

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1856.

(Continued from our last.)

About one fourth of the Institutions did not think proper to afford the required information and the fact must be taken into consideration when reviewing this statement:—

Class of Institution.	NUMBER OF STUDENTS WHO HAVE BEEN ATTACKED WITH SERIOUS DISEASE DURING THE YEAR.										NUMBER OF STUDENTS WHO HAVE DIED WITHIN THE YEAR.									
	Inflammation and other diseases of the brain.	Consumption, bronchitis and other diseases of the organs of respiration.	Pleurisy.	Serious disease of the digestive organs.	Neuralgia and other diseases of the nervous system.	Fever and other epidemic diseases.	Luxations, fractures and other accidents.	Total number of sick anal. during the year.	Inflammation and other diseases of the brain.	Consumption, bronchitis and other diseases of the organs of respiration.	Pleurisy.	Disease of the digestive organs.	Neuralgia and other diseases of the nerv. sys.	Fever and other epidemic diseases.	Accidentally killed.	Accidentally drowned.	Ship, who died in consequence of other dis.	Total number of deaths during the year.		
Classical Colleges....	7	6	4	17	4	1	8	17	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Commercial Colleges	6	6	5	14	1	9	7	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	12
Academies for boys, or mixed.....	.....	9	4	.....	2	29	4	49	2	1	.....	.....	4	2	12	17	33	
Academ. for females.	2	8	3	2	10	72	1	93	1	4	.....	1	.....	6	.....	.....	14	
Total.....	15	29	16	33	17	111	20	241	4	7	.....	1	.....	19	2	14	66	

This statement proves the great vigilance and care, of the principals of the different institutions. Serious diseases of the organs of respiration have not been numerous considering the rigour of the climate:—but the proportion of those diseases which terminated fatally is such, that it should engage principals and directors of Institutions to look with special care into their proper ventilation and heating. The apartments are not always kept at the same degree of temperature,—it is sometimes much too warm in the classes, while the passages are not heated at all. Want of ventilation is the cause that the windows are sometimes opened during class hours; every imprudent act of this kind, although strong robust children may perhaps feel no bad effect, is always fatal to feeble children predisposed to sickness. The number of pupils accidentally drowned during the year, viz: fourteen, should also reader teachers extremely vigilant during pleasure parties, excursions upon the water, &c.

The fifth division is a very important one, as it shows the different walks in life chosen by our youth after leaving Institutions for Superior Education. Among the young men who left these institutions within the last two years, after having completed more than half of the course of studies, 98 have entered the church; 3 the army; 232 have devoted themselves to agriculture; 21 are preparing for the bar; 28 are studying medicine; 28 the notarial profession; 23 surveying; 2 civil engineering; 355 follow, or are preparing to follow, mercantile pursuits; 201 are engaged in some branch of mechanics; and 66 have left the country. These figures are far from being complete; it is much to be desired that they should be so in the next report.

The total number of books in the libraries, is 96,823; the number of globes and orreries, 180; the number of geographical maps, 1552; the value of the apparatus for the study of natural philosophy, and of museums of natural History, about £16,000. There are in the Classical Colleges 174 professors; in the Commercial Colleges, 101. In the academies for boys, or mixed, 185 professors and female teachers; in the academies for female pupils there are 46 female teachers. Of this total number of professors, 260 belong to the regular clergy or to some religious order, and 155 are lay teachers; of the number of female teachers above stated, 333 belong to some religious order, and 113 are lay teachers.

