The Protestant municipality is inactive. There are no taxes and no schools. The parents send their children to the schools of the neighboring municipalities.

4. *Côte des Neiges.*—The commissioners have three schools under their control; one is a model school kept by Mr. Jardin, the other two are elementary, and are respectively kept by Mrs. Leduc and Mrs. Hubardeau; 138 pupils attend these schools. It is with pleasure that I bear testimony to the liberality of the ratepayers in this municipality, and their anxiety to maintain good schools in their midst. Their male and female teachers are also well paid, and the finances are in good condition.

The dissentient school now gives a satisfactory return for the sacrifices which the ratepayers have made. The teacher, Mr. Walker, discharges his duties with punctuality, and his pupils are remarkable for progress. 30 pupils; 4 prizes distributed; accounts in order.

We find on the hill two independent schools, one of which is specially supported by the Seminary and is attended by 50 pupils; the other has 20.

5. *Coteau St. Pierre* has three schools, all provided with good teachers:—Mrs. Lanctôt, Miss Burns and Miss Bell. The first two are well versed in the English and French languages, the latter in English only; her pupils are of English origin. These three schools are attended by 173 pupils. Prizes distributed, 18. Accounts in good order.

6. *Côte St. Paul.*—The dissentients have a school here, which would no doubt be a credit to them, were it not that the teachers, who are frequently inexperienced in teaching, are sometimes changed several times in the course of the year. This of course is quite incompatible with progress on the part of the pupils. 30 pupils. 1 prize. No accounts rendered.

7. *St. Henri des Tanneries* has a boys' school, kept by Mr. Hétu, and a girls' school by Miss Lucie Bibaud, whose assiduity and excellent method of teaching are deserving of the most liberal encouragement on the part of the commissioners. 189 pupils attend these two schools. 15 prizes distributed. Accounts perfect.

I think it proper to state that I found about a dozen of pupils in Miss Bibaud's school, who answered a number of questions on the subject of the participles, and wrote them from dictation with admirable coolness and correctness.

The dissentients have a school kept by Mr. Burns, and attended by 40 pupils. Mr. Burns intends leaving this section, and the trustees will immediately engage another teacher. Accounts in order.

There is also an independent school here, attended by 25 pupils of English origin.

8. *Longue Pointe.*—There are in this municipality, 1st; an independent academy for girls, kept by the sisters of La Providence; 65 young girls here receive a careful and solid education. 2nd, a boy's school kept by Mrs. Passage. 3rd, a mixed school, kept by

Mrs. Falkner. 104 pupils attend the two last mentioned schools, and their examination was most satisfactory.

It is but an act of justice to make special and honorable mention of the president, Mr. Guy, who has contributed by his frequent visits, practical advice and pecuniary sacrifices, to the reputation now and for several years past enjoyed by the Côte St. Leonard school. 19 prizes distributed; accounts perfect.

The dissentients continue to keep a school at Elmwood, under the direction of Miss Burns; 25 pupils attend it. It seems to me less flourishing than formerly. 2 prizes.

9. *Pointe aux Trembles.*—This parish possesses two fine institutions; a girls' academy under the direction of the Sisters of the Congregation, and a boys' academy in charge of the Brothers of St. Joseph. The girls' classes are well kept.

The Brothers' academy would be more useful if the professors were less frequently changed. 140 pupils attend the two establishments. There is also a mixed school kept by Miss Allard, which is attended by 30 pupils; the examination was satisfactory. 11 prizes were distributed in this municipality. The school accounts are not in good order.

The dissentients have opened a school under the direction of a teacher who has no diploma. 18 pupils have been entered on the register. These dissentients have hitherto made great sacrifices in order to obtain for their children a suitable education. I sincerely wish them success in this new establishment. There are also two independent schools, one for boys, the other for girls, attended by about 60 pupils. The girls' school, which I visited, appeared to me to be conducted with ability, and to have made progress.

10. *Rivière des Praries.*—This parish shews great zeal in the cause of education. The model school, kept by Miss Lecuyer, is well conducted. Miss Demarbe's school is making progress. Miss Corbeil's school is retrogressive. 140 pupils attend these schools. 10 prizes were distributed in the first two schools. Accounts correct.

11. *Sault au Recollet.*—This parish comprises three municipalities; 1st, the village, which contains a model school, kept successfully and ably by Mr. Coutu, of the Jacques Cartier Normal School, and an elementary school, kept by Miss Duplessis; 2nd, the upper municipality school, kept by Miss Bayard; 3rd, the St. Michel school, kept by Miss Hughes. All these schools give entire satisfaction to the parents and ratepayers; they are attended by 235 pupils. 19 prizes distributed. Accounts in order. I think it due to the commissioners of these several municipalities to state that there appears to be a cordial understanding among them.

A few acres from the church is situated the establishment of the Ladies of the Sacred Heart; the instruction here imparted is a credit to the parish. Upwards of 100 young ladies receive a most careful education at this institution.

COUNTY OF JACQUES CARTIER.

12. *St Laurent.*—This parish also deserves particular notice on account of the zeal displayed by the commissioners in the selection of competent teachers, and above all for the continual and generous efforts which are made by the Reverend Mr. St. Germain. There are no less than 7 schools in this parish, attended by 220 pupils; 2 academies which alone give instruction to upwards of 250 children. Rapid and very satisfactory progress. Accounts in order.

Dissentient school. I was very well satisfied with the last examination of the pupils in this school, which is kept by Miss Carmichael, and is attended by 30 pupils. Accounts in order.

13. *Pointe Claire.*—This municipality has a model school, kept by Mr. Malbœuf, and four elementary schools, kept by Misses Mitchell, Perrier, Clément and Rabeau; besides a convent school under the direction of the Sisters of the Congregation. Several of these schools, particularly the Convent, are a credit to the parish. Mr. Brunet, the Secretary, performs his duties with remarkable energy. I regret to say that the school corporation has but one school-house, really a handsome building but going to ruin and in want of

immediate repair. 208 pupils attend the schools of Pointe Claire. 16 prizes distributed. Accounts in order: a large amount of arrears collected.

