

the tribunals to suppose that he really has the intention to effect such a result. The present organization was established for the purpose of guaranteeing the Catholics as well as the Protestants from the fear and possibility of seeing their contributions employed in propagating doctrines which they hold in repugnance. The law would destroy the law if by its application under any circumstance whatever it did away with this guarantee. The reasons of inconvenience urged by the plaintiffs in support of their pretensions cannot be supported, inasmuch as their system does not provide any remedy, can only tend to hinder public education and would inaugurate every where the provocative policy which the Legislature has endeavoured to prevent. It would be as just in Canada as it is in England, to say with Baron Parke, "We must always construe an act so as to suppress the mischief and advance the remedy according to the true intent of the makers of the law."

The examination which I have made into this subject, leads me to believe that it is demonstrable to evidence that the right of the ratepayer to superintend the employment of his rate in public education is the corollary of his right to the exercise of his religion and of his faith; and that the law examined as to its object in its whole, and in its details, has consecrated so just and necessary a principle to peace, in a country where races find shelter in their contrast, and religions protect one another by their diversities.

It also seems to be demonstrated that a strictly legal interpretation of the text of the law, followed in its Parliamentary as well as in its usual and legal sense, cannot allow or admit an exception to this right, which flows from our civil and political constitution as well as from the natural law.

Extracts from the Reports of the School Inspectors for 1861 and 1862.

(Continued.)

COUNTY OF HUNTINGDON, PART OF THE COUNTIES OF CHATEAUGUAY AND ARGENTVIL, AND THE PROTESTANT POPULATION OF THE CITY OF MONTREAL.

(First Report concluded.)

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 Nos. 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. Arno'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 geographicals, 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