

DIPLOMAS granted to Pupils of the Normal Schools since the establishment of these institutions.

| Class of<br>Diplomas Granted. | Jacques-<br>Cartier.      | McGill.           |                   |        | Laval.            |                   |        | No. of M. Pupil Teachers. |                           | Grand Total. |
|-------------------------------|---------------------------|-------------------|-------------------|--------|-------------------|-------------------|--------|---------------------------|---------------------------|--------------|
|                               | Male<br>Pupil<br>Teachers | M. Pupil Teachers | F. Pupil Teachers | Total. | M. Pupil Teachers | F. Pupil Teachers | Total. | No. of M. Pupil Teachers. | No. of F. Pupil Teachers. |              |
| Academics .....               | 20                        | 12                | 10                | 22     | 13                | ...               | 13     | 45                        | 10                        | 55           |
| Model Schools.....            | 98                        | 15                | 130               | 145    | 81                | 102               | 183    | 194                       | 232                       | 426          |
| Elementary Schools            | 85                        | 28                | 254               | 282    | 36                | 129               | 165    | 149                       | 383                       | 532          |
| Totals. ....                  | 203                       | 55                | 394               | 449    | 130               | 231               | 361    | 388                       | 625                       | 1013         |

The introduction, in the Normal Schools, of a more complete and a more practical system of teaching Agriculture, has been recommended in a report of a Committee of the Legislative Assembly charged with the inquiry into Agriculture and Colonization, and a sum of \$12,000 has been voted for this object.

The results obtained in some parts of France and Belgium by the teaching of agriculture and horticulture, in the Normal Schools, and, above all, the success of the Model-Farms in connection with the Central Normal School of Dublin, and with the Model Schools of the other great towns of Ireland, have induced me to recommend the establishment of Model-Farms in connection with our Normal Schools, as one of the best means of diffusing agricultural instruction. Doubtless the pupil teachers of the Normal Schools, after acquiring at least a certain theoretical and practical knowledge of agriculture and horticulture, would be very apt and well disposed to contribute powerfully to the progress of those branches. It is not only the dissemination of agricultural knowledge which would result from the direction

of schools being under these Pupil-Teachers, it is not only the importance of this noble pursuit, easily instilled into the minds of young scholars, that we have to consider, but there is also the propagation of knowledge which each teacher would occasion in his neighbourhood, and the influence which his advice would exercise, and his example, in case he should be able to procure for himself a small lot of land for cultivation.

Some seem to prefer a system of Model-Farms distributed through the different counties. Instruction in practical agriculture given in the Normal Schools, so far from being an obstacle to such a measure, would naturally lead to it. It may be assumed that the pupils going forth from the Normal Schools would be directors already prepared for those institutions; that at least a certain number of them would imbibe a particular taste for agriculture, and that in the case of their abandoning teaching instead of embracing one of the other liberal professions or of leaving the country, as has been the case with several former teachers, they should become here trained agriculturists, and in fact model-farmers if not directors of model-farms.

These motives, which have decided the Government and the Legislature to vote the sum which has been granted, have, since last Session, led me to concern myself in giving immediate effect to the vote. Meanwhile, as that would be making a new experiment in this country, the Government has thought proper to consult, before acting, as well respecting the mode to be followed as the details, the Members of the Council of Public Instruction, those of the Board of Agriculture, and distinguished practical Agriculturists; and, finding a great difference of opinion upon several important points, while requiring from the directors of the Normal Schools special reports about the manner of making these practical studies accord with the programmes of these Schools, it has appointed M. l'Abbé Godin, former director of the Model-Farm of Ste. Thérèse, to study analogous Institutions in Europe and particularly the Model-Farms connected with the Normal and Model Schools of Ireland.

There is every reason to hope, that, if the Legislature be willing to vote anew the sum demanded last year, this project, to which I attach the greatest importance, will be soon matured.

The following Table contains a summary of the general Statistics of Public Instruction since the year 1853. The increase in the whole number of pupils for the year 1867 will be observed to be inconsiderable. There is even a slight decrease for several districts of inspection, although in some cases merely apparent and the result of errors in the preceding report. The decrease of 114 Institutions upon the returns of 1866 is also, in part, merely apparent, new Inspectors having changed the classification of Schools and omitted to assign as distinct Schools the Primary Schools attached to other Institutions.

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

| —                  | 1853   | 1854   | 1855   | 1856   | 1857   | 1858   | 1859   | 1860   | 1861   | 1862   | 1863   |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Institutions.....  | 2352   | 2795   | 2868   | 2919   | 2946   | 2995   | 3199   | 3264   | 3345   | 3501   | 3552   |
| Scholars .....     | 108284 | 119733 | 127058 | 143141 | 148798 | 156872 | 168148 | 172155 | 180845 | 188635 | 193131 |
| Contributions..... | 165848 | 238032 | 249136 | 406764 | 424208 | 459396 | 498436 | 503859 | 526219 | 542728 | 564810 |

TABLE of the progress of Public Instruction in Lower Canada, &c.—Continued.

| —                  | 1864   | 1865   | 1866   | 1867   | Increase<br>over<br>1853. | Increase<br>over<br>1856. | Increase<br>over<br>1858. | Increase<br>over<br>1865. | Increase<br>over<br>1866. | Decrease<br>from<br>1866. |
|--------------------|--------|--------|--------|--------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Institutions.....  | 3604   | 3706   | 3826   | 3712   | 1378                      | 811                       | 745                       | 24                        | .....                     | 114                       |
| Scholars .....     | 196739 | 202648 | 206820 | 208030 | 99963                     | 65106                     | 51375                     | 5599                      | 1210                      | .....                     |
| Contributions..... | 593964 | 597448 | 647067 | 728494 | 62646                     | 321730                    | 269098                    | 131046                    | 81426                     | .....                     |