14. *Lachine.*—This municipality has a model school, directed by Mr. Tessier, of the Jacques Cartier Normal School, and 4 elementary schools kept by Mesdames Tessier and Paré, and Misses Dubois and Paré. Those kept by Mr. and Mrs. Tessier are worthy of the most liberal encouragement. With the exception of the Côte St. Paul school, all the others work well. 280 pupils. 23 prizes distributed. Accounts well kept.

Dissentient school. I repeat the remarks which I made in my last report, viz.: that the dissentient school of Lachine is one of the best in the district; the teacher, Mr. Allan, enjoys, as he really deserves in every respect, public esteem and confidence. Pupils, 66. 11 prizes. Accounts perfect.

15. *St. Anne.*—School No. 1, Miss Caron, teacher—60 pupils. Miss Caron is not deficient in ability; her regular conduct and the pains which she takes to ensure the success of her pupils render her generally esteemed.

School No. 2—teacher, Miss Charest, whose method of instruction is worthy of commendation.

School No. 3, kept by Miss Tassé, is retrogressive. This teacher is about to leave the locality. 120 pupils attend these three schools. Eight prizes distributed. Accounts each year loaded with arrears; thus the teachers' salaries are very irregularly paid.

St. Anne has also an independent school, in which both languages are taught, and which is attended by 15 pupils.

16. *St. Geneviève* contains three municipalities, and has four elementary schools and a school directed by the Sisters of St. Anne. The classes of the convent are excellent. The teachers, Misses Melodie Nuckle and Gravelle, perform their duties faithfully and with success. 250 pupils attend these schools. 21 prizes distributed. Accounts in order. There is also an independent school attended by 15 pupils.

COUNTY OF VAUDREUIL.

17. *Isle Perrot* has two good schools, kept by Misses Ouellet and Pitre, and atttended by 94 pupils. Among other branches, reading is well attended to; grammar and arithmetic are by no means neglected. On account of the sudden departure of the Secretary, Mr. Laberge, I could not conclude my examination of the accounts, which will, I have no doubt, with the assistance of the present Secretary, be well settled. Nine prizes.

18. *Vaudreuil.*—The Catholic municipality comprises the academy for boys, kept by Mr. Moffatt, one for girls, kept by the Sisters of St. Anne, and five elementary schools. These schools are conducted with talent and success; 360 pupils attend them. Prizes distributed, 33.

The dissentients have three schools: that at Pointe à Cavagnole is regularly kept and produces good results, that at Côte St. Charles is in operation only eight months in the year, and Mr. Blerard's school makes but little progress. These schools are attended by 95 pupils. Four prizes. Accounts in good order.

19. *Rigaud.*—This parish comprises two municipalities. The village municipality contains two fine institutions—the Rigaud college and the Convent school, under the direction of the Sisters of St. Anne. The parish municipality contains seven schools. 100 pupils attend the college, 100 the convent, and 234 the schools of the parish. 30 prizes were distributed in the two municipalities. Accounts in good order.

Dissentients. The dissentient municipality at Point Fortune has a school attended by 30 pupils. It is better conducted and attended than formerly. I have also reason to believe that the Secretary now in charge will give me a more satisfactory statement of accounts than those which I have received in previous years.

20. *St. Marthe.*—This parish contains a model school, now kept by Mr Tanguay, who understands both languages equally well, and six elementary schools. All these are deserving of encouragement. I observe great zeal on the part of the ratepayers. Accounts in good order.

The dissentients make great sacrifices to keep up their school. It is well attended, although there are but few Protestant families in the locality; Mr. Robinson is the teacher; 40 pupils; 6 prizes; accounts perfect.

21. *Newton.*—This township contains three schools. The male and female teachers discharge their duties well; 92 pupils attend these schools. 15 prizes distributed. Accounts satisfactory.

COUNTY OF SOULANGES.

22. *St. Clet.*—In this parish there are 4 schools, attended by 197 pupils. I had reason to congratulate the commissioners upon their judicious choice of male and female teachers. As a general rule, the pupils are remarkable for their ready and accurate replies. The accounts are well kept without arrears, and are creditable to the management of the Secretary-Treasurer. 19 prizes distributed.

23. *St. Polycarpe* (New Longueuil) has 10 schools. 470 pupils attend these schools, in which I distributed 25 prizes. Some of these schools are conducted with marked ability; others, though but few in number, shew very little progress. On the whole, it can be said that St. Polycarpe is well provided with schools. The commissioners are very zealous and full of good will.

The dissentient school is good. The pupils, 60 in number, shew great progress in grammar, mental and practical arithmetic, reading and geography. 10 prizes. Accounts well kept.

24. *St. Zotique* has 5 schools, attended by 254 pupils. This is one of the parishes which, in proportion to its population, gives instruction to the largest number of children. The male and female teachers possess the qualities required for teaching with success. I am happy to say that the Curé, the Reverend Mr. Lasnier, accompanies me to each school in his parish. His enlightened zeal contributes much to the prosperity of the schools. 20 prizes distributed. Accounts in good order.

25. *Coteau Landing.*—The dissentient school is now kept by Miss Jane Perry, who is perfectly competent. She receives liberal encouragement from the ratepayers. 40 pupils. 8 prizes. The school accounts are better kept by the present Secretary than by his predecessor.

26. *St. Ignace.*—The model school, kept by Mr. Cardinal, is flourishing; the progress is most satisfactory. Reading, writing, the rules of grammar and arithmetic are taught with system and success. I cannot give as favorable a report of the schools kept by Messrs. Hotte, Gareau, Lacroix and Miss Lefebvre. 243 pupils attend these schools. 8 prizes distributed. School accounts in arrears but more satisfactory than formerly.

