

I have, in the course of the year repeatedly visited the three Normal Schools, and been present at their public examinations; I have also taken part in the private examinations of candidates for teacherships in the Jacques Cartier School, and I venture to affirm, that on all occasions, the pupils did credit to the zeal and capacity of their professors.

The number of pupils at the Jacques Cartier School, in the present year, has exceeded that of former years, and among them there has been a greater amount of talent and acquirements, and I think a more decided vocation for the teachers' profession. It has been more easy to maintain order and good discipline than heretofore. Thirty-one new students have been admitted, and there have been more than fifty candidates for admission. As the boarding department can admit no more, the regulation requiring a strict examination as preliminary to admission, intrinsically good in itself, has been vindicated by the circumstances.

Of the 31 new students, 26 come from the former District of Montreal, and 5 from that of Three Rivers. Those of St. Francis and Ottawa, which, with the two mentioned, comprised all the limits of this School, have not as yet furnished any pupils.

The progress of the pupils in French Grammar, taught by M. Devisme with a rare degree of zeal and ability, has this year been remarkable. The lectures on the history of Canada, delivered by the Principal, have been largely developed, and the Rev. Mr. Verreau has spared no pains of re-earch nor expense to attain the greatest possible precision in the narration of interesting facts relating to the early establishment of Europeans in America. At his personal expense he has, with praiseworthy generosity, caused several unedited documents to be copied in France.

The lessons on the various branches of physical science accompanied with demonstrations and experiments, although not supposed to form skilful professors in any of them, serve to convey to the pupils much useful knowledge which may become the foundation of future studies, a key to the understanding of many interesting works, and a text-book of ideas which are indispensable to instructors of youth, useful to explain a series of works similar to those of the National Schools of Ireland, or to give lessons on familiar subjects (object lessons).

M. Ossaye, a distinguished agriculturist, has condescended to deliver to the pupils, gratuitously, a series of lectures on agriculture and rural economy. These are given every Saturday at 4 p. m. In addition to the lectures, he conducts them to some of the best managed farms in the environs of Montreal, including one conducted by himself for the gentlemen of the Seminary, and on those occasions gives practical explanations which form a natural and appropriate peroration to his precepts. It is, no doubt, very desirable that model farms should be annexed to the Normal Schools, in order that pupil-teachers might, at the proper season, attend them by turns and be initiated more perfectly in the practice of agriculture, and particularly of gardening, which is to become to them so important a source of subsistence. Meantime, awaiting the realization of these ideas, the principles of rural economy which they will acquire, must have the same advantages as those general ideas which I mentioned above, in respect of other sciences. They have already had the effect of drawing attention to the agricultural resources of the country, of creating a zeal for their development, and of inspiring ideas relative to the first of the arts, far different, as they confess, from what some of them once entertained.

The public lectures on General History by the Rev. Mr. Desmazes, and on Philology and French Grammar by Mr. Devisme, have been attended by a considerable number of strangers. There is ground for hoping that in time our rising generation will fall into the European custom of attending public lectures delivered gratuitously. I may remark that no better use could be made, in this climate, of the long winter evenings. The pupils drew up reports of the above lectures, and the best of them have appeared in the *Journal de l'Instruction Publique*. The Rev. Mr. Desmazes, who, without other connexion with the Normal School than that supplied by his love for learning and the interest which he feels in the institution, has kindly assumed, during two years, the office of delivering lectures on General History, is entitled to the warmest thanks, not only of the Government, but also of all who have benefited by the lessons which he has with equal ability and generosity given them.

The tables contained in the Report of Mr. Verreau, the Head Master, shew that the pupil-teachers have devoted much of their time to the Model School. In that department they have made great progress in the teaching of analytical reading, geography, arithmetic, and the art of delivering lectures on familiar subjects (object lessons.)

An addition has been made in the course of the year to the Museum of the Institution of a collection of Canadian birds, consisting of 160 individuals, the greater part of which were acquired for half their value from Mr. Inspector Germain, who had himself collected them. Some of the pupils have learned the art of preserving subjects of Natural History, which will be a means of gradually increasing the several collections now in the Museum at small expense, and an advantage to the pupils themselves. The educational institutions in this country, which are hitherto unprovided with Museums might thus, as I have observed in a former report, form collections of Natural History, and at the same time inspire their pupils with a taste for the science itself.

At the McGill School, the year is divided into two terms. In the first term of the past year there were 83 pupils; in the second, 77. Several left during the first. The whole number attending the school within the year is 83, as before observed.

In this, as in the Laval School, steps have been taken to qualify some of the pupils to receive an academical diploma, such teaching being supplementary to, or in excess of the regular programme of study, and to be considered as experimental. The applications made for teachers holding such diplomas induced me to authorize the trial, but the studies will be altogether optional.

I attended the public exercises and examinations of the McGill School, and visited it during the year, and I am bound to express my approbation of the progress made in the several branches taught, particularly in the art of giving lessons on familiar subjects (object lessons,) in literary composition, arithmetic, and the various natural sciences. The success which has attended the labors of Professor Fronteau in teaching the French language, is very satisfactory, particularly if we consider the short time allowed for that study in the programme. The Head Master, and Professors Hicks and Robins, devote their energies, with the most praiseworthy zeal, to the teaching of the several branches of their department.

Within the last year an Infant School has also been added to the Model School, with excellent success, and, as the females form a large majority among the pupil-teachers, this addition to the plan of the school will no doubt prove a means of rapidly introducing superior modes of teaching the very young in all the schools in which they are employed.

The Laval School, which I frequently visited, with great satisfaction at the success attained, not only at the public examinations, but also during the class lessons, seemed to realize all that the most sanguine can look for in such an institution. Both the late Head Master and his successor have been earnest in their exertions, and it is worthy of remark that all the pupils who have attended the classes have been conspicuous for their assiduity, while some have displayed talents and ability of a superior order. They appeared to possess a solid and practical knowledge of French Grammar, the pronunciation of that language and its elocution being, moreover, objects of particular attention, and the perfection attained therein very great. The art of teaching Geography, and the delineation of Maps on the Black-board are also pursued with much success. I make mention of some few of the branches only which particularly struck me, but it is fit to remark, that all who visited the school with me were astonished, as indeed I was, at the results which they beheld. The Ursuline Ladies who have charge of the boarding establishment of the female pupil-teachers, and who take part in the teaching, are entitled to the gratitude of the Government and the public in general; the good behaviour of the pupils and their progress in the study of the English language as well as in other branches entrusted to those Reverend Ladies deserve great praise.

The two Model Schools attached to the Laval School have received a large share of the attention of the Principal during the year, and he has effected several important improvements in the methods of teaching in both.

The whole number of pupils in the Model Schools attached to the three institutions is 669: that is to say, in the three divisions of the Model School belonging to the McGill School, three hundred; in the Male Model School depending on the Laval Normal School, one hundred and ten; in the Female School, one hundred and seventy-five; finally, in the Model School belonging to the Jacques Cartier Normal School, eighty-four. These numbers, added to the 219 pupil-teachers, make a total of 888 pupils who have received instruction in the course of the year in the Normal Schools. The whole amount expended by these institutions within the year has been \$36,810, of which sum \$9,431 proceeded from fees paid by the pupils.

While the Normal Schools are thus preparing teachers, the department have aimed at improving the condition of those