

females. The number of students learning to take meteorological observations is 265, namely: 238 in classical colleges, 9 in commercial colleges, and 18 in academies. Astronomy is taught to 559 pupils, of whom 297 study in classical colleges, 41 in commercial colleges, 102 in academies for boys or mixed, and 119 in academies for females. Chemistry is taught to 249 pupils, of whom 95 study in classical colleges, 85 in commercial colleges, 62 in academies for boys or mixed, and 7 in academies for females. Natural history is taught to 668 pupils; 120 in classical colleges, 96 in commercial colleges, 167 in academies for boys or mixed, and to 285 in academies for females.

English is taught in secondary schools to 6309 pupils, whose vernacular language is French; and the French is taught to 1680 pupils, whose vernacular language is the English. The number of pupils practising composition or amplification is, 2652 for French, and 2017 for English composition. The number of pupils learning French versification is 180, namely: 79 in classical colleges, 15 in commercial colleges, 50 in academies for boys or mixed, and 36 in academies for females. The number of pupils learning English versification, is 235; 64 in classical colleges, 15 in commercial colleges, 105 in academies for boys or mixed, and 51 in academies for females. These numbers, when compared with the total number of pupils, are not, it is perceived, very considerable. Latin grammar is taught to 1642 pupils; to 1377 in classical colleges, 41 in commercial colleges, and to 224 in academies; 479 practice versification, and 470 amplification in that language, besides themes and versions. The Greek grammar is taught to 571 pupils in classical colleges, and to 36 in academies. Hebrew is taught to 15 pupils, and the German to 12 pupils only.

Belles-lettres are taught to 554 pupils, rhetoric to 460, and 1250 take lessons in declamation. Lessons in intellectual and moral philosophy are given to 204 pupils; in the elements of theology to 132, in law to 39, in constitutional law to 108. Theoretical agriculture is taught to 310 scholars, practical agriculture to 133, and horticulture to 459. Some institutions have a special commercial course distinct from the ordinary studies, and 610 scholars follow these courses; 288 in classical colleges, 128 in commercial colleges, and 194 in academies. In the meantime, however, neither are the useful or the fine arts neglected; 730 scholars learn linear drawing, of whom 158 study in classical colleges, 180 in commercial colleges, 232 in academies for boys or mixed, and 160 in the academies for females. This branch of study is also taught in the model schools to a great number of pupils. 191 pupils are studying architecture and painting; crayon and water colour drawing are taught to 402, vocal music to 2447, and instrumental music to 1225 pupils. There appears to be no regular gymnasium established in any institution, with the exception of the St. Mary's College at Montreal, and 50 pupils in this establishment practise gymnastics; 16 pupils in the academies also practice gymnastical exercises. Swimming appears to form no part of instruction in any of the colleges; 52 scholars however in the different academies practice natation. These two important branches of physical education should be generally introduced. The educated man experiences continually some feeling of shame when surpassed in acts requiring courage, or exertion in behalf of humanity, merely because he has not been trained when young to corporal exercises. It is necessary however that such training should be conducted with extreme precaution. The floor of the gymnasium should be covered with a thick bed of tan, or perhaps a bed of saw-dust or of fine sand would be still better. Swimming should be practised in pools of water of no considerable depth, and sides of which should gradually incline towards the centre. These pools or tanks could easily be made in the vicinity of the colleges, in consequence of the numerous springs and small streams which everywhere abound in the country parts of this province.

Dancing is only taught to 40 pupils, fencing to 44, horsemanship is taught in no institution.

Having thus cursorily shown the different branches of education, taught in our classical and academical institutions, setting aside those that are purely elementary, the results of which are shown in statement D. We must add that the very small number of pupils instructed in the more elevated branches of education, can be attributed to two causes. The first is, that many have been but recently established, and have not as yet completed the program of their course of studies. The other cause is, that, parents generally speaking, are in too great haste to withdraw their children from the colleges, and consequently that very few ever complete their regular course. Heads of families should in the first place reflect deeply on the nature of the education they intend to give to their children, and their choice once made, they should enforce a completion of the whole course and spare nothing to arrive at this result. They

should remember that the future of their children depends entirely upon their perseverance, and that it is far better to have followed regularly and benefited by a good course in an elementary school, than to have passed unprofitably through two or three classes in a college.