27. *Soulange* (Cedars). There are five schools in operation here including the convent school. The classes of the convent, under the able direction of the Sisters of the Congregation, leave nothing to be desired. The St. Féréol school would be in a more flourishing condition, if it were not for the incompetency of the assistant teacher. The village school does not now shew the emulation which once made it one of the best schools in the county. The school at the Cascades, as now kept, is a nuisance. I was sorry to find that the commissioners had, on an inadmissible pretext, re-engaged the master. The school kept by Mr. Lanthier is flourishing and progressive. I distributed 8 prizes in this school as well as in the convent classes. The school administration is worthy of all praise on account of its exactitude in compelling the regular payment of taxes, and the absence of arrears. 260 pupils. Accounts perfect.

City of Montreal.—The city of Montreal, which enjoys a well-deserved reputation for its charitable and benevolent societies, also attracts the attention of strangers by the zeal and devotion of its inhabitants to the cause of good solid education. I shall not here speak of the establishments of St. Sulpice, the Jesuits, the Normal School, and the academies; I shall merely present a succinct recapitulation of the schools and academies under the control of the commissioners.

1. The day school of the Ladies of the Congregation of Notre Dame.—The education here given is perfect.

2. The orphan's school of La Providence receives nearly 80 pupils. It is impossible, without emotion, to view this large family of unfortunate children who, but for this Asylum, would be exposed to become the victims of misery and crime. There is also the deaf and dumb school conducted with ability by the Sisters of La Providence, and attended by 40 pupils.

3. The Commercial School, kept by Mr. Archambault, whose ability and application are unlimited. Messrs. Desplaines and Garnot, his assistants, are good teachers. 200 children attend this school, at which English and French are equally well taught. A priest of St. Sulpice has charge of the religious department.

4. Six elementary schools, conducted by Messrs. McQuillan and Matthews, Mrs. Burns, Mrs. O'Keefe, Mrs. Sanguinet, and Miss Résine Poitras. These schools have each their peculiar merit, but I cannot say too much in favor of that taught by Miss Poitras.

All the teachers, both male and female, hold diplomas. Everything that constitutes a good elementary school,—reading, writing, mental and practical arithmetic, geography, and history,—are taught with ability.

I am happy to be able to say, that upwards of 740 pupils this year attend the schools which are under the direction of the commissioners, and with a recapitulation I shall close my present report. The Municipalities are judicious and enlightened, the schools are well disciplined and are conducted with success. The male and female teachers are attentive and are provided with certificates of competency. The Secretary-Treasurers are active, intelligent and honest.

EXTRACT FROM THE REPORT OF MR. INSPECTOR DORVAL.

COUNTIES OF BERTHIER, JOLIETTE, MONTCALM, AND L'ASSOMPTION.

I have the honor to transmit my sixth annual report on the state of the common schools and education generally, in my inspection district. The figures which represent the number of pupils in the primary elementary schools have not this year been subjected to any notable change, as we find a surplus of only 107 over those of the same class last year. Although I have an addition of one model school this year, I have ten pupils, or one-twentieth, less. This deficit is still greater in the colleges and convent schools. Their total numbers united, compared with last year, shew a diminution of 112, or one-eighth of the whole. This diminution in the number of pupils attending the higher class of educational establishments may be attributed, I think, in a great measure to the failure of the last crop. The explanation is less easy in the case of the primary schools, as the same cause produces no effect; or in other words, whether the crop be good or bad, elementary education costs the same price.

If I have no reason to be satisfied with the increase in the number of pupils attending elementary schools this year, I may still be pleased with their general progress. If we institute a comparison between the statistics of 1861 and the number of the population of the four counties which are comprised within my inspection district (72,885 souls according to the census of 1861), we shall find, in round numbers, that one-seventh of the population attend school, 1 in 12 can read, 1 in 17 can write, 1 in 19 learns arithmetic, 1 in 12 learns orthography, and 1 in 40 learns geography.

"Children of 6 years of age and under 15 form the sixth part of a population, and should attend school."—(*Ducpétiaux on primary instruction in Belgium*, 1838.) We have not therefore accomplished in this respect all that can be done in this district. Nevertheless, when I consider what we were before 1846, and that after 14 years of public schools, we are, as regards the number of children attending those schools, further advanced to-day than Scotland and the 8 cantons of Switzerland were in 1834, or Holland and Pennsylvania in 1835, I really think that without exaggeration the results are very encouraging. Unfortunately with us, this seventh part of the population who attend school do not do so with sufficient regularity, or do not attend school for a sufficient length of time. The consequence is that even in the best schools the pupils only acquire incom

plete notions, which they are likely to forget when they leave school altogether. The misfortune, next to incompetent teachers at £15 per annum, is certainly the want of assiduity in our schools, which I regard as the only insurmountable obstacle in the way of their utility. I have read therefore with much interest, but with more curiosity than faith in its success,* "a plan proposed in England by which it is attempted to compel negligent parents to send their children to school, and that this plan had been the subject of a great conference in England." This would certainly be a great discovery for us, because, as long as we have only the system of monthly payments to compel the ratepayers to send their children to school with regularity, we cannot expect any great change.

All the teachers of my district, both male and female, hold diplomas, with the exception of the female teacher of the St. Gabriel dissentient school.

I must now allude to a practice which has been introduced among teachers and which is very injurious to them. It frequently happens that the commissioners, who are displeased with one of their teachers, three months before the expiration of the school year, notify all the teachers in the school municipality, regardless of the estimation in which they may be held, that their engagement will then close.