The number of students in the Universities and Special Superior Schools was in 1855, 331; in 1856, 377, showing an increase of 46. In the Classical Colleges, the number was 2380; in 1856, 2576, being an increase of 190. The Commercial Colleges had 1709 pupils in 1855; in 1856 they had 1935, increase 226. The academies for boys, or mixed, had 4472 pupils in 1855; in 1856 they

numbered 6104, showing an increase of 1632. The Female Academies, in 1855, had 11,639 scholars; in 1856 this number was increased to 12,893, showing a difference in favor of the present year of 1254. The Primary Superior or Model Schools had, in 1855, 12,025 scholars attending them, and in 1856, 13,072, showing an increase of 1047. To conclude, in 1855, the Elementary Schools numbered 100,163 scholars, and in 1856 they numbered 105,912, being an increase of 5749. The total increase is not precisely as is above shown; this arises from our having used, for the purpose of comparing the statistics of the two years, the statements given in by the Institutions for Superior Education, which show a higher total, collectively, than those returned by the Inspectors. It will be perceived that the increase this year, as in the last, is greater in the Institutions of the middle class, (Commercial Colleges and Academies) than in either Classical Colleges or Academies.

It is true that a greater number of pupils in all the institutions, receive nothing more than an elementary education, or at most, Primary Superior, inasmuch as they generally leave the establishment before having gone through more than half the course. Besides some of this class of Institutions have returned, as pupils, scholars belonging to preparatory schools, or even to elementary schools affiliated with them.

Taking all these different calculations into consideration, that is to say, by deducting a certain portion of the pupils under sixteen, from each class of Institutions, and adding one half to the Primary Superior Schools and one half to the Elementary Schools the result would be as follows, which would approach near to the real state of things. Students receiving either a university or professional education, 377. Pupils receiving classical education, 2170. Pupils receiving an academical education, 16,393. Pupils receiving Primary Superior Education, 15,564. Pupils receiving Elementary Education, 108,404.

Independently of the results which we have shown above relative to schools under the control of Commissioners, the statistics of this year prove that the exact sciences have been much more generally studied than heretofore in all Educational Institutions. Much however is yet to be done in this branch. The total number of pupils learning to count by memory, or as it is generally termed, mental or spontaneous calculation is 4497 of whom 378 are studying in classical colleges, 664 in commercial colleges, 1581 in academies for boys or mixed schools, and 1871, in academies for females. I have used my utmost endeavours to bring this branch of study into more general use, and have urged the School Inspectors to introduce it into all the elementary schools. Book-keeping is taught to 1314 pupils, namely: to 248 in classical colleges, to 234 in commercial colleges, to 586 in academies for boys or mixed, and to 246 in academies for females. Algebra is taught to 777 pupils, viz: to 255 in classical colleges, to 135 in commercial colleges, to 379 in academies for boys or mixed, and to 8 in academies for females. The number of pupils studying geometry is 737, namely: 238 in classical colleges, 187 in commercial colleges, 310 in academies for boys or mixed, and 2 in academies for females. The number learning trigonometry is only 240, of whom 132 attend the classical colleges, 34 commercial colleges, and 74 academies. The number of pupils studying conic sections is 112, of whom 62 attend classical colleges, 6 commercial colleges, and 21 academies. To conclude, 160 pupils are learning differential and integral calculus, 20 in classical colleges, 13 in commercial colleges, and 127 in academies. This last figure, I must admit, appears to me to be the result of some error or misapprehension. The natural sciences are much more generally taught now than heretofore, although from the want of proper instruments and collections this branch of teaching must be yet very imperfect. The depository of apparatus and school appliances established by Dr. Ryerson in Upper Canada, as I have before mentioned, has conferred considerable benefit in this respect. I should, however, remark here, that students in colleges and academies, could, under the direction of their teachers, form little collections of specimens of natural history, and especially of entomology and botany. The collections in several of the academies in the United States have been formed in this manner. The manuals of natural history and of taxidermy by Roret—which can be procured for a low price—would be very useful in assisting the students; but the advice and example of an experienced amateur, would be still more advantageous. Meteorological observations and researches made with the assistance of the microscope are also of much assistance, and are much used in other countries for the purpose of instructing youth, while they are interesting, and furnish them with agreeable occupation at the same time.

The number of students learning natural philosophy is 545; of these 325 are studying in classical colleges, 11 in commercial colleges, 142 in academies for boys or mixed, and 37 in academies for