

Boulé, Philomène Gravel, Zoé Turgeon, Delphine Corriveau and Marceline Trépanier, have obtained diplomas authorising them to teach in elementary schools.

C. DELAGHAYE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Misses Adélaïde Rhault, Félicité Moreau, Philomène St-Amand, Henriette Gill and Mr. François Lemay, have obtained diplomas authorising them to teach in elementary schools.

J. HEBERT,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Miss Arthémise Gagnon has obtained a diploma authorising her to teach in model schools.

Mr. Félix Labrie and Misses Henriette Gagnon, Philomène Tremblay, Claire Roy and Lucie Malenfant have received diplomas authorising them to teach in elementary schools.

P. LEMAIS,
Secretary.

TEACHER WANTED.

Wanted, on the first of May next, a French Master. He must produce satisfactory references, be able to speak the English language and impart instruction in elementary arithmetic.
Apply to W. Doran, No. 19, Côté Street.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) MARCH, 1859.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1857.

(Continued from our last.)

There are four districts of inspection which show a diminution in the total amount of contributions; these are: 1st. That of Mr. Parmelee, consisting of the counties of Missisquoi, Brome, Shefford, and part of Iberville, where the amount levied in 1856, was £5728, in 1857, only £5326,—decrease £402. 2d. That of Mr. Bourgeois, containing the counties of Drummond, Bagot and Arthabaska; here the taxes, in 1856, amounted to £1320; and, in 1857, to but £1292, decrease £28. 3rd. That of Mr. Germain, containing the counties of Terrebonne, Laval and Two Mountains, where, the taxes of the preceding year amounted to £4488, and in 1857, only to £4074, decrease £414. 4th. and lastly, that of Mr. Roney, in which case the total amount of taxes was diminished by the sum of £76. These four districts were among those that I mentioned last year, as presenting a very considerable increase in all descriptions of taxes; but it is very consolatory to find that with the exception of Mr. Parmelee's district, this diminution has been uniformly in the taxes for the construction of buildings, a very natural occurrence, and by no means indicating any retrograde movement; on the contrary, the additional and voluntary taxation authorised by the last law, and the school rates or monthly fees have considerably increased. They have also increased in a tolerably uniform manner in all the other districts, as well as the total amount of contributions in each of them. As to the exact amount of increase, it has been most remarkable in the following districts: that of Mr. Bruce, £631; that of Mr. Dorval, £538, and that of Mr. Bardy, £516. Other sections of the country, however, have made even more remarkable efforts, if we take into consideration the amount of increase compared with the sum of the contributions, the poverty of the districts and the obstacles to be surmounted. It is very satisfactory for instance to see that Mr. Meagher's district, containing the counties of Gaspé and Bonaventure, and Mr. Cimon's district, including the counties of Charlevoix and Saguenay, show an increase, the former of £397, the latter of £135.

From all that I have just said, it may be concluded that the impulse given in 1856, has been pretty well kept up, especially when we consider the difficult circumstances under which we were placed.

The statistics collected by the directors of Universities, Colleges, Academies, and Normal Schools for the year 1857, will be found in Table C of Appendix A which includes also the general summary of all the statistics of public instruction, so that it can be seen at a glance.

The number of pupils in the Universities is 436; in 1856 there were 377, increase 59; in the classical Colleges there are 2655; in 1856 there were 2570, increase 85; in the Industrial Colleges 1937; in 1856 there were 1935, increase 2; in mixed and boys' schools, there are 6139; in 1856 there were 6104, increase 35; in girls' schools, there are 13354; in 1856 there were 12893, increase 461. Adding to these totals 192 pupils of the Normal Schools, we have a total of 24713, which compared with the year 1856, shows an increase, in superior education, of only 931. This increase is by no means considerable, and leaves to the primary schools a much larger proportion of the total increase than in preceding years.

The number of pupils receiving gratuitous instruction in all the superior educational institutions collectively, which in 1856 was only 3609, is 4167, increase 558. In this number are included 192 pupils of the Normal Schools. The number of pupils receiving board gratuitously, as well as instruction, is 268; it was 256 in 1856, increase 12. The number of pupils receiving a part of their board gratuitously is 481; it was 393 in 1856, increase 88. In the latter number we included 72 pupils holding scholarships in the Laval and Jacques Cartier Normal Schools: by an oversight the 48 pupils holding scholarships at the McGill Normal School were not included in that number; this increases the number of pupils receiving a part of their board gratuitously to 529, and the augmentation to 136; but deducting the pupils of the Normal Schools, the increase in the Colleges and Academies would be only 26.

The total number of volumes both in the libraries intended for the use of the professors and in those intended for the pupils, is 113142; there were only 96823 in 1856; thus there has been this year the very considerable increase of 16319 volumes.

The number of globes and orreries is 218, in 1856 there were only 180, increase 38, the total number of geographical maps in all the institutions for superior education, which in 1856 was only 1552, is in 1857, 1713, increase 161. This last increase is not very considerable, more especially when we deduct 99 maps which belong to the new normal schools.

Considerable progress may be observed as regards mathematics. The number of scholars practised in mental arithmetic is, in the classical colleges, 621, in the industrial colleges, 815, in the boys' or mixed academies, 1785, in the girls' schools, 2410, and in the normal schools, 167—altogether 5801. In 1856, there were only 4497.

There is thus an increase of 1304 in this important branch, and the action of this department has not been without its effect, as regards this progress.

Book-keeping is taught to 1408 pupils, giving an increase of 94 over the preceding year. Algebra is taught to 274 pupils in the classical colleges, to 156 in the industrial colleges, to 510 in the boys' or mixed academies, to 8 in the academies for girls, and to 93 in the normal schools, making altogether 1041, and shewing an increase of 264 over the preceding year. Geometry is taught to 251 pupils in the classical colleges, to 185 in the industrial colleges, to 295 in the academies, to 6 in the academies for girls, and to 92 in the normal schools—total number, 829, making an increase of 92. Instruction in trigonometry is given to 370 scholars, shewing an increase of 130; in cone sections to 115—increase 3 only; and the differential and integral calculus to 191, shewing an increase of 31.

Instruction in physical science is given to 643, increase 98; in astronomy to 678, increase 119; in chemistry to 320, increase 81; in natural history to 1017, increase 339. The above figures, the last especially, merit particular attention. The introduction of the study of physical science and natural history into the academies has been attended with perfect success.

In all our institutions for superior education combined, 7346 pupils whose mother tongue is French, learn the English language; and 1568, whose mother tongue is English, learn the French language; giving an increase in the former case of 1037, in the latter a diminution of 112. Latin grammar is taught to 1366 pupils, shewing a diminution difficult to account for, of 276. Instruction in the Greek grammar is given to 611; increase 4. 39 pupils learn German, and 14 Hebrew. The former of these languages is only taught in five institutions, the latter in one only. It is evident from the foregoing data that the abuse of the study of the dead languages is not so much to be dreaded as has been imagined. There is indeed cause to fear that these higher branches will never receive