The commissioners act in this manner, as they say, in order to avoid jealousy among the teachers, but in reality it is pusillanimity on their part which prevents them from taking upon themselves, summarily and openly, the responsibility of acting rigorously, when it is necessary to do so. In all cases this proceeding interferes materially with the peace of mind of the teacher who has performed his duty, and it creates uncertainty and anxiety, while he should be relieved of every such feeling, to enable him to discharge his duty as he should.

The salaries of teachers have this year been subjected to a considerable reduction. I had really hoped that an increase of salary would have been granted, so as to enable me to obtain some pupils from the Normal School. I can only report the employment of two, viz: one at the academy of Berthier, Mr. A. Demers, who holds an academy diploma from the Laval Normal School, and Mr. Paquin, at St. Barthélemi, who holds a model school diploma from the Jacques Cartier Normal School. Generally speaking, the commissioners do not visit the schools often enough.

There are in my district, 5 model schools, 2 colleges, 2 academies for boys, and 13 academies or superior schools for girls. The amount furnished this year by the ratepayers appears to indicate well-sustained zeal on the part of the municipalities. It is true that it only exceeds that of last year by $809 70, but there was extra taxation for building in three municipalities only, viz: Rawdon, Lavaltrie, and St. Barthélemi; while last year no less than fourteen municipalities had to resort to that course. The amount furnished by the ratepayers exceeds the legislative grant by 250 per cent.

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NOTES respecting each of the school municipalities of the counties of Berthier, Joliette, Montcalm and L'Assomption, 1860 and 1861.

1. *Rawdon.*—At the time of my last visit all the schools, with the exception of one, were in operation. I was compelled to communicate to the commissioners the complaints which had been made to me against the teacher of the school in question, as well as against the teacher of school section No. 8. The other schools of Rawdon shewed satisfactory progress, if their circumstances are taken into consideration. The model school is conducted this year by Mr. Ed. McManus, who holds a model school diploma. 25 Catholic heads of families, principally from section No. 1, fyled an act of dissent with the commissioners, on the 16th day of last November. I visited their school, which is conducted by Mr. Fitzgerald, who has an academy diploma, and whose well known ability will no doubt draw pupils to this new institution.

2. *St. Charles Borromée.*—Two of the school-houses here are rented. The other two were built last year and belong to the commissioners. The emoluments of the four female

* *Journal de l'Instruction Publique*, Lower Canada, number for June, 1861, page 106.

teachers are as follows :—£27, £22, £18 and £13 10s; this is too small a sum, and the schools are consequently inferior.

3. *Industry.*—The different institutions in this municipality are well kept as usual, and if the progress of the pupils is not as great as we have a right to expect from boys' and girls' primary schools (so far as the ability of their teachers is concerned), it results from want of assiduity on the part of the pupils.

The Industrial College of Joliette, and the academy for girls, conducted by the Sisters of La Providence, justly enjoy a reputation for practical utility In addition to the branches usually taught in classical colleges, at Joliette 10 pupils receive instruction in landscape drawing, 15 learn architecture, 14 botany, and 15 are following a commercial course—finally, 15 pupils follow a course of chemistry and agriculture. The business of the commissioners has been well conducted, but in August last there was a large amount of arrears to be collected.

4. *St. Félix de Valois.*—This municipality has four schools in operation, exclusive of the dissentients. The girls' school, which was set apart from the boys' school last year, has been joined to it again this year. I observed a great deal of zeal for the cause of education in the different sections of St. Félix. The examinations were tolerably satisfactory. The number of dissentient pupils attending the school seldom exceeds 12; I warned the trustees of this. Their teacher is badly paid. The business of the commissioners is well conducted; but there was, in July last, an amount of $350 of arrears.

5. *St. Gabriel de Brandon.*—The commissioners have closed the school at Lake Corbeau and have established one on the Government road. I was unable to visit it; 50 pupils attend it. The building in section No. 4 is a credit to the commissioners. Miss Etu conducts her school there with success, and I may say the same of that kept by Miss Paré in No. 1. The other schools are not very good. The area of this municipality is immense, and as the population, which is scattered over it, is composed of new settlers the children cannot be spared to profit by the educational advantages at their disposal. I had to warn the commissioners to collect their arrears which are considerable. I was also compelled to warn the trustees that it would be necessary to follow the letter of the law more strictly under penalty of losing their share of the grant.

6. *St. Jean de Matha.*—This municipality is new and poor; there is not much assiduity on the part of the pupils; however, great sacrifices are made, and there was but a small amount of arrears due last July. The teachers are able enough, and appeared to me to be attentive. Writing is neglected in No. 2. School No. 1 is tolerably good.

7. *St. Lin.*—The dissentient school (St. Ambroise Hill) has been closed since last May for want of means; there are only six dissentient families remaining. Generally speaking, the examination which I made in St. Lin, at the different schools, only half satisfied me. There are still some arrears due; promises were made to me that they should be collected. The commissioners have changed their Secretary-Treasurer.

8. *St. Esprit.*—I regret that the Executive did not immediately take notice of a complaint lodged against one of the commissioners for peculation. An example would have produced a salutary effect in this municipality where this has already occurred, and in the neighbouring municipalities where the fact is well known. Impunity may become a bad counsellor. The schools of St. Esprit have nothing to distinguish them. There appears to be no zeal on the part of the parents, and no diligence on the part of the trustees. There is no apparent progress.

9. *St. Julienne.*—School No. 3 has been in operation this year. As this section is small and poor, and as the population is composed of different nationalities, it is difficult, on account of the small salary which can be paid, to procure teachers who understand English and French. I was a little better satisfied than usual with the progress of section No. 1. I did not visit school No 2, as the small-pox was raging there at the time. There is no longer any dissentient school here; the trustees intend coming to an arrangement with the commissioners of Rawdon, by which they will be permitted to send their children to school there.

10. *L'Epiphanie.*—It is to be regretted, that owing to a misunderstanding between

the commissioners of Mascouche and L'Epiphanie, a section in the latter, too small in number, will be prevented from sending the children to school. Of the five schools in L'Epiphanie, one is well conducted by Miss Mercure, and has made great progress.—School No. 1 is also well conducted, but the rooms are too small. The other schools are middling.

11. *St. Roch.*—The schools of St. Roch are well kept with one exception. The section of Ruisseau des Anges unfortunately lost its school-house by fire in January last. The section of Côte St. Louis now belongs to the municipality of St. Esprit. The schools conducted by the convent, and by the Brothers of St. Viateur, for the Commissioners, are well managed.

12. *St. Jacques.*—This municipality, one of the largest in my inspection district, contains 10 sections and one academy for girls. These several schools give instruction to 632 children. It is impossible to find out the reason why the commissioners do not establish a model school, as the Curé, the Reverend Mr. Paré, has presented a lot of land to them for that purpose.

The result of my visits to these last mentioned schools, with the exception of the girls' academy, which I have never visited, but of which I hear much good, is as follows:—

There are three schools which have not made any progress; the others have nearly all been well kept, and have produced satisfactory results.

13. *St. Alexis.*—Of the four schools in this municipality, two only have made satisfactory progress. The houses are good, and are well provided with furniture and other necessary articles.

14. *Mascouche.*—This municipality contains seven sections, one academy for girls, and one dissentient school. The boys' school, which is kept by Mr. Galipeau, who holds a model school diploma, has the title of an elementary school only. Judging by the list of branches taught with the greatest zeal and success, it may really be considered a model school. The other schools are tolerably prosperous. The teachers as a general rule are very competent. The commissioners are on the point of calling in the arrears, which amount to a large sum. The teachers are badly paid.

15. *L'Assomption* (Village).—The model and elementary schools here have nothing particular to offer. The girls' academy, conducted by the Sisters of the Congregation, is adding success to success. The college is prosperous; a purchase of scientific instruments has been made this year which amounts to the sum of $500. The independent school is set apart for the younger children of the municipality.

16. *L'Assomption* (Parish).—The result of my visits to the six schools of this municipality has been very satisfactory. The only exceptions are the school at l'Achigan, where the children are not assiduous, and that at Point du Jour, which is badly conducted.

17. *Lavaltrie.*—The commissioners have constructed a handsome school-house at the Little River. The schools are in a languishing condition, particularly that at Point du Jour.

18. *St. Paul.*—With the exception of the academy for girls, conducted by the Sisters of La Providence and at which my examinations were very satisfactory, my visits to the schools of this municipality shewed me but little and sometimes no progress. Sufficient care is not taken in the selection of the teachers.

19. *St. Thomas.*—My last visit to this municipality was on the 11th October, 1860. I could not visit it this year; when I passed through that part of the country the small-pox was raging. My statistics, therefore, with regard to this municipality, are a repetition of those of last year.

20. *St. Liguori.*—Difficulties exist in this parish which are continually reviving, and they materially injure the cause of education. The schools, therefore, are generally inferior.

21. *St. Ambroise.*—Of the eight schools under the control of the commissioners and trustees three have shewn satisfactory results; these are the girls' school kept for the com-

missioners by the Sisters of St. Anne, the school in section No. 4, and lastly the dissentient school; the others are inferior. The commissioners seldom visit the schools.

22. *Berthier* (Parish).—The schools of Berthier are ably managed, and, with one exception, are making progress.

23. *Berthier* (Village).—This municipality contains:—

1st. An academy for boys, with 52 pupils.

2nd. An academy for girls, with 132 pupils, under the management of the Ladies of the Congregation.

3rd. An independent school for girls, kept by Madame Ameron.

4th. Two elementary schools under the control of the commissioners.

5th. A dissentient school with 32 pupils

6th. An institute which has 32 active members, 4000 volumes and 32 journals.

The result of my last visit to these several institutions was very satisfactory. The zeal of most of the persons who preside over them is not, however, with a few exceptions, so great as it ought to be. The diligence of the professors and teachers is worthy of commendation.

24. *St. Cuthbert.*—The commissioners have re-opened the school at St. Thérèse which they closed last year; it is doing tolerably well. The York school has been flagging in consequence of difficulties which have arisen between the mistress and the ratepayers. Those at St. Jean and La Fourche exhibit satisfactory results.

The same has been the case in the village school. The St. Catherine school is very inferior; the commissioners should engage another teacher.

25. *St. Barthélemi.*—With the exception of that of Côte du Nord, where all progress has been destroyed by want of assiduity, the schools of St. Barthélemi are well kept and are making considerable progress.

The improvement in Mr. and Mrs. Pinard's school and in that kept by Mr. and Mrs. Filteau, is deserving of special mention. I am informed that a new school has been established in York this autumn; the teacher, Mr. Leopold Paquin, holds a diploma from the Jacques Cartier Normal School, and instructs 40 pupils. The house cost $400.

26. *St. Norbert.*—Of the three schools in this municipality one only has made progress, and even this one only in comparison to its former condition; I allude to the lake road school. The other two, carelessly managed, remain stationary. The parish is very poor, but it appears to me very apathetic also.

27. *St. Mélanie d'Aillebout.*—This municipality this year contains a new section, formed by a mission in the mountains (St. Beatrice); I have not yet been able to visit it. Mr. Jerome Robillard, who holds a model school diploma, conducts his school, which is attended by 101 pupils and which might justly be classed as a model school, with zeal and ability. Besides the ordinary branches taught at elementary schools, he instructs his pupils in geometry, the use of the globes, linear drawing, and logical analysis. Unfortunately, I can by no means say as much of the other schools in the municipality; most of them are wretched elementary schools unprovided with everything. In the mountains, where three of these schools are situated, the parents are poor and do not send their children to them.