The pupils are respectively classed under the more important headings as follows: there are 9806 boys and 14073 girls in the Institutions for superior and secondary education, to which we have just referred. 15 male and 30 female deaf-mutes in private institutions, a more particular mention of which will be made; and according to the census, 62374 boys and 59381 girls attend elementary schools. From this last number must be deducted 2781 pupils attending secondary schools comprised in the census as already explained, and of whom it is probable, that at least two thirds are females, (the academies for girls under the control of the Commissioners being the more numerous,) will thus give 71268 boys and 71630 girls in all the educational institutions. It was generally believed heretofore, that the number of girls attending school far exceeded that of boys, but it will be perceived that the totals are nearly equal.

There are in the Universities and special Superior Schools, 200 boarders and 177 day scholars. In classical colleges 1013 boarders, 322 half boarders and 1235 day scholars; in the commercial colleges, 337 boarders, 441 half boarders, and 1157 day scholars; 156 boarders, 178 half boarders, and 5770 day scholars in the boys or mixed academies; 2146 boarders, 1489 half boarders, 9258 day scholars in the girls academies: Making a total of 3852 boarders, 2430 half boarders and 17597 day scholars. It is evident that the system of boarding schools, particularly with reference to girls, is viewed very favorably in the country.

With respect to the distribution of the pupils with reference to their religious creed, it is as follows: in universities, catholics 281, protestants 96; in classical colleges, catholics 1866, protestants 704; in commercial colleges, catholics 1796, protestants 139; in boys or mixed academies, catholics 4234, protestants 1870; in girls' academies, catholics 12,770, protestants 123. The total number of catholics is 20,947; the total number of protestants, is 2932.

Many institutions have a high reputation beyond the limits of the counties in which they are situated, for 1961 pupils attend colleges and academies out of their own counties. There are also, in the universities 20 students from Upper Canada, in classical colleges 26, from the same place, in commercial colleges 4, in boys academies 19, in the girls' academies 13,—forming a total from the Upper Province of 82. The number of pupils whose parents reside in the United States is, 6 in universities, 45 in classical colleges, 16 in commercial colleges, 51 in boys or mixed academies, and 35 in girls academies; making in all 153. Some of those contained in the tables of pupils who have left the country probably belong to this class.

Special secondary schools comprise only the two institutions for deaf mutes, mentioned by me in my report for the last year. I beg once more to draw attention to the vote of the legislature for the building of institutes for the deaf and dumb, passed a long time since, but which has never been acted upon.

Statement E especially refers to the statistics of the catholic schools in Quebec and Montreal procured by myself. It appears by this statement that there are 5176 in Quebec, and 6769 children in Montreal attending the schools; comprised in the last mentioned total are 2351 attending the schools kept by the sisters of the Congregational Nunnery, and 2380 children attending the schools of the Christian Brethren, established and entirely maintained by the Gentlemen of the Seminary of St. Sulpice.

Statement F shows the limits of each district of inspection and will give some idea of the extent of territory within which the Inspector has to perform his arduous duties. It is absolutely necessary that reference should be had to this statement in order that the others should be well understood.

Statement G, to which I have already referred several times, contains the general statistics, collected by the inspectors, particularly those relating to elementary schools. There are 490 municipalities, divided into 2619 districts, the school corporations own 1945 school houses; there are 2502 schools under the control of the commissioners, in which are taught 94,629 scholars; 93 schools under the control of the trustees for dissentient minorities, in which are taught 2584 scholars. There are 892 male teachers, of whom 448 possess diplomas, and 1574 female teachers, of whom 303 only have received diplomas.

112 male teachers and 878 female teachers receive less than £25 per annum; 366 male teachers and 519 female teachers receive from £25 inclusively a £50 per annum exclusively; 196 male