28. *St. Elizabeth.*—The Côte St. Rose school is very inferior. That at Côte St. Emilie shews pretty good results, although the children are far from diligent and very young; of 53 children who were present at my examination the eldest was only 12 years of age, this will shew how long the children are allowed to attend school. The girls' academy and boys' school, under the management of the Ladies of La Providence, generally speaking are making progress. The Côte St. Martin school does pretty well considering the youth of the children. Except in writing, no ostensible progress has been made at the St. Pierre school.

29. *Lachenaie.*—I was pretty well satisfied with the progress made in reading at School No. 3, In consequence of difficulties which have arisen between the teacher of No. 1 and the ratepayers,—the origin of which I warned the commissioners to enquire into in order that they might be obviated,—I found at the school only 20 pupils out of 68 who

are entered on the books. The examination of those who were present was tolerably satisfactory.

30. *St. Paul l'Ermite.*—The three schools are well conducted, and the examinations were generally satisfactory. The diligence of the teachers of schools Nos. 1 and 2 is deserving of special mention.

31. *St. Sulpice.*—In section No. 1 the children attend school in a most irregular manner. Although 62 are entered on the books the average attendance rarely exceeds 25. The master is competent. Section No. 2 does well; the teacher is energetic and zealous. I regret that there is no school under control in the *Isles Bouchard*, as a considerable number of children are thereby deprived of instruction. There is, I am told, however, an independent school there, maintained by a farmer.

32. *Lanoraie.*—The commissioners have erected a new section, in which a school has just been opened. There has been no material progress in No. 4; children who have attended the school for five or six years hardly know how to read tolerably. They are not diligent. No greater progress has been made at the girls' school. The examination at the boys' school (No. 1), was satisfactory. The lower Grande Côte school is passable, as is also that in the Bois-d'Autray range.

33. *Isle St. Ignace.*—Mlle. Carrier keeps the only school in this little municipality, and is successful. As I did not succeed in seeing the Secretary at my late visits, the table of amounts levied in this municipality is necessarily a repetition of that of last year.

34. *Isle du Pads.*—I was tolerably well satisfied with the progress made by the children and their assiduity at school. As in the case of Isle St. Ignace and for the same reasons, the table of amounts paid by the ratepayers is taken from the statistics of last year.

35. *Chertsey.*—The teachers, especially of No. 1, are very competent; both appear to be diligent and to have obtained the esteem of the ratepayers; in this their predecessors signally failed. I have nothing further to add to what I have already stated respecting this municipality. Apparently every thing possible is done.

EXTRACT FROM THE REPORT OF MR. INSPECTOR C. GERMAIN.

COUNTIES OF LAVAL, TERREBONNE, TWO MOUNTAINS, AND PART OF ARGENTEUIL.

I have the satisfaction to report to you a continuation of progress during the past year; the number of municipalities has increased, together with the number of schools and of children attending them.

I am happy to be able to state that all the difficulties which have arisen in the management and administration of the schools in my district have been arranged so as to satisfy all parties; this has cost me, indeed, many a step, but the result makes up for all.

As in preceding years, I have had to arrange financial affairs; the accounts are often kept without any rule or system; the discharge of this part of my duty always entails much care and labor, and the examination of the accounts has again this year led to considerable reimbursements.

In several of the municipalities the school commissioners have availed themselves of the liberty allowed them by law, of doubling the assessments in order to meet their engagements with the view of diminishing the monthly contributions; this arrangement has met the approbation of the majority.

Should a special grant for the building and repair of school-houses not be made, the municipalities will, before many years, be placed in a truly embarrassing position; for evidently an increase of expense will entail greater difficulty, and at the same time greater indifference.

In some municipalities the best pupils of each school are brought together to compete for the prizes given at the public examinations, with the view of increasing the zeal of the

teachers, and of stimulating the pupils to exert themselves. Althongh some inconvenience may occasionally arise from this system, I have every reason to think that good results from it. As the inspector is bound to neglect nothing that may tend to the improvement of the schools, I thought fit to assign to each pupil the various subjects upon which he should be examined at a future visit. By adhering to this system, instruction is more methodical, and supervision is more complete. I insist the more on this point from having already seen the advantages which result from it.

The number of municipalities in 1861 was 45, an increase of 1 over the two preceding years. The number of sections was 115; an increase of 6 over 1859, and of 1 over 1860. School-houses, 102; increase, 9 over 1859, and 7 over last year. Schools under control, 128; increase, 8 over 1859 and 3 over 1860. Elementary schools, 109; increase, 7 over 1859, and 4 over 1860. The number of pupils attending the various colleges has also increased 71 over 1859, and 8 over 1860. The total number of all pupils attending the various educational institutions is 7,241, shewing an increase of 483 over 1859, and of 95 over last year. Pupils reading fluently, 2,482; increase over 1859, 90; over 1860, 32. Pupils reading well, 3,035; increase, 525 over 1859 and 292 over last year. Pupils learning the compound rules, 1,759; increase, 167 over 1859, and 47 over 1860. Book-keeping, 263; increase, 99 over 1859, and 78 over last year. Geography, 1,393; an increase of 15 over 1859, and of 49 over 1860.

I again submit to your consideration a list of the teachers who hold model and elementary school diplomas (exclusive of teachers in religious orders, and professors in colleges) together with an average of their ages and salaries. In my inspection district there are 26 men, 9 women, and 84 girls (total 119) engaged in teaching. Nine men hold model school diplomas; 12 men, 8 women, and 81 girls hold diplomas entitling them to teach elementary schools; 10 other male and female teachers, three of whom are attached to dissentient schools are about to obtain certificates of competency. 1 male and 50 female teachers are between 18 and 20 years of age; 5 male and 33 female teachers between 20 and 25; 3 male and 7 female between 25 and 30; 8 male and 5 female between 30 and 40; 4 male and 1 female between 40 and 50, and two female teachers between 50 and 60 years of age. In the parish of St. Vincent de Paul the highest salary paid to male teachers is $300, and the lowest $200; to female teachers the highest is $142, and the lowest $110. In the parish of St. Martin the highest salary to female teachers is $172, and the lowest $96. In the parish of St. Rose the highest salary paid to male teachers is $400, and the lowest $156; to female teachers, highest salary, $160, lowest $100. In the parish of St. Francois de Sales, the highest salary to male teachers is $168, to female teachers $120, lowest $56. In the parish of Terrebonne, to female teachers, highest salary $120, lowest $104. In the parish of St. Anne, male teachers, salary $208; female teachers, highest $120, lowest $48. In the municipality of New Glasgow, male teachers, highest salary $200, lowest $120; female teachers, highest $120, lowest $80. In St. Thérèse, male teachers, salary $184; highest salary to female teachers $120, lowest $104. In St. Janvier, male teacher $200; female teachers $84 to $64. In St. Jerome, male teachers $500 to $100; female teachers $120 to $100. In St. Adele, male teacher $200. In St. Sauveur, male teacher $180. In Abercrombie, male teacher $140. In St. Raphael, female teachers $160 to $120. In St. Eustache, female teachers $160 to $72. In St. Joseph, female teachers $160 to $140. In St. Benoit, male teacher $200, and female teachers $120 to $100. In St. Placide, male teachers $280, and female teachers $96 to $92. In St. Hermas, male teacher $320, female teacher $108. In St. Scholastique, male teachers $380 to $200, and female teachers $114 to $96. In St. Augustin, female teachers $140 to $80. In St. Columban, male teachers $180 to $160. In St. Canut, male teacher $180, and female teachers $120 to $72. In St. Angelique, a female teacher $120.

I shall now proceed to make some observations on the various educational institutions which are situated in my inspection district, and also some special remarks respecting the schools.

The parishes in my district though but thinly peopled, contain the largest number of colleges and superior educational establishments. All are prosperous and making progress.

That at Ste. Thérèse de Blainville, the reputation of which is above praise, is one of the best classical institutions of the first class; in the course of the year it was attended by 185 pupils.

That at Terrebonne is acquiring importance daily; it has 272 pupils, including the preparatory class. The course followed is now the same as that of large classical colleges.

The ladies at the head of the convent schools are excellent teachers.

The model schools are generally very well kept, and in the highest state of efficiency. Among the teachers who conduct them there are some of extraordinary merit, who, by their ability and knowledge, have gained the esteem and good-will of all well-disposed persons.

The progress of the elementary schools, although less apparent in consequence of the greater difficulties to be surmounted, has also been satisfactory; several places are making great efforts to build new school-houses, among which may be mentioned the parish of St. Anne, which has built three in the course of the year.

At my instance, six female teachers were dismissed for incompetency, and two more for other causes.

The schools in the parishes of St. Vincent de Paul, St François-de-Sales, St. Joseph, St. Augustin, St. Jerome, Abercrombie, St. Scholastique, St. Anne, St. Raphaël, and St. Hermas are, in general, making progress.

The parish of St. Martin is divided into as many municipalities as sections; the schools would be better off under one and the same administration.

The schools in the village of St. Rose are very well kept, but those in the concessions are of secondary merit.

The zeal of the inhabitants of the concessions of the parish of Terrebonne for the education of their children has compelled the commissioners to open another school. I have every reason to believe that it will be attended with good results.

The changes which have been made among the teachers of the schools in the parishes of Ste. Thérèse, New Glasgow, St. Benoit, St. Placide, St. Colomban, St. Canut, and St. Angelique, have had the effect of impeding the year's progress and diminishing the zeal of the children.

So long as greater efforts are not made in the parish of St. Janvier to offer better salaries to its teachers it is useless to look for much improvement in the management of its schools. I may say, however, that the village school is worthy of commendation, and entirely suffices for the requirements of the locality.

EXTRACT FROM THE REPORT OF MR. INSPECTOR ROULEAU.

CATHOLIC POPULATION OF THE COUNTIES OF OTTAWA AND PONTIAC.

In spite of innumerable difficulties I was enabled to visit all the schools in my district with the exception of a few which were closed when I passed through, and some others which were inaccessible on account of the bad state of the roads.

There are in this inspection district, 17 municipalities, 57 sections, 47 school-houses, and 37 schools in operation under the control of the commissioners. There are two academies, three model schools, and 35 elementary schools. All these educational institutions are attended by 2,056 pupils.

There were 33 male and female teachers provided with diplomas and 6 without them; but some of the latter have passed their examination since that time and have obtained them. The salaries of male teachers average $216, and those of female teachers $100, including board.

If we take into consideration the large Catholic population of this district, it will easily be perceived that the schools are not yet what they ought to be, but this can be explained in the following manner:—1st. One-eighth of the population of these two counties is migratory. 2nd. The greater number of settlements are still new, and their poverty prevents them from supporting a sufficient number of schools.

3rd. The scarcity of teachers competent to teach English and French is so great that

in some townships, where the population is a mixture of Canadians and Irish, they prefer having no schools rather than have their children educated in one language only.

I exerted myself to settle the difficulties which existed between the commissioners and the ratepayers, and, to a certain extent, succeeded. I also advised all the commissioners in my district to apply to the Normal Schools for teachers; I believe that some have already followed my advice.

The commissioners generally make great exertions to encourage education in the schools under their control; but it would be desirable that the parents of the pupils should second these noble efforts. I remarked a great deal of indifference among the latter in several parts of my district; nevertheless, in some poor municipalities, such as Sheen, St. André-Avellin, Waltham, Mansfield, and Calumet Island, great sacrifices are made to procure good teachers. I annex a succint analysis of each municipality.

1. *Sheen.*—Two schools are in operation in this municipality. The teacher of No. 1 is wanting in experience. School No. 2, under the direction of Mr. Frawley, is well conducted. Of 60 children who generally attend these schools, only 25 were present when I visited them.

2. *Chichester.*—This municipality contains two schools; one has only been open a fortnight and is not yet organized, so that of it I can say nothing; the other has been shut for some time on account of certain difficulties which have arisen among the ratepayers on the subject of the site of the school-house; but it will be opened in a few days. Another new school situated in section No. 3, will shortly be in operation.

3. *Allumette Island.*—There are now 4 schools in operation in this municipality. Those of Nos. 3, 4 and 9, are not well conducted; the teachers have no system; but the school at *Chapeau*, under the direction of Mr. Jeremiah Gallivan, is deserving of honorable mention. This school is certainly the best managed and the most advanced in my district. Mr. Gallivan holds a model school diploma.

4. *Waltham and Mansfield.*—The school of section No. 2, the pupils of which are almost all French Canadians, has not made satisfactory progress owing to want of assiduity on the part of the children. The school of No. 4 is well conducted; nevertheless, although the teacher is very attentive he is wanting in system. The children are badly provided with books. School No. 1 is closed; it will be re-opened in a few days. A large amount is due to the teachers, and it is for this reason that the latter school has been closed, because, as the teacher could not obtain payment, he sued the commissioners. The Secretary-Treasurer's accounts are not, by any means, in satisfactory order.

5. *Calumet Island.*—There are only two schools in operation in this municipality. These two schools are well kept, although the attendance of the pupils is irregular. School No. 6 is closed, there being no teacher. The farmers of this locality seem to care little about the education of their children. It seems to me that, although they are poor, they could have a larger number of schools on a better footing if they would make a few sacrifices.

6. *Portage du Fort.*—In this village there is only one Catholic school, which is ably kept by Mr. Ledgwood, a pupil of the Toronto Normal School. The furniture of the school is sufficient for the large number of pupils who attend it; but here as elsewhere, the teacher complains of a completely inadequate supply of geographical maps.

7. *Onslow.*—The two teachers of this municipality are able and zealous, and their schools are prosperous.

8. *Aylmer.*—The state of the school in this municipality is unexceptionable. Mr. Donnelly, a pupil of the Laval Normal School, who is in charge of the academy, is very zealous. He is a credit to the institution in which he was educated. Miss Lapierre, who conducts the girls' school, also discharges her duty very well. I may also state that the accounts of the Secretary-Treasurer, Mr. Bourgeau, are kept in a systematic and intelligible manner. The school law is well carried out by the commissioners, who neglect nothing which can promote the cause of education in the village.

9. *Wakefield.*—There is but one independent catholic school in this township. The majority of the inhabitants did not appear to me to be disposed to place themselves under the control of commissioners, but I believe that this difficulty will have disappeared, when I next visit the place.

10. *Masham.*—There are two catholic schools in this municipality; one is not in operation, as the commissioners were repairing the school-house in a suitable manner. The other school is tolerably well kept by Mrs. Groux.

11. *Hull.*—Two catholic schools have been established in this municipality. There is only one in operation. This school could be much improved, in respect of good conduct and politeness on the part of the children. The other school is only temporarily closed.

12. *Waterloo.*—This village has only one school, under the direction of Mr. Drouin; but as too large a number of children attend it, their progress is not as great as we could desire. It is to be hoped that a girls' school will soon be established here.

13. *Templeton.*—There are three catholic schools in this municipality. They are all three inferior, and the teachers are not well qualified.

14. *Buckingham.*—This large municipality has 7 schools in operation, including the academy. The two elementary schools of the village have been amalgamated with the academy. The latter, under the direction of Mr. Fitzgerald, does not work as well as could be desired, and the reason is, that the parents are indifferent, and only send their children to school when they feel disposed to do so. The other schools are tolerably well conducted.

15. *Lochaber.*—This municipality contains three schools, which are kept and managed with ability, by three talented teachers.

16. *St. Angelique.*—School No. 2 is well conducted by Mrs. Cauvin. This school-house is certainly, of those in my district, the best provided with necessary articles, such as maps, tables, &c. Most of the commissioners of this village are zealous, and the school law is strictly carried out by them and their Secretary-Treasurer, Mr. McCoy. School No. 1 is closed, but will soon be re-opened, as the teacher was daily expected when I last visited the place.

17. *St. André-Avellin.*—In spite of the great poverty of this municipality, the Curé and the commissioners have succeeded in organizing four schools in full operation, which are well conducted. Mr. Piché, a pupil of the Jacques-Cartier Normal School, teaches the model school; and, although he has only been in charge a few weeks, he has already distinguished himself by his excellent method of teaching and the order which he maintains among his pupils.

18. *Notre Dame de Bonsecours.*—The two schools of this municipality are ably conducted by two female teachers. It can easily be perceived that the inhabitants of this parish fully understand the importance of educating their children, as the latter are very regular in their attendance at school. The accounts of the Secretary-Treasurer, Mr. Taillefer, are kept with much system and intelligence.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HAMILTON.

PROTESTANT POPULATION OF THE COUNTIES OF OTTAWA AND PONTIAC.

Mr. Hamilton, who was only appointed an inspector towards the end of the first six months of 1861, has been unable to transmit a complete report on the schools under his supervision. Illness and the unfavorable state of the roads in that part of the province, permitted of his seeing only a part of the municipalities in his inspection district. He says:

"My attention has been almost exclusively occupied with an examination into the affairs of the several boards of commissioners with the object of remedying as far as possible the many glaringly illegal proceedings of those bodies. In many places I found no regular system. I have reason to think that my suggestions on this point will be attended to."

Mr. Hamilton proposes shortly to visit all the municipalities in his inspection